



Year 4- Year Plan

Year 4	Computing	Science	History/ Geography	RE	Creative Arts	Performing Arts	Suggested curriculum enhancement
Autumn 1	<p>Can the children use photo editing software to crop photographs and add effects?</p> <p>Using the Internet</p> <p>Can they use a search engine to find a specific website?</p> <p>Can they use note-taking skills to decide which text to copy and paste into a document?</p> <p>Can they use tabbed browsing to open two or more web pages at the same time?</p> <p>Can they open a link to a new window?</p> <p>Can they open a document (PDF) and view it?</p>	<p>How could we cope without electricity for one day?</p> <p>Electricity</p> <p>Identify common appliances.</p> <p>Construct simple circuits including switches.</p> <p>Common conductors and insulators.</p> <p>Alternative sources of energy.</p>	<p>Where would you choose to build a city?</p> <p>Geography</p> <p>Settlements, land use, economic activity, including natural resources, especially energy and water supplies.</p>	<p>What does worship mean?</p> <p>Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>DT</p> <p>Children will make a tall building so they appreciate the issues surrounding some of the skyscrapers in our cities.</p> <p>Electrical & mechanical components</p> <p>Can they add things to their circuits?</p> <p>How have they altered their product after checking it?</p> <p>Are they confident about trying out new and different ideas?</p> <p>Art</p> <p>Knowledge</p> <p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p> <p>3D/ Textiles</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Music</p> <p>Composing (incl notation)</p> <p>Can they use notations to record and interpret sequences of pitches?</p> <p>Can they use standard notation?</p> <p>Can they use notations to record compositions in a small group or on their own?</p> <p>Can they use their notation in a performance?</p> <p>PE</p> <p>Acquiring and developing skills</p> <p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p> <p>Can they make up their own small-sided game?</p>	



<p>Autumn 2</p>	<p>Data retrieving and organising Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they choose images and download into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program?</p>	<p>How would we survive without water? States of matter Solids, liquids and gases. Heating and cooling. Evaporation and condensation.</p>	<p>Why is the Trent so important to Nottingham? Geography Settlements, land use, economic activity, including natural resources, especially energy and water supplies.</p>	<p>How is Christmas celebrated in other countries? Pupils should be taught to observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences within and between different religions and world views.</p>	<p>Art Children will look at famous artists and use water colour or washes to create landscape paintings including the River Trent. Painting Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feelings? DT Mouldable materials Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?</p>	<p>Music Children to be provided with music associated with water. PE Gymnastics Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phrases? Health and fitness Can they explain why warming up is important? Can they explain why keeping fit is good for their health?</p>	<p>Seven Trent water works?</p>
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<p>Spring 1</p>	<p>Can the children copy/paste the graph/bar chart and us it in a WP document? Databases Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the term 'cells', 'rows' and columns? Can they enter data, highlight it and make bar charts?</p>	<p>Which wild plants and animals thrive in your locality? Living things and their habitats Identify and name a variety of living things (plants & animals) in the local and wider environment and group them. Recognise that environments can change and can pose dangers.</p>	<p>Why is Mansfield/Nottingham am such a cool place to live? Geography Name and locate counties and cities of the UK, geographical regions and their identifying human, physical characteristic, including hills, mountains, cities, rivers topographical, features and land use patterns and understand how some of these aspects have changed over time.</p>	<p>What do we mean by commitment? Pupils should be taught to understand the challenges of commitment to a community of faith or belief suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.</p>	<p>DT Children will design and make a bridge that has a level attached so it can open. Textiles Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? Art Children will create their own water colours or washes linked to their paintings. Drawing / Sketch Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms of movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p>	<p>Music Appraising Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purpose of music? Can they begin to identify the different purposes of music? Can they begin to identify with the style of work of Beethoven Mozart and Elgar? PE Outdoor/adventurous Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?</p>	<p>Sherwood Forest residential</p>
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<p>Spring 2</p>	<p>Can the children use animation in their presentation? Database Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? Can they insert sound recordings into a multimedia presentation? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</p>	<p>Why is the sound that One Direction make enjoyed by so many? Sound Sources. Vibration. Loud and faint. Pitch. Volume. Sounds travelling.</p>	<p>Why were the Romans so powerful and what did we learn from them? History The Roman Empire and its impact on Britain. Julius Caesar. Hadrian's Wall. Boudicca. Romanisation of Britain.</p>	<p>Why did Jesus tell stories? Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>DT Children will research and design and make a Roman weapon that could have been used to help them capture cities. Cooking and nutrition Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? Art Collage Can they use ceramic mosaic? Can they combine visual and tactile qualities?</p>	<p>Music March to appropriate music carrying the equivalent weight of Roman armour. PE Dance Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? Evaluating and improving Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?</p>	
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<p>Summer 1</p>	<p>Communicating Do they appreciate the benefits of ICT to send messages and to communicate? Can they use the automatic spell checker to edit spellings?</p> <p>*see skills folder for E-safety objectives*</p>	<p>Skills based work</p> <p>See skills objectives in folder.</p>	<p>Who were the early Lawmakers? History Crime and punishment from Anglo Saxons to the present day.</p>	<p>What is pilgrimage? Pupils should be taught to describe and make connections between different features of the religions and world views they study discovering more about celebrations, worship, pilgrimages and the rituals that mark important points in life in order to reflect on their significance.</p>	<p>Art Children will draw the Houses of Parliament focusing on line, tone and perspective. Use of IT Can they present a collection of their own work on a slide show? Can they create a piece of artwork which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?</p>	<p>PE Games Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?</p>	<p>Visit to Mansfield Magistrates Court or community police officer visitor.</p>
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<p>Summer 2</p>	<p>Algorithms and programs Can they use repeat instructions to draw regular shapes on screen using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written?</p>	<p>What happens to the food we eat? Animals (including humans): Digestive system. Teeth. Food chains. Predators and prey.</p>	<p>What would you have done after school 100 years ago? History Leisure and entertainment in the 20th century comparison to 100 years ago.</p>	<p>What is Judaism? Pupils should be taught to describe and make connections between different features of the religions and world views they study discovering more about celebrations, worship pilgrimages and the rituals which mark important points in life in order to reflect on their significance.</p>	<p>Art Printing Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials? DT Stiff and flexible sheet materials Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong?</p>	<p>Music Children will research popular songs across the era and then create their own video appropriate for the time. Performing Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns? PE Athletics Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?</p>	<p>Visit to the Workhouse in Southwell.</p>
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