Roebuck Academy

**Year 4 Year Plan 2019 – 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Topic** | **Groovy Greeks!** | | **Step into the tombs!** | | **Bongiorno!** | |
| **Events, trips and other links** | **International Evening & Heritage month.**  **Anti-Bullying Week.**  **Harvest** | **Bonfire Night.**  **Remembrance Day.**  **Christmas events: Nativity, Christmas service**  **Greek day** | **E-Safety Week**  **World Book Day**  **Easter: egg hunt, church service**  **Mother’s Day**  **Egyptian workshop**  **Virtual reality workshop – pyramid focus**  **RE trip** | | **St George’s Day**  **May Day**  **Father’s Day** | |
| **History** | **Ancient Greece**  a study of Greek life and achievements and their influence on the western world  The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day | | **Ancient Egypt**  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study | |  | |
| **Geography** | **Locational Knowledge**  Geography - Locate the world’s countries, using maps to focus on Europe – Greece  **Geographical Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greeks | | **Locational Knowledge**  Geography - Locate the world’s countries, using maps to focus on Europe – Greece  **Geographical Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greeks  **Human and physical geography**  Including types of settlement and land use, economic activity including trade links  **Physical geography** – study of the River Nile. | | **Locational Knowledge**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  **Geographical Skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| **Art** | **Sculpture – working with recycled materials**  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Formal elements of art – texture and pattern.**  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Every picture tells a story – analysing famous artists work**  (focus on European artists)  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  |
| **DT** | **Structures – Pavilions**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Mechanisms – Sling shot cars**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | **Textiles – fastenings**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world |  | **Electrical systems – torches**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  understand and use electrical systems in their  products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products |
| **Cooking** | Making a Greek salad – cutting skills (claw grip and bridge hold), preparing food hygienically, cutting foods into evenly sized cubes  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | | Egyptian mashed potato – peeling harder foods, mashing potato, crush garlic  Egyptian basbousa cake - cream fat and sugar together using a mixing spoon, crack an egg and beat with balloon whisk | | Making pizza – grating cheese, Cut foods into evenly sized strips, Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough), Sieve flour, raising agents and spices together in to a bowl, Use a rolling pin to flatten and roll out dough (eg scones), handle hot food safely once adults have removed food from the oven (e.g. use oven gloves and a fish slice to remove scones from a baking tray) | |
| **Literacy Unit Fiction** | **Fiction-**  Greek Myths  Write a Greek myth focusing  on effective characterisation  e.g. descriptions  link dialogue to effective  characterisation, interweaving  speech and action.  **Non fiction-**  **Poetry**-  Riddles  Vocab Building | **Fiction-**  **Non fiction-**  Report  Write own report independently  based on notes gathered from  several sources  E.g. Gather notes and explore either democracy, ancient Greek life  (Olympics)  **Poetry-**  Narrative Poetry: Journey of Theseus through Maze  Take One Book: Atlanta’s Race | **Fiction**-  Story Settings  Performing a Play  Write a section  of a narrative  (or several  narratives)  focusing on  setting (Using Taedo Jones Clip)  Write and  perform a play,  based on a  familiar story (Egyptian Cinderella)  **Non fiction-**  **Poetry-** | **Fiction-**  **Non fiction-** Persuasion  Assemble and sequence points  in order to plan the presentation  of a point of view, using graphs,  images, visual aids to make the  view more convincing  **Poetry-**  Vocab Building  ‘Take One Book’ – Egyptian Cinderella | **Fiction-**  Stories with a Theme  Discussion texts  Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.  Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter  **Non fiction-**  **Poetry-** | **Fiction-**  Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style  **Non fiction-** Explanation  **Poetry**-  Poet Appreciation  Research a particular poet.  Personal responses to poetry  Recite familiar poems by heart  Take One Book |
| **Class books used for Literacy and Topic** | **Pandora’s Box**  **Daedalus and Icarus**  **Theseus and the minotaur**  **(Orchard book of Greek Myths)** | | **Egyptian Cinderella**  **Tutankhamun Book**  **Taedo Jones Clip**  **Egyptian Pyramids Clip**  **Horrible Histories Clip: Estate Agent** | | **A spider goes to Italy**  **Holiday brochures**  **Pizza in Pienza (English & Italian)**  **Lost in Rome**  **C is for Ciao**  **Take me back to Italy** | |
| **Science** | **States of Matter**  Compare and group materials together, according to whether they are solids, liquids or gases  observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Sound**  Identify how sounds are made, associating some of them with something vibrating  recognise that vibrations from sounds travel through a medium to the ear  find patterns between the pitch of a sound and features of the object that produced it  find patterns between the volume of a sound and the strength of the vibrations that produced it  recognise that sounds get fainter as the distance from the sound source increases. | **Animals including Humans**  Describe the simple functions of the basic parts of the digestive system in humans  identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey. | | **Circuits and Conductors**  Identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part  of a complete loop with a battery  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  recognise some common conductors and insulators, and associate metals with being good conductors. | **Living things and their Habitats**  Recognise that living things can be grouped in a variety of ways  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things. |
| **RE** | **Sikhism & Hinduism** | | **Religious leadership and big questions** | | **Human responsibility and values** | |
| **Computing** | **Coding**  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration | **Online safety**  understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Spreadsheets**  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Logo**  understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Animation**  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output | **Effective searching**  understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| **PSHE/Citizenship** | **Being me in my world** | **Celebrating difference** | **Dreams & Goals** | **Healthy me** | **Relationships** | **Changing me** |
| **Music** | **Mamma Mia**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **Glockenspiel stage 2**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **Stop!**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **Lean on me**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **Blackbird**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **Reflect, rewind, replay**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the interrelated dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music |
| **PE** | **Football**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Striking and Fielding**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Mini Tennis**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Tri-Golf**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Athletics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  take part in outdoor and adventurous activity challenges both individually and within a team  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations |
| Swimming/dance opportunities through the year | | | | | |
| **Numeracy** | Number 1  Number 2  Number 3  Tables and Line graphs | Squares and rectangles  Perpendicular and Parallel lines | Fractions  Decimals 1  Angles | Mental calculations  Time  Multiplying by a 2- digit number  Angles | Area & perimeter  Fractions  Money | Decimals  Time  Area & perimeter  Length |
| **Times tables** | 11 x table  Squared numbers  3 x table | 6 x table  9 x table | 4 x table  8 x table | 7 x table  12 x table | Review all | Test month. |