

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Predator 	Misty Mountain, Winding River 	Gods and Mortals 	Playlist 	Traders and Raiders 	Mighty Metals 
Green Behaviour for Learning	Independence	Curiosity	Resilient	Independence	Resilient	Curiosity
Green Behaviour for Life	Respect	Honesty	Responsible	Respect	Honesty	Responsible
Memorable Experience	Predator Experience	River Visit	Meet Zeus	Musical Performance	Invaders!	A Playground Visit
Innovate Challenge	The Ultimate Predator	Learn About Lakes	Pandora's Box	Class Factor	Trade Fair	A Friend for The Iron Man
Love to investigate	What are your joints for? What do owls eat?		Why did Icarus fall from the sky?	Can we block sound? What conducts electricity? How do plugs work?	How did Vikings dye their clothes?	Can you block magnetism? What does friction do?
Literacy	Write a narrative based on The Butterfly Lion by Michael Morpurgo. Create a scrapbook page inspired by Lion Journal by Carolyn Franklin.	Read When the Mountains Roared by Jess Butterworth and write a diary entry from the main character and a new chapter from a different character's point of view.	Use The Orchard Book of Greek Myths to read, explore and inspire the writing of their own Ancient Greek-style myths. Use animations to explore Ancient Athens and write letters home describing a visit there.	Read, explore and perform a variety of poems from Poems to Perform by Julia Donaldson. Write an explanation linked to science.	Write a new ending for Arthur and the Golden Rope by Joe Todd Stanton. Create wanted posters for Fenrir and newspaper reports about Arthur.	Read The Iron Man by Ted Hughes and write descriptions using figurative language in the style of the author. Write witness statements About seeing the Iron Man or the space-bat-angel-dragon's landing in Australia
Science	Look at how animals can be classified. Learn about teeth, digestion and food chains identifying producers, predators and prey.	Understand the difference between solids, liquids and gases and investigate how to change between them. Learn about the water cycle.	Look at how candle wax changes state linking to their understanding of the difference between solids, liquids and gases.	Learn about sound: how it is made, how it reaches the ear and how it is changed. Learn about electricity and build simple electric circuits.	Investigate natural plant dyes	Learn about forces including magnetism: find out about how magnets attract and repel and what materials are magnetic. Investigate friction.
History			How do we know so much about the Greeks? Explore the range of sources for clues to everyday life and beliefs. Look at the legacy of some of ancient Greek "Big thinkers"		Were the Vikings ruthless raiders or peaceful settlers? Find out about Viking invasions and settlements and how their innovations contributed to Britain's development	History of mining on Dartmoor
Geography		How is the mouth of the river Teign used by humans?	How does Greece's climate and landscape compare to the UK?			

		<p>Locate all the major rivers and mountain ranges in the UK. Look at the physical features of mountains and rivers and their significance to settlements.</p> <p>Fieldwork: visit Shaldon Bridge/Shaldon to photograph the mouth of the river Teign. Draw a map, use aerial maps and label the human/physical features and human land use.</p>	<p>Locate Greece using map and research and compare its physical geography (climate and landscape) to that of the UK.</p> <p>Consider why tourism and shipping have become key elements of Greek economy.</p>			
RE	What do Christians learn from the creation story?	What do Hindus believe God is like? What does it mean to be Hindu in Britain today?	What kind of world did Jesus want?	How and why do people mark the significant events of life? (Hindu, Christian, Jewish and non-religious)	How do festivals and worship show what matters to Muslims?	How and why do people try to make the world a better place?
Computing	Use a programmable toy. Programme it to avoid 'predators.'		Use PowerPoint to present their learning.	<p>Use a computer programme (Audacity) to create music.*</p> <p>Use data loggers/decibel meters to record sound levels.*</p>	Create a virtual museum by combining images and information.	Enter data into a spreadsheet.
DT			Design a pair of wings for Icarus.	Explore, design and make a working musical instrument.	Design and make a piece of Anglo-Saxon jewellery.	Investigate levers. Design and make a model of a new piece of playground equipment.
Art	Scientific drawing of predator and prey animals.	Explore perspective in landscape drawing.	Look at the significance of the designs on Ancient Greek Vases. Explore the colour and pattern and create their own design.	Look at the artwork inspired by music such as the Cubists that were inspired by musical instruments or Wassily Kandinsky and Paul Klee. Use these as inspiration for their own artwork.	Look at pattern used in Norse artwork.	
Music				<p>Listen and respond to a variety of music styles.</p> <p>Understand staff and other musical notes</p> <p>Perform musical compositions.</p>	<p>Listen to the nursery rhyme, <i>When Good King Arthur Ruled This Land</i>.</p> <p>Practise the tune and sing it as a whole class, using their voices expressively.</p>	<p>Listen to Steel band music and the music of percussion groups like Stomp. Create their own music from everyday items.</p>
MFL	<p>Greetings and replies</p> <p>Present participle verbs</p> <p>Questions and answers: who is + present participles?</p> <p>What are they doing?</p> <p><i>Curriculum link – animals</i></p>	<p>Adjectives - colours</p> <p>Adverbial phrase</p> <p>Animal nouns</p> <p>Vocabulary for creating sentences</p> <p><i>Curriculum link – nouns: mountain, river, ocean</i></p>	<p>Possessive adjective: my</p> <p>Friend vocabulary</p> <p>Questions and answers: Where do you live? How old are you?</p>	<p>Questions and answers: what's wrong? What do you want to do?</p> <p>Infinitive verbs</p> <p><i>Curriculum link – Spanish music</i></p>	<p>Numbers–multiples of ten</p> <p>Questions and answers: When is your birthday?</p>	<p>Further consonant sounds</p> <p>Classroom items</p>

PE	<p>INVASION GAMES Netball/ Handball/Basketball Develop more accuracy in individual skills, begin using space and working as a team in small sided games keeping to rules given.</p> <p>GYMNASICS Create short sequences with a partner and focus on control in individual skills for floor and apparatus.</p>	<p>INVASION GAMES Football/Tag Rugby Develop more accuracy of individual skills, begin using space and working as a team in small sided games keeping to rules given.</p> <p>DANCE Create and perform short dance motifs with a partner and small group.</p>	<p>ATHLETICS Develop individual skills in a range of different running, jumping and throwing activities.</p> <p>STRIKE AND FIELD Dartmoor 3 ball/cricket/rounders Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given.</p> <p>NET/WALL GAMES Tennis/Badminton Improve individual skills, play short rallies with a partner and begin to play own games.</p> <p>TRI GOLF Use equipment safely and develop individual skills</p>			
PSHE	Growing and Changing Year 3 lessons	Rights and Responsibilities	Keeping Myself Safe	Valuing Difference	Me and My Relationships	Growing and Changing Year 4 lessons
Outdoor Learning	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Identify and tie a clove hitch and figure of eight.</p> <p>Look at how animals can be classified Investigate how we could group animals that we can find around our school</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Identify and tie a clove hitch and figure of eight.</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Look at sand, soil, rice. What state are they? Investigate and explain why. Can we change liquids to solids? How? Make ice art if possible. Try freezing various liquids (water, drinks, oil, etc.) – need freezer! Make herb balms?</p>	<p>Light fire using a fire steel. Maintain for 1 minute. Know which materials to add to a fire. Explain how to put out a fire. Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Look at sand, soil, rice. What state are they? Investigate and explain why. Can we change liquids to solids? How? Make ice art if possible. Try freezing various liquids (water, drinks, oil, etc.) – need freezer! Make herb balms?</p>	<p>Light fire using a fire steel. Maintain for 1 minute. Know which materials to add to a fire. Explain how to put out a fire. Learn about sound: how it is made, how it reaches the ear and how it is changed Use different lengths of wood and investigate how sound is different. Make tin can telephones. Make musical instruments from found materials See how far we can hear things from – can we see them first?</p>	<p>Use a hand drill, small saw and knife safely. Make a dibber.</p> <p>Hapa Zome, Try to make liquid dyes.</p>	<p>Use a hand drill, small saw and knife safely. Make a dibber.</p> <p>Hapa Zome, Try to make liquid dyes</p>