

These are the units of work that will be covered during Year 4. There may be some variation in order and timing.

Year 4						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><i>The Magic Box, If Only, Through that Door</i> - poems on the theme of wishes</p> <p><i>The Secret of Black Rock</i> - picture book - adventure/fantasy stories</p>	<p><i>The Iron Man</i> - Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry</p>	<p><i>The Jabberwocky</i> - class performance and writing tasks inspired by the story.</p> <p><i>Podkin One Ear</i> various</p>	<p><i>Imagine a story project</i></p>	<p><i>Non-Chronological reports-</i> Writing a non-chronological report based on our topic learning in Life on Earth</p> <p><i>The Restless Girls</i> - twisted fairy tales</p>	<p><i>Cinnamon-</i> writing a mythical tale</p>
Reading	<p><i>The Tear Thief</i></p> <p><i>Robot Girl</i></p>	<p><i>Charging about: The Story of Electricity and Iron Man</i></p>	<p><i>Podkin One Ear</i></p>	<p><i>Viking Longships</i></p>	<p><i>Walter Tull's Scrapbook</i></p>	<p><i>Cloud Tea Monkeys</i></p>
Maths	<p>Number - place value</p> <p>Number - addition and subtraction</p>	<p>Measurement -area</p> <p>Number - multiplication and division</p>	<p>Number - multiplication and division</p> <p>Measurement - length and perimeter</p>	<p>Number - fractions</p> <p>Number - decimals</p>	<p>Number - decimals</p> <p>Measurement - money</p> <p>Measurement - time</p>	<p>Geometry - properties of shapes</p> <p>Statistics</p> <p>Geometry - position and direction</p>

Topic (art, DT, geography, history, science)	Life of a Victorian Child: Children will learn about the life of a Victorian child and will conclude the learning about comparing that era to our own. Through learning about housing, children will cover geography objectives (maps) and will be able to compare the conditions for different economic classes at the time. Children will also look at how life changed when electricity was introduced which will link to their science topic. In this, they will learn about how we use electricity, electrical safety, how electricity is generated, renewable and non-renewable energy making electrical circuits, conductors and insulators of electricity and they will design lighting systems using electricity.		Traders and Invaders: Anglo Saxons: why they came to Britain, how we know where they settled, using maps to explore Anglo-Saxon place names, investigating the ship burial at Sutton Hoo, crime and punishment in Anglo Saxon times, the rise of Christianity, Alfred The Great, their relationship with the Vikings Vikings: where did they come from, presentations on Scandinavia, examining and challenging the popular stereotype of Vikings, were they raiders or settlers? Changing State: Identifying properties of solids, liquids and gases, investigating the weight of gases, observing materials heating and cooling during cooking, exploring how water changes state, investigating evaporation, the water cycle		Life On Earth: The human digestive system, identifying different types of teeth and their functions, looking at food chains, identifying producers, predators and prey, grouping living things in different ways, using classification keys to identify things in the local and wider environment, learning that environments change and this has an impact on living things, printmaking using leaves from Hampstead Heath	

Music	Machine Magic - exploring descriptive sound using voices and instruments; recorders	Machine Repeat - exploring ostinato; recorders; Christmas songs	Five's Alive - Composing and improvising with tuned instruments/recorders and pentatonic scales	Viking Singalong Exploring singing games/recorders	Samba! - Learning about Brazilian Samba music and playing together as a group	Soundtech - using Music Technology to compose
PE	Class Teacher: Swimming Specialist Teacher: Invasion Games	Class Teacher: Swimming Specialist Teacher: Gymnastics	Class Teacher: Games Tournament Specialist Teacher: Invasion Games	Class Teacher: Ball Games Specialist Teacher: Athletics	Class Teacher: Rounders Specialist Teacher: Net/Wall Games	Class Teacher: Relay Games Specialist Teacher: Striking and Fielding Games
Computing	Digital portfolio - update portfolios E-safety - how to tell what's real and what's not and how to keep our information secure	Digital toolbox - Slides, Sheets and Canva	Coding - algorithms, repeats, loops and efficiency.	iPads - video editing - planning, recording and editing short film	How to handle data - collect, log and analyse	Coding - Scratch - repetition in games
RE	What is important to people in our local community? What makes me the	What is important to people in our local community? Why is the Bible	What is important to people in our local community? How and why do	What is important to people in our local community? Why is Easter	What is important to people in our local community? What happens when	What is important to people in our local community? What religions &

	person I am?	special for Christians?	Hindu people worship in the home and in the Mandir?	important to Christian people?	someone gets married?	worldviews are represented in our neighbourhood?
PSHE	Setting goals Keeping healthy, including nutrition, medicines, alcohol and other drugs	Importance of asking questions Anti-bullying week Good hygiene and stopping the spread of infections	Spending and saving money Basic first aid Water safety	Staying safe online, including trust Understanding how images are manipulated online Stereotypes	Friendships Stages of the human life cycle Puberty, including personal hygiene Recognising positive things about themselves Challenging gender stereotypes	Discrimination Rights and responsibilities within friendships Recognising manipulative behaviour How actions online can affect others
MFL	Intercultural understanding - Quebec Où habites-tu?	<i>En ville</i> <i>Toutes directions</i>	<i>À l'école</i> <i>Les objets de la classe</i>	<i>Quelle heure est-il?</i> <i>Quel temps fait-il?</i>	<i>Les nombres 40-200</i> <i>L'Euro</i>	<i>Qu'est-ce que tu aimes?</i> (Food groups) <i>Qu'est-ce que tu veux?</i> (Snack Food)