



Chantry Primary School

Year 4 2020-21

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>The Roman Empire</i>	<i>Human and physical geography</i>	<i>The Anglo-Saxons</i>	<i>Let's perform!</i>	<i>Biomes</i>	<i>1066</i>
Trips/ special days	Harvest Festival	Pantomime Walk around Bexhill. Link to geography topic 'human and physical geography'.		Hastings music festival Year 3 and 4 musical production		The Big Summer Sing Battle Abbey Walk around Bexhill. Link to art 'Claude Monet' inspiration.
English Text	Leon and the Place Between	The Mouse hole Cat	Ice Palace	Wolves	Anthony Browne Creation Stories	Varjak Paw
Grammar, punctuation and layout	Verbs (to be and to have), nouns and adjectives Main and subordinate clauses Expanded noun phrases Prepositional Phrases Pronouns Simple, progressive and perfect tenses Paragraph structure	Nouns and proper nouns Adverbials and fronted adverbials Coordinating conjunctions Subordinating conjunctions Inverted commas Figurative language	Expanded noun phrase with prepositional phrases Adverbials and fronted adverbials – different types. Figurative language – the impact. Tenses – what is the difference between them?	Presentational features Pronouns – the different types. When to use them Adverbials and Fronted adverbials – the impact	Inverted commas – different punctuation inside. Presentational features	Consolidation

Writing	Descriptive writing Diary entry Writing a letter Speech	Different punctuation which can be used Story writing – rewrite Autobiography Newspaper article	Instructions Story writing - introduce a new character Poetry Leaflet	Junk mail Information leaflet Book review Story writing - create your own story	Story writing – a prelude Story writing - a sequel Fact file	Diary entry Character description Balanced argument Poetry
Spellings	Statutory spellings /sure/ word ending “treasure” Possessive apostrophe singular noun Homophones “piece and peace”	Statutory spellings Prefixes il-, ir-, in-im- Ei, eigh or ey Ch “machine” Ou “young” Suffixes beginning with vowel –ing –ed –en –ed	Statutory spellings /g/ spelt gu “guess” ‘ture’ “mixture” Possessive apostrophe with plurals Homophones “scene and seen”	Statutory spellings Prefixes ‘anti’ and ‘inter’ Endings ‘sion’ ‘tion’ ‘ssion’ and ‘cian’	Statutory spellings /s/ spelt sc “science” Endings ‘sion’ from root word ending –de “collision” Apostrophes for possession singular and plural Homophones “weather and whether”	Statutory spellings Suffix ‘ous’ “envious” Prefixes ‘un-’ ‘dis-’ ‘anti-’ Prefixes ‘in-’ ‘re-’ ‘sub-’ ‘inter-’ ‘super-’ ‘auto-’

Maths	<ul style="list-style-type: none"> Numbers and Place Value <p>Numbers to 1,000</p> <p>Rounding</p> <p>Comparing 4-digit numbers</p> <p>Ordering numbers</p> <p>Negative numbers</p>	<ul style="list-style-type: none"> Numbers and Place Value <p>Roman numerals</p> <p>Rounding</p> <p>Subtracting</p> <ul style="list-style-type: none"> Measuring <p>mm, cm, m and km</p> <p>Add and subtract lengths</p> <ul style="list-style-type: none"> Shape <p>Perimeter</p>	<ul style="list-style-type: none"> Multiply <p>10, 100, 1 and 0</p> <ul style="list-style-type: none"> Divide <p>10, 100, 1 and 0</p> <ul style="list-style-type: none"> Times tables facts <ul style="list-style-type: none"> Multiply <p>Two-digits by one</p> <p>Three-digits by one</p>	<ul style="list-style-type: none"> Divide <p>Two-digits by one</p> <p>Three-digits by one</p> <ul style="list-style-type: none"> Shape <p>Area</p> <ul style="list-style-type: none"> Fractions <p>Equivalent</p> <p>Add</p> <p>Subtract</p>	<ul style="list-style-type: none"> Decimals <p>Ordering</p> <p>Rounding</p> <ul style="list-style-type: none"> Money <p>Ordering money</p> <p>Pounds to pence</p> <p>Working with money</p>	<ul style="list-style-type: none"> Time <p>Telling the time</p> <p>Analogue to digital</p> <ul style="list-style-type: none"> Shape <p>Angles</p> <p>Angles</p> <p>Quadrilaterals</p> <p>Symmetry</p> <p>Position and direction</p> <p>A shape</p>
Science	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of</p>	<p>Circuits/electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>		<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and</p>	<p>Animals, including humans and SRE.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>

	<p>the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Understand what makes electricity renewable and non-renewable.</p>			<p>that this can sometimes pose dangers to living things</p>	
Geography	<p>Maps and Places</p> <p>Why do we use maps?</p> <p>What can maps tell us?</p> <p>Where are the geographical regions in the UK?</p> <p>Where are the counties in the UK?</p>	<p>Human and physical geography</p> <p>What is human geography?</p> <p>What is physical geography?</p> <p>What are examples of human geography in Bexhill?</p> <p>What are examples of physical geography in Bexhill?</p>	<p>Rivers</p> <p>What is a river?</p> <p>How does the course of the River Axe change from source to mouth?</p> <p>How does the course of Cuckmere change from source to mouth?</p> <p>Why are river estuaries such important places for wildlife?</p> <p>Why are rivers such an important part of the water cycle?</p>	<p>Mountains</p> <p>Why are mountains so important?</p> <p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</p> <p>How were the world's greatest mountain ranges formed?</p> <p>Why do tourists visit the Cambrian Mountains?</p> <p>How else is the precious resource of water used in</p>	<p>Climate zones and biomes</p> <p>Why are jungles so wet and deserts so dry?</p> <p>What are the worlds climates?</p> <p>How do climate graphs help geographers compare climates?</p> <p>How does the climate affect the plants and animals living there?</p>	<p>Hemispheres</p> <p>What is the difference between the Northern Hemisphere and the Southern Hemisphere?</p> <p>What countries are in the Northern Hemisphere?</p> <p>What countries are in the Southern Hemisphere?</p> <p>Where is the Arctic circle?</p>

				the Cambrian Mountains?	Why is the jungle of the Amazon rainforest so wet and humid?	
History	<p>The Roman Empire The impact on Britain</p> <p>Who were the Romans? Who was Julius Caesar? Who was Boudicca and what did she try to do? What was the impact on Britain? How do we know so much about the towns the Romans built in Britain?</p>	<p>The Roman Empire The Roman Gods</p> <p>Who were the Roman Gods and Goddesses?</p> <p>What is named after the Roman Gods and Goddesses?</p> <p>What areas of life did the Romans think the Gods controlled?</p>	<p>Anglo- Saxons and Vikings</p> <p>Who were the Anglo Saxons and how do we know what was important to them? Why did the Romans leave Britain? Who were the Anglo Saxons and why didn't they choose to live in towns the Romans left behind? What does Sutton Hoo tell us about the Anglo-Saxon world?</p>	<p>Anglo- Saxons and Vikings</p> <p>What did the Vikings want in Britain and how did Alfred help to stop them getting it? What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their long ships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted in Britain? Viking Horned helmets – historical fact or myth?</p>	<p>1066</p> <p>What happened during the Battle of Hastings? Where did the Battle of Hastings take place? Who was William the Conqueror? Who was King Harold? What was different between the Normans and the Saxons? How were their shields different?</p>	<p>1066</p> <p>Battle Abbey trip What did the battlefield look like? Why are there still so many questions about the Battle of Hastings? Why did some Normans and Saxons use different shields? What is the Bayeux Tapestry?</p>
Art and design	<p>Gunta Stolz</p> <p>Who was Stolz?</p>	<p>Pablo Picasso</p> <p>Who was Picasso? What was his artwork? Comparing pieces of his artwork. What is</p>	<p>Design and create a Viking Shield.</p> <p>What did the colours represent on a shield?</p>	<p>Musical production</p> <p>Create props for our musical production. What props do we need?</p>	<p>Lillian Schwartz</p> <p>Who is Schwartz? What is her artwork?</p>	<p>Claude Monet</p> <p>Who was Monet? What was his artwork? Comparing different pieces of his</p>

	<p>What was her artwork?</p> <p>What is a textile artist?</p> <p>What is weaving?</p> <p>How is her artwork different from other artists?</p> <p>Using her artwork as inspiration, create some Roman weaving.</p> <p>Think about colours and patterns to suit Roman times.</p>	<p>the same and what is different?</p> <p>How does his artwork differ from other great artists?</p> <p>How does Picasso use colours to show emotions? How would we label colours to emotions?</p>	<p>How detailed were the Viking shields?</p> <p>How can I make my shield look like it was used in Viking times?</p> <p>What could I design on my Viking shield?</p> <p>What paint brushes will I need to use to cover my Viking shield?</p>	<p>How are we going to create our artwork?</p> <p>What materials could we use?</p>	<p>How is her artwork different?</p> <p>How can we use a computer program to create artwork?</p> <p>Link to computing - animation</p>	<p>artwork. What is the same and what is different?</p> <p>How does his artwork differ from other great artists such as Picasso?</p> <p>Create a piece of artwork in the style of Monet</p> <p>Using watercolours</p>
Design Technology	<p>Making a musical instrument out of upcycled materials.</p> <p>Research: Materials that can be used. Instruments I could make. What will I need for it to make the sound I want?</p> <p>Design: Colours I could use. The size. The layout.</p> <p>Make: Use the design as a model, make the musical instrument.</p>	<p>Enterprise week.</p> <p>Michelle Reader – famous artist. Inspiration on reusing materials. How could we reuse waste materials to help the environment?</p> <p>Research: Michelle Reader. What could be made for enterprise week?</p> <p>Design: How will it look?</p> <p>Make: Use the design as a model to help.</p>	<p>Food technology</p> <p>Apple scrunchie. Healthy diet. Seasonal food.</p> <p>Research: How is an apple scrunchie recipe different to an apple crumble? What is seasonal food? What are the food groups?</p> <p>Design: How will my apple scrunchie look?</p> <p>Make: Following the recipe, make the apple scrunchie.</p>	<p>Musical production</p> <p>Reading and understanding our musical production.</p> <p>Research: What props do we need? How big do they need to be? What materials can we use?</p> <p>Design: How will the props look? What scale will we need the props to be? What colours will the props need to be?</p>	<p>Making a house for a chosen biome.</p> <p>Research: How are houses different in different biomes? Why are they different? What materials are good for the biome and why?</p> <p>Design: Design a prototype of your house. How will it look?</p> <p>Make: Following your design, make your house.</p>	<p>Food technology</p> <p>Make a Salad</p> <p>Research: What can go into a salad? What makes a salad healthy? Can salads be unhealthy? What salad is seasonal? How expensive is it to make a salad? How do I safely cut up salad?</p> <p>Design: Draw what our salad will look like.</p> <p>Make: Make our salad from our design. Small knife</p>

	Evaluate: What do I like about my musical instrument? What could I do next time?	Evaluate: What do I like about my product? What would I do better next time?	Evaluate: What went well with my apple scrunchie? Would I recommend it? What could I add to it next time?	Make: Following our design, make the props. Evaluate: What went well? What could I add next time?	Evaluate: What went well? What could I add in next time?	skills slicing and dicing. Evaluate: What do I like about the presentation of my salad? What do I like about how my salad tastes?
Music	<p>Recorders</p> <ul style="list-style-type: none"> Learn how to hold a recorder Play 3 notes <p>Genres</p> <ul style="list-style-type: none"> Different genres of music How does different music make us feel? 	<p>Recorders</p> <ul style="list-style-type: none"> Learn how to play 5 notes Playing from memory <p>Key terminology</p> <ul style="list-style-type: none"> Rhythm and tempo 	<p>Recorders</p> <ul style="list-style-type: none"> Practise for Hastings music festival Practise for Musical production <p>Singing</p> <p>Preparing for musical production 'high low chickalow' singing</p> <p>Voice control.</p> <p>Learning songs for production.</p>	<p>Recorders</p> <ul style="list-style-type: none"> Preparing for Hastings Music Festival <p>Preparing for Musical production</p> <p>Singing Performance</p>	<p>Singing</p> <ul style="list-style-type: none"> Preparing for big summer sing Recap on learning from musical production 	
P.E	Football	Netball	Gymnastics	Dance	Tennis	Athletics
Computing (Purple mash)	<p>Purple Mash Unit 4.2</p> <p>Online safety</p> <ul style="list-style-type: none"> Understand that images and data are not easily deleted Consequences in the future <p>Purple Mash Unit 4.1</p> <p>Coding</p>	<p>Purple Mash Unit 4.3</p> <p>Spreadsheets</p>	<p>Purple Mash Unit 4.4</p> <ul style="list-style-type: none"> Write for different audiences <p>Write about our Musical production for next term.</p>	<p>Purple Mash Unit 4.5</p> <ul style="list-style-type: none"> Write programs in logo to draw 2D shapes 	<p>Purple Mash Unit 4.6</p> <p>Animation</p>	<p>Purple Mash Unit 4.7 and 4.8</p> <ul style="list-style-type: none"> Effective searching Hardware investigators

French	Colours	The human body	Animals	Animals	Food	Food
RE	Hinduism <ul style="list-style-type: none"> • Beliefs and stories • Brahman • Ganeshe • Om symbol 	Christianity: the first Christmas <ul style="list-style-type: none"> • Events around the birth of Jesus • Make Christingles and understand what they represent 	Christianity: The teachings of Jesus <ul style="list-style-type: none"> • Lent • Why do Christians celebrate Lent? • Shrove Tuesday and Ash Wednesday • What are we going to try and do for 40 days? 	Christianity: The teachings of Jesus <ul style="list-style-type: none"> • Easter • Why do Christians celebrate Easter? • Easter Sunday and Easter Monday • How did we get on with our 40 days challenge? 	Creation stories How do different religions believe the world began?	

<u>Year A</u>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Discrete PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community 	<p>Celebrating difference</p> <ul style="list-style-type: none"> I understand there are different perceptions about what normal means I understand how having a disability could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration 	<p>Dreams and goals</p> <ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise 	<p>Healthy me</p> <ul style="list-style-type: none"> I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I can evaluate when alcohol is being used responsibly, anti-socially or being misused I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations 	<p>Relationships</p> <ul style="list-style-type: none"> I can identify the most significant people to be in my life so far I know some of the feelings we can have when someone dies or leaves I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can use technology positively and safely to communicate with my friends and family 	<p>Changing me</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship I can identify what I am looking forward to and what worries me about the

