

Year 4- LTP 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways (discuss specific animals found this season)</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things (Habits changing throughout the year)</li> <li><u>Animal including humans</u> <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> </li> </ul>	<p><u>Animal including humans</u></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul>		<p><u>Living things and their habitats</u> – repeat for this season and extend to create own keys</p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><u>Sound</u></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><u>Living things and their habitats</u> – repeat for this season and extend to create own keys</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>

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Art/DT	Structures - Pavilions	Drawing	3D	DT Food	Painting and Printmaking	DT
	<ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and CAD</li> <li>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</li> <li>Investigate and analyse a range of existing products</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</li> </ul>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to</p> <p>Understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Possible artists: Goya, Sargent,</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man- made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Possible artists: Roman Artefacts, Christo.</p>		<p><u>Painting</u></p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p> <p>Possible artists: Hopper, Rembrandt.</p> <p><u>Printmaking</u></p> <p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from</p>	

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	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	Holbein.			different objects to produce an end piece.  Create repeating patterns. Possible artists: Rothenstein, Kunisada	
RE	<p><b><u>Judaism, Sikhism and Hinduism (inc Paganism/ Ancient Civilisations):</u></b></p> <p>How are important events remembered in ceremonies?</p>	<p><b><u>Christianity:</u></b></p> <p><b>How and why do Christians celebrate Christmas?</b></p>	What faiths are shared in our country?	<p><b><u>Islam:</u></b></p> <p>How do the five pillars guide Muslims in life?</p>	<p><b><u>Sikhism:</u></b></p> <p>Why are gurus at the heart of Sikh belief and practice?</p> <p><i>[suggested visit: Gurdwara]</i></p>	<p><b><u>Religion Deep-dive:</u></b></p> <p>Hinduism</p> <p><i>[suggested visit: Mandir]</i></p>
Computing	<p>Purple Mash</p> <p>Unit 4.2 Online Safety 4 Weeks</p> <p>Unit 4.1 Coding 3 weeks</p>	<p>Purple Mash</p> <p>Unit 4.1 Coding 3 weeks</p> <p>Unit 4.3 Spreadsheets 3 weeks</p>	<p>Purple Mash</p> <p>Unit 4.3 Spreadsheets 3 weeks</p> <p>Unit 4.5 Logo 4 weeks</p>	<p>Purple Mash</p> <p>Unit 4.6 Animation 3 weeks</p> <p>Unit 4.7 Effective Searching 3 weeks</p>	<p>Purple Mash</p> <p>Unit 4.4 Writing for Different Audiences 5 weeks</p>	<p>Purple Mash</p> <p>Unit 4.8 Hardware Investigators 2 weeks</p>
PE	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans

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PSCHE/RHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
History		<b>The Roman Empire</b> What was the Roman Empire? When did it begin? How far did it expand to? What evidence is there of Pompei?	<b>The Roman Impact on Britain</b> When did the Romans invade Britain? How did the Britons react to the invasion? How did the Romans change Britain? <b>Local Study- York</b> How do we know the Romans occupied York? How do we know York was a significant settlement? (link to Y3 around what a settlement is)		<b>Settlement by the Saxons and the Scots</b> AD400-793  Why did the Anglo Saxons, Dutes and Scots come to Britain? What evidence is there? How was Saxon England different from Roman Britain?	<b>Anglo Saxon and Viking Conflict</b> AD793-1066  What happened at the Viking raid on Lindisfarne? What other aspects of Viking life were there? (Traders and explorers)  Why did the Vikings invade Britain? How did Alfred prevent the conquest of Wessex? Why was England split into Wessex and the Danelaw? Why did the Saxon period end in 1066
Geography		<b>Locational Knowledge-</b> using maps to focus on Europe <b>Volcanoes and Earthquakes-</b> Physical Geography <b>Economic activity including trade links-</b> Human Geography	Revisit KS1 countries and capital of the 4 UK	Revisit Rivers (Y3) name and locate, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts), and land-use patterns; and understand how some of these aspects have changed over time	Types of settlements and land use- Human Geography	Name and locate counties and cities of the UK.