# Cunningham Hill Junior School Year Plan for Year 4

| Topic | AUTUMN<br>Egyptian | SPRING<br>Home Sweet Home | SUMMER<br>Vikings |
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| **English** | **Tar Beach**<br>By Faith Ringgold. Outcome: Own version narrative (written as a playscript) (narrative)<br><br>**Varmints**<br>By Helen Ward. Outcome: Explanation (explanation)<br><br>**Jabberwocky**<br>By Lewis Carrol<br>Outcome: poem<br><br>**Cinderella of the Nile**<br>By Beverley Naidoo. Outcome: own version of traditional tale | **Cinnamon**<br>By Neil Gaiman. Outcome: Own version of mythical tale<br><br>**The Matchbox Diary**<br>By Paul Fleischman. Outcome: Non-chronological report (explanation)<br><br>**The Story of Tutankhamun**<br>By Patricia Cleveland-Peck. Outcome: non chronological reports | **Weslandia**<br>By Paul Fleischman. Outcome: narrative sequel<br><br>**Odd and the Frost Giant**<br>By Neil Gaiman. Outcome: Retelling - alternative perspective<br><br>**Shackleton's Journey**<br>William Grill. Outcome: Newspaper report<br><br>**The Baker by the Sea**<br>By Paula White. Outcome: Persuasive brochure |
| **Maths** | - Place Value, rounding and estimation<br>- Addition and subtraction mental fluency<br>- Addition and subtraction written fluency<br>- Counting in multiples, multiplication and division facts<br>- Factor pairs<br>- Problem solving including measures<br>- Multiply and divide, measures<br>- Discrete and continuous data<br>- Perimeter | - Properties of shape, symmetry<br>- Decimal numbers and calculating with decimals<br>- Measures (money), problem solving involving decimals to two decimal places<br>- Add and subtract fractions, finding fractions of quantities, fractions in the context of measure<br>- Equivalent fractions (ordering and comparing)<br>- Multiply and divide 2 and 3 digit numbers | - Time (read, write and convert)<br>- Statistics (continuous and discrete data)<br>- Roman Numerals<br>- Negative Numbers<br>- Geometry (angles and properties of triangles / coordinates, position and direction)<br>- Multiplication and division review<br>- Area<br>- Fractions review |
| **Science** | **<u>Electricity</u>**<br>Simple circuits,<br>Conductors and insulators,<br>Switches and their use in a circuit.<br>**<u>States of matter</u>**<br>Comparing solids, liquids and gases.<br>Changing state by heating and cooling,<br>Temperature of changes in degrees Celsius (°C)<br>Evaporation and condensation in the water cycle, | **<u>Living things and their habitats</u>**<br>Naming plants and animals,<br>Classification keys,<br>Life cycles of animals and plants,<br>Reproduction in plants and animals,<br>**<u>Sound</u>**<br>How sounds are made,<br>Vibrations,<br>Patterns between a sound's pitch and features of the object that produced it,<br>Patterns between volume strength of the vibrations. | **<u>Animals, including humans.</u>**<br>Making and reading food chains,<br>Producers, predators and prey,<br>Function of the basic parts of the human digestive system,<br>Different types of teeth and their simple functions. |
| **History** | **<u>Ancient Egyptians</u>**<br>A broad overview of life in Ancient Egypt, including Pharaohs, Howard Carter, Hieroglyphics, Death and Burial rituals.<br><br>Use a variety of sources to deduce information about the past and explain reasoning, use evidence to reconstruct life in time studied and place events and historical figures from period studied on time line. | **<u>Anglo-Saxons</u>**<br>Use evidence to compare how the Anglo-Saxons lived, with the modern era.<br>Start to understand the concept of change over time representing this on a time line.<br><br>Suggest causes and consequences of these changes. | **<u>Vikings</u>**<br>Place events, artefacts and historical figures on time lines, using dates.<br>Use evidence to ask questions and find answers about how the Vikings used to live.<br>Throughout the unit, use a range of appropriate historical vocabulary. |
| **Geography** | **<u>Modern Egypt/North Africa</u>**<br>Locate the word's countries using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | **<u>Settlements</u>**<br>Explore the local area, field work research, drawing together knowledge of features of settlements and designing their own. | **<u>Antarctica</u>**<br>Weather, Climate change<br>Surviving the conditions linked to Shackleton |
| **Art** | **<u>Sketching - cityscapes</u>**<br>Annotating own sketches to explain and evaluate their own ideas.<br>To create own designs and patterns based on famous artist's work.<br>To understand the use of shading, pattern, tone and colouring using pencil. | **<u>Tapestry collage</u>**<br>Select a range of materials for a striking effect.<br>Use coiling, overlapping, mosaic skills to create an effective collage.<br>Silhouettes | **<u>3-D sculpture</u>**<br>Create a Mountain from papier mache. |

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| **D&T** | **<u>Construction - Torch</u>**<br>Explore joining techniques to construct their own torch using an electrical circuit | **<u>Food technology – Adapting a biscuit recipe</u>**<br>Children will practise baking techniques, design and bake a biscuit adding adaptations to a basic recipe. | **<u>Textiles – Appliqué</u>**<br>Children will create their own textile money containers or cushions, following the process of designing, producing and evaluating. |
| **Music** | Drumba<br>Playing the ukulele<br>Singing songs for musical, notation | Composing using Britten's Storm Interlude.<br><br>Playing the ukulele. | Composing and singing songs linked with Viking sagas and Grieg's In the hall of the mountain king<br><br>Composing using Garageband – sporting event |
| **RE** | Are all religions equal?<br><br>What makes some texts sacred? | Just how important are our beliefs?<br><br>Who was Jesus really? | Why is the bible the best-selling book of all time?<br><br>Dos the language of scripture matter? |
| **PSHE** | <u>Being Me:</u><br>Becoming a class team, being a school citizen, rights, responsibilities and democracy, rewards and consequences, learning charters<br><u>Celebrating differences:</u><br>Judging by appearances, understanding influences, understanding bullying, problem-solving, celebrating differences in how we look. | <u>Dreams and goals</u>:<br>Hopes and dreams, broken dreams, overcoming disappointment, creating new dreams, achieving goals<br><u>Healthy Me:</u><br>My friends and me; group dynamics; smoking; alcohol; healthy friendships; celebrating inner strength and assertiveness | <u>Relationships:</u><br>Jealousy, love and loss; memories; getting on and falling out; girlfriends and boyfriends; celebrating my relationships with people and animals.<br><u>Changing Me:</u><br>Unique me; having a baby; girls and puberty; circle of change; accepting change; looking ahead. |
| **PE** | Gymnastics, Hockey, Basketball, Football | Dance, Indoor Athletics, Netball, Swimming | Tennis, Cricket, Athletics |
| **Computing**<br><br>**Digital Literacy E-safety Project Evolve** | Effective searching<br>To locate information online and analyse web pages for credibility of information.<br><br>Coding<br>Use 2Code to create code that conforms to a design and create a program that has characters responding to input.<br><br>Managing online information<br><br>Online Reputation<br><br>Online Bullying | Artificial Intelligence<br>To learn what is meant by the term Artificial Intelligence<br><br>Animation<br>Understand how animation works and create their own stop motion animation.<br><br>Privacy and Security<br><br>Copyright and Ownership | Spreadsheets<br>Use 2Calculate to explore spreadsheets and make their own spreadsheet with a mathematical concept.<br><br>Music linked composing with Garageband<br><br>Online relationships<br><br>Self-image and Identity<br><br>Health. Wellbeing and Lifestyle |
| **Spanish - Language Angels** | Presenting myself<br>The date | Do you have a pet?<br>The classroom | My family<br>At the café |
| **CHILL OUT** | Egyptian settlements | Animals habitats | Orienteering |