

Year 4 Yearly Plan 2020 - 21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Letters of complaint</u> Children read the day the crayons quit and create letters of their own.</p> <p><u>Instructions</u> Children will learn about writing instructions for how to visit StarLight City before writing their own on how to visit a place in Charlie's Chocolate factory.</p> <p>Literacy Shed – Made of More</p> <p><u>Poetry</u> Children use theme of clouds to write poems using personification, simile or metaphors.</p> <p><u>Biography</u> Children write the clouds biography, describing him growing up, part of the water cycle, being just another ordinary cloud in the sky until one day... Something happened to change all that.</p>		<p><u>Class Novel</u> Children read The house with chicken legs and use this to inspire:</p> <ul style="list-style-type: none"> • Writing a diary • Writing a news report • Writing descriptions <p><u>Myths</u> Children explore a variety of myths and enjoy the mythical creatures introduced in Can You Catch A Mermaid?, The Seal Children and Beowulf. They learn these tales and use them as stimuli for creating their own myths and legends. They use the texts as models to help develop their understanding of detailed description in writing and correct grammar.</p>		<p><u>Performance poetry</u> Using Dinosaur rap as inspiration to write and perform their own poems. Ended with a drama workshop based on performance poetry.</p> <p><u>Play scripts</u> Using Hansel and Gretel, children explore, read and write fairytales with a twisted point of view. Children write dialogue, and explore role-playing and writing short play scripts, Non-chronological report. Using 'Catch It' from The Literacy shed, children will research and produce a leaflet about meerkats.</p> <p><u>Stories from other cultures.</u> Using a film called 'The Catch' on Literacy shed and Aesop fables, the children will look at stories that have a moral and use this to write their own story with a moral.</p>	
Maths	<p><u>Number</u> Place value with four digits numbers. Learning all times tables up to 12 times table with corresponding division facts. Adding and subtracting four digit numbers. Comparing numbers with two decimal places, rounding numbers with one decimal place to nearest whole number.</p>					
	<p><u>Measurement</u> Length and perimeter Calculating area Solving problems including money and time</p> <p><u>Shape</u> Properties of shape. Identifying acute and obtuse angles. Comparing shapes based on properties and sizes. Position and direction</p>		<p><u>Statistics</u> Interpret and present data using appropriate graphical methods (e.g. bar charts, time graphs, pictograms) and use these to solve problems.</p>		<p><u>Fractions</u> Identifying equivalent fractions Counting in hundredths. Solve problems using harder fractions to calculate quantities. Add and subtract fractions with same denominator.</p>	

Science	Teeth and eating Learn about digestion and different types of teeth.	Power it up Revisit uses of electricity and the importance of safety before constructing simple circuits.	Living things Recognise that living things can be grouped in a variety of ways.	Looking at states Compare and group materials, according to whether they are solids, liquids or gases.	What's that sound? Explore making sounds and will learn how sound is made.	Inventors and scientists Using famous scientists to apply scientific practical skills.
Computing	Collaboration Children learn about how media can be used for team work	The internet Looking at how the internet works	Web design Design and create a web page	HTML Children explore HTML and how it effects website display	Weather Using the internet to explore weather around the world and record data	Computational thinking Using scratch, solve a number of problems and create a game.
RE	Why is Jesus inspiring to some people? Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.		Why do some people think that life is a journey? What significant experiences mark this? Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.		What does it mean to be a Hindu in Britain today? Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	
PSHCE	Your amazing brain: becoming a resilient learner Children's rights	Meditation: resolving conflict The golden rule: Multi-faith values	Fairtrade: have a banana Emergency	Animal care: creatures kindness Microorganisms	Homophobia: respecting all our differences The gift of sight	Charitable giving through history Care for the elderly: the grey years
PE	Dance: Space Sports Development: Handball	Dance: Dance around the World Sports Development: Dodgeball	Gymnastics: Partner work – pushing & pulling Sports Development: Health Related Fitness	Dance: Egyptians Sports Development: Cricket	Gymnastics: Rolling and travelling low Sports Development: Tri-Golf	Athletics Sports Development: Athletics
Spanish	Welcome to school Super learners 1 Welcome to school super learners	My local area, your local area 2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle	Family tree and faces 1a Epiphany time again 1b Meet the alien family	Celebrating carnival / body parts 2a Carnival of animals 2b Body parts and aliens 2c Alien family Easter Egg hunt	Feeling unwell / Jungle animals 1a I don't feel well 1b Walking through the jungle	Summer time 2a Weather 2b Ice creams

Music	Rhythm & Pitch	Rhythm & Pitch	Music History Recorder Skills	Music History Recorder Skills	All about Folk Pentatonic scale Recorder Skills	All about Folk Pentatonic scale Recorder Skills
History	<p><u>Who were the Anglo-Saxons and how do we know what was important to them?</u></p> <p>Why did the Romans leave Britain? Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo Saxons change after Ethelbert met Augustine? (Conversion to Christianity) How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo Saxon world?</p>		<p><u>What did the Vikings want and how did Alfred help to stop them getting it?</u></p> <p>What was the "terror" that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>		<p><u>How have railways changed since the Victorian times?</u></p> <p>What did railways look like during the Victorian times? What key events have occurred that are important to the development of railways? Why and where did the railway expand across Britain? How has technology changed in locomotives? Were these changes necessary? How do railways compare to the Victorian times?</p>	
Geography	<p>Water</p> <p>Children learn about the water cycle and explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>		<p>Living in the Freezer</p> <p>Children identify the location of the polar regions, understand the features found there and why they are so cold. They use thermometers to investigate temperatures and recognise how ice changes with the seasons they look at how humans and wildlife have adapted to the habitat and understand why the Arctic treaty is important.</p>		<p>What is it like in Sheffield?</p> <p>Children learn about the physical geography of Sheffield, including its many hills and its proximity to the Peak District National Park. They will use maps, atlases and digital maps to explore the city and find out about what the land is used for and what there is to do in Sheffield. They compare what they have learnt about Sheffield with what they know about their own local area.</p>	
Art	<p>Art and design skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'.</p>		<p>Formal elements of art</p> <p>Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.</p>		<p>Sculpture</p> <p>In this topic, children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects.</p>	
DT	<p>Year A</p> <p>Structures Can you construct your own castle?</p>		<p>Year A</p> <p>Cooking and nutrition Can you design your own seasonal meal?</p>		<p>Year A</p> <p>Architecture Can you make your own mini greenhouse?</p>	
	<p>Year B</p> <p>Electrical systems Can you make your own light up sign?</p>		<p>Year B</p> <p>Textiles Can I make my own juggling ball?</p>		<p>Year B</p> <p>Cooking and nutrition Can you make a range of American foods?</p>	