

HEALEY FOUNDATION PRIMARY SCHOOL

YEAR 4 - YEARLY PLAN

	AUTUMN		SPRING		SUMMER	
	1 ST HALF TERM	2 ND HALF TERM	1 ST HALF TERM	2 ND HALFTERM	1 ST HALF TERM	2 ND HALF TERM
NUMERACY	ONE SESSION EACH DAY following the National Curriculum 2014					
LITERACY	ONE SESSION EACH DAY following the National Curriculum 2014 (WITH ADDITIONAL HANDWRITING, SPELLING AND EXTENDED WRITING SESSIONS)					
SCIENCE	<u>Animals incl humans</u> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. 	<u>Animals incl humans</u> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<u>Sound</u> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<u>States of matter</u> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<u>Electricity</u> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts. 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. 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>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<u>Living things and their habitats</u> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.
COMPUTING	Unit 4.1 Coding	Unit 4.2 Online safety	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective searching
RELIGION	<u>Believing</u> Why is Jesus inspiring to some people? Christianity		<u>Expressing</u> Why are festivals important to religious communities? Judaism/ Christianity		<u>Living</u> What can we learn from religions about deciding what is right and wrong? Christianity/ Judaism	
HISTORY	<u>The Roman Empire and its impact on Britain.</u>		<u>Britain's settlers - Anglo-Saxons Scots and Picts</u>		<u>The Viking & Anglo-Saxon struggle for the Kingdom of England.</u>	
GEOGRAPHY		<u>Rivers & coasts</u>		<u>Catalonia</u>		<u>The Lake District compared with another European region</u>

MUSIC	<u>Adapting and transposing motifs</u> (Theme: Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.	<u>Changes in pitch, tempo and dynamics</u> (Theme: Rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	<u>Rock and roll</u> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece	<u>Samba and carnival sounds and instruments</u> Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks..	<u>Developing singing techniques</u> (Theme: The Vikings) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions	<u>Body and tuned percussion</u> (Theme: Rainforests) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.
ART AND DESIGN	Drawing- ICT art Power Prints Portraits		Sculpture and 3D Mega materials	Craft and design Fabric of natured Themed Art Week		Painting and mixed media Light and dark
DT		Seasonal Stockings Analysing products Joining fabrics Sewing skills Evaluating			Making and designing a light box Analyse illuminating signs Using LEDs	
MODERN FOREIGN LANGUAGES (FRENCH)	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
Citizenship & RSE	<u>Digital Wellbeing</u> Benefits and risks of online activity - Screen time	<u>VIPs – RSE</u> Friendships, how they are formed and maintained	<u>Diverse Britain</u> Rules, Law, Liberty and respect for difference	<u>Growing up – RSE</u> Changes to bodies and how humans reproduce *	<u>Money Matters</u> Spending money, debt, responsible uses of money	<u>It's My Body</u> Appropriate touch, diet, being healthy, substance misuse
PE	Playing— Development of Invasion Games (Hockey & Tag Rugby) Development of Target Games	Development of Gymnastics Development of Yoga	Development of Dance Playing— Development of Net & Wall games	Competing— Development of Net & Wall games Playing— Intro to Striking and Fielding	Competing— Intro to Striking and Fielding Development of Invasion Games (Basketball & Football)	Development of JagTag Competing EdStart Intro to Athletics
EDUCATIONAL VISITS					Gulliver's World	