

## Rolling Programme – Year 4 (D)

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
	<p><b>Create: Is art important?</b></p> <p><b>Local History / Victorians / Inventions</b></p> <p>Hook/ trip: Victorian school - Perlethorpe</p> <p>How have our lives been changed by the Victorians?</p> <p>Class read: Street Child</p>		<p><b>Explore: Are we able to control the Earth?</b></p> <p><b>Natural disasters, Sustainability, Environmental issues.</b></p> <p>Hook: Peter Thorpe – Space art Visit from mobile Planetarium</p> <p>Lines of Enquiry: Why are some countries more vulnerable to earthquakes than others?</p> <p>What measures are needed to ensure populated places near volcanoes are as safe as possible?</p>		<p><b>Discover: Why is it important for civilization to evolve?</b></p> <p><b>Prehistoric Time- Stone Age to Iron Age</b></p> <p><b>Trip: Cresswell Craggs</b></p> <p>Hook Lesson - Set up book corner as a Stone Age cave - cave paintings Lines of enquiry: What was new about the new Stone Age? 'Did Stone Age Man wear animal furs and carry a club?' 'Which is better bronze or iron?' 'When do you think it was better to live, the Stone Age, Bronze Age or Iron Age?'</p> <p>Class read: Wild way home Podkin One-Ear –Kieran Larwood</p>	
<b>English</b>	The Journey by Francesca Sanna Narrative (New start) TWS	A Christmas Carol  The Nowhere Emporium – Narrative (Mystery) TWS  Still I Rise by Maya Angelou (Poetry PHSE)	News report: The Creature – Newspaper Report TWS  Non Fiction – Biography – David Attenborough - TWS  Earthquakes by Robin Jacobs (TWS Non-Chronological report)	Non-fiction: Transmission from Mars -TWS  The Boy, The Mole, The Fox and The Horse by Charlie Mackesy – Narrative (Friendship) TWS	Ug: Boy genius of the stone age.  Should we feed animals at National Parks? by Chris Turnham (TWS) Non-fiction Balanced Argument  Holiday brochure: Skara brae - TWS	Adventure: Stone Age Boy /Stig of the dump (TWS)  Street Beneath My Feet by Charlotte Guillain and Yuval Zommer: Non-fiction Explanation– TWS
<b>Reading and Writing</b>	Non-fiction – Letter to Mr Scrooge – persuasive letter - TWS					

	The Firework makers daughter by Philip Pullman (narrative) TWS	Historical stories – Street Child			Class read: Wolf Brother or Wild Way Home	Performance poetry – Michael Rosen I was born in the Stone Age.
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Plants- identify and describe different parts of the flowering plant, water transportation within plants, lifecycle of flowering plants.</li> <li>Living things and their habitats – Lifecycles of a mammal, amphibian, insect and bird.</li> </ul>		<ul style="list-style-type: none"> <li><u>Earth and space - The movement of the <a href="#">Earth and other planets relative to the sun. The movement of the moon relative to the Earth. Explain day and night and the movement across the sky due to the Earth's rotation.</a></u></li> <li>Planets</li> <li>Gravity</li> <li>Lunar/Solar eclipse</li> </ul>		<ul style="list-style-type: none"> <li>Rocks and soils - compare and group different types of rocks. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.</li> <li>Soil experiment – compare different types of soil.</li> <li>Forces and Magnets - Investigate magnetic forces, attraction and repulsions, contact and non-contact forces.</li> <li>Gravity, air resistance, water resistance and friction. Levers, pulleys and gears.</li> </ul>	
<b>D &amp; T</b>	Mechanisms: Investigate steam power. Create a steam-powered vehicle.	Create a 3-course Victorian menu using local ingredients. Investigate local foods and produce. Investigate foods from Lincolnshire and Nottinghamshire (Plum bread with poacher	Food: Food in Space – STEM Heston Blumenthal space feast. Watch video – food in ISS (Short Unit)	Mechanisms / Parachutes/ Rocket Mice	Food – How was their diet different to ours today? Cooking Mesolithic stewed fruits with honey and seeds. Neolithic oatcakes (Short unit)	Materials/ Structure: Sculpture- Inukshuk Rock Art Mechanisms – pop ups (Short Unit)

		cheese.) (Short Unit)				
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>Computing systems and networks – Connecting computers</li> <li>Creating media – Audio production</li> </ul>		<ul style="list-style-type: none"> <li>Data and information – Data logging</li> <li>Programming A – Selection in physical computing</li> </ul>		<ul style="list-style-type: none"> <li>Creating media – Introduction to vector graphics</li> <li>Programming B – Events and actions in programs</li> </ul>	
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>Know about Queen Victoria &amp; The British Empire and why it was so powerful.</li> <li>Know about education and how it has changed from the Victorian period – Local history study: Victorian schools.</li> <li>Know about Victorian toys.</li> </ul>				<ul style="list-style-type: none"> <li>Know about different tribes and how evidence found tells us about their way of life.</li> <li>Know about the growth of trade</li> <li>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion.</li> <li>Know about Skara brae and Stonehenge and Cresswell Craggs their importance about knowing so much about the Stone Age.</li> <li>Know about the prehistoric beasts of this period.</li> <li>Know how Stone Age leads into Bronze age and Iron age.</li> </ul>	
<b>GEOGRAPHY</b>			<p>Know about mountains and volcanoes around the world - How have people adapted to environment.</p> <p>Know that plate tectonics and the ring of fire influence physical geography (Volcano and Earthquakes).</p> <p>Know about and locate Equator, lines of latitude and longitude.</p>		<p>Know about National Parks - Know locations and reasons for the distribution of National Parks; why National Parks are known as Britain's 'breathing spaces'.</p> <p>Know about the local area and how the landscape has changed over time.</p> <p>Know that some natural events and human activity have changed the local area.</p>	

			<p>Know that seasons and extreme weather impact on challenges of life in some countries.</p> <p>Know about natural disasters such as hurricanes and earthquakes and consider how countries prepare for future disasters and earthquake activity.</p> <p>Know about climate change, describe how countries have agreed to work together to reduce global warming and analyse evidence and draw conclusions.</p> <p>Know why ice caps are melting and empathise with different viewpoints.</p>		<p>Know locations and reasons for National parks and how they are looked after.</p>
<b>ART</b>	<p>Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others.</p> <p>Investigate artwork of William Morris and LS Lowry.</p> <p>Silhouette art - Victorians</p> <p>Know how art can show emotion (facial expression / clothes)</p> <p>Consider – Is art important?</p>	<p>Using Natural Materials to Make Images: Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.</p>		<p>Cave painting</p>	<p>Festival Feasts - How might we use food and art to bring us together?</p>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Rap – Stop!</li> </ul>	<p>Harvest / Christmas Festival</p>	<ul style="list-style-type: none"> <li>Young Voices</li> </ul>		<ul style="list-style-type: none"> <li>The Beatles</li> <li>Blackbird – Civil Rights</li> <li>Summer production</li> </ul>
<b>PE</b>	<p>Netball</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Hockey</p>	<p>Tennis</p> <p>Rounders/ Kwik cricket</p>

<b>RE</b>			<ul style="list-style-type: none"> <li>Religious Beliefs: Charity &amp; the Environment [Yr5.4 &amp; Yr6.3]</li> <li>Easter Story &amp; Pentecost [Yr3.1]</li> </ul>		<ul style="list-style-type: none"> <li>Buddhist Worship &amp; Beliefs</li> <li>Inspirational People: Past &amp; Present (Yr3.4 &amp; Yr5.1)</li> </ul>	
<b>PSHE and RSE</b>	<ul style="list-style-type: none"> <li>Me and my relationships (SCARF Y 4 and Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Valuing difference (SCARF Y 4 and Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself safe (SCARF Y 4 and Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities (SCARF Y 4 and Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Being my best (SCARF Y 4 and Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Growing and changing (SCARF Y 4 and Y6)</li> </ul>
<b>MFL</b>	French: Comment vas-tu en France? (How do you travel to France?) Modes of transport				French: En Classe (In the classroom) Classroom objects and position	