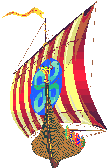
**Thingwall Primary School Year 4 Yearly Planner 2020/21**

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|  | English | Maths | Science  Working Scientifically | Art  Using a sketchbook to record  Stating preferences and evaluating | Computing  Use different software safely | DT  Use knowledge of existing products | Geography  Use age appropriate geographical vocabulary | History  Place historical periods in a chronological framework  Use age appropriate historical vocabulary | Languages  French  Speaking, listening and writing  Listening, copying, replying and asking | Music  Wider Opportunities | PE  Premier Sports | RE  Develop religious and moral vocabulary | PHSE  Recovery Curriculum |
| **Autumn**  1 | **Fiction- *The Iron Man* by Ted Hughes**  **Non-Fiction- Biographies**  **Poetry- *Life Doesn’t Frighten Me* by Maya Angelou**  **Writing**  Description  Sequencing Events  Diary entry  News Paper Article  Headlines and subheadings  **Grammar**  Expanded Noun Phrases  Similes- starting with a simile  Verbs – Present and Past Tense  Adverbs and fronted adverbials | Number: place value; addition and subtraction; multiplication and division; fractions and decimals Statistics  Measure: perimeter, area, time, money Geometry: Properties of shapes; position and direction | **Electricity**  Identify common appliances that run on electricity within our immediate environments and the associated dangers.  Construct a simple series electrical circuit, identifying and naming the basic parts (cells, battery, wires, bulbs, switches and buzzers).  Identify whether or not a lamp will light in a circuit, recognising how switches are used.  Recognise common conductors and insulators. | **Portraits**  Use taught technical skills e.g. proportion and shading, linear and tonal  Compare and contrast Holbein and Hilliard (and other modern day artists) and discuss symbolism in portraiture, in particular Henry VIII and Elizabeth I. | **E-safety**  Use technology responsibly and understand that communication online may be seen by others.  Understand where to go if you see anything worrying online. | **Processes and Textiles**  Money Containers |  | **Tudors**  Use timelines to organise the Tudor period chronologically, focussing on the reign of monarchs.  Recognise important figures.  Understand the role of Henry VIII in the Reformation.  Investigate Tudor life styles and understand how it differed for the rich and poor.  Use a variety of primary and secondary and understand that some can contradict each other and expose a level of bias. | **French**  At the market- fruits and vegetables including likes and dislikes  Story- The Hungry Caterpillar;  Sports and Hobbies  French Christmas customs; Assorted French Christmas activities. | **Wider Opps**  **Jayne Laird**  To be able to clap a steady beat  To learn the notes G, C, E and A on the ukulele.  Listen to and recall sounds with increasing aural memory.  To begin to understand notation | **Premier Sports**  **Invasion Games**  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination. | **Journeys**  **Mary Jones and her Bible**  Understand what is needed for a special journey and reflect on own experience of special journeys.  Learn about famous bible journeys and pilgrimages.  Recognise what influences our lives and understand the influence religion has on lives, cultures and communities. | **Recovery Curriculum**  Relationships, Community, Resilience,  **Health and Wellbeing**  **Healthy Lifestyles**  **Growing and Changing**  **Keeping Safe** |
| **Autumn**  2 | **Fiction- *Suitcase Kid* by Jacqueline Wilson**  **Plays- *The Tempest* by William Shakespeare**  **Writing**  Paragraphs  Play scripts  Agony Aunt letters  Short story  **Grammar**  Conjunctions  Apostrophes for possession and contraction  Inverted commas and correctly punctuated speech | **States of Matter**  Compare and group materials together, according to whether they are solids, liquids or gases and understand that the state of materials change when they are heated or cooled.  Identify the part played by evaporation and condensation in the water cycle. | **Animations**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | **Premier Sports**  **Gymnastics**  Develop flexibility, strength, technique, control and balance. | **Christmas Story**  **Angels’ and**  **Shepherds’ Story**  Know about the place of angels in major faiths.  Know about the role of the shepherds in the Christmas story.  Recognise what influences our lives and understand the influence religion has on lives, cultures and communities. |
| **Spring**  1 | **Fiction- *Firebird by* Savior Pirotta**  **Non-Fiction- Travel Brochures** | **Animals including humans**  Identify the different types of human teeth and their simple functions.  Understand how and why to care for our teeth.  Describe the simple functions of the basic parts of the digestive system in humans.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | **Abstract Art**  Kandinsky Study  Describe some of the key ideas, techniques and working practices of Kandinsky and discuss his influences/ preferences.  Experiment with creating mood, feeling and movement by the use of different materials and techniques and the impact of music upon his work.  Compare the work of Kandinsky to other abstract artists. | **Programming**    Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems  Solve problems by decomposing them into smaller parts.  Use sequence, selection, and repetition in programs  Work with variables and various  forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | **Cooking and Nutrition**  **European Food Infusion** | **Europe**  **Geographical Skills and Fieldwork**  Use of atlas to locate continents, seas and European countries  Become familiar with OS maps and symbols including 4-figure grid references and the eight points of the compass.  **Locational Knowledge**  Identify and locate different continents  Demonstrate key features and landmarks of Europe.  Identify where countries are within Europe.  To know about the main European countries, cities and cultures.  **Human and physical Geography**  **Place Knowledge**  Understand why there are similarities and differences between places. |  | **French**  Getting Around Town  Performance piece | **Wider Opps**  **Jayne Laird**  To sing as part of an ensemble with confidence and precision.  To play and perform the recorder in solo and ensemble contexts with increasing confidence.  To learn to play more notes on the recorder and develop an understanding of formal, written notation which includes minims and quavers. | **Premier Sports**  **Striking Games**  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination.  **Swimming**  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively.  Perform safe self-rescue in different water-based situations. | **Sikhism**  Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for Sikhism.  Know the function of objects, places and people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles.  Begin to identify the impact of religious teachings, including the impact of sacred texts on believers’ lives, the identification of religious symbols and how they are interpreted.  Recognise what influences our lives and understand the influence religion has on lives, cultures and communities. | **Relationships**  **Feelings and Emotions**  **Healthy Relationships**  **Valuing Difference** |
| **Spring**  2 | **Fiction- *Bill’s New Frock* by Anne Fine**  **Poetry- Performance Poetry** | **Sound**  Identify how sounds are made, associating them with vibrations.  Recognise that vibrations travel through a medium to the ear.  Find patterns between pitch and volume of a sound and the features/strength of the vibrations.  Recognise that sounds get fainter as the distance from the source increases. | **Computers, Networks and Communication**  Understand what servers are and how they provide services to a network.  Understand how results are selected and ranked by search engines.  Use search engines to research facts about Europe from reliable sources. | **Premier Sports**  **Dance**  Perform dances using a range of movement patterns. | **Easter**  Understand the importance of forgiveness and the role of Peter in the Easter story.  Recognise what influences our lives and understand the influence religion has on lives, cultures and communities. |
| **Summer**  1 | **Fiction- *And Tango Makes Three* by Justin Richardson and Peter Parnell**  **Poetry- Performance Poetry**  **Plays- Script learning and performance** | **Living things and their habitats**  Understand the seven living processes.  Recognise that living things can be grouped in a variety of ways e.g. mammals, amphibians, reptiles, birds and fish.  Explore the use of classification keys and branching databases to help group, identify and name a variety of living things in their local and wider environment.  Recognise that environments can have an impact on living things and understand that humans have a responsibility to care for their environment and its living things. | **Egyptian Art**  Draw familiar objects with correct proportions- focus on the portrayal of people in Egyptian art.  Plan and make a clay canopic jar based on artefacts viewed during museum visit. | **Data**  Collecting data and recording it accurately using a variety of software. | **Processes and Woodwork**  **Shaduf making** | **Coast2Country**  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. | **Ancient Egypt**  Use timelines to organise the Egyptian period chronologically, focussing on significant events.  Recognise the importance of the Nile.  Recognise important figures including Pharaohs and gods.  Understand the rituals associated with death and journey to the after-life.  Investigate Egyptian life styles and understand how it was affected by the pyramid of power.  Understand the legacy of Ancient Egyptians and their impact on our lives today. | **French**  Animals  Story- Four Friends  Consolidation | **Wider Opps**  **Jayne Laird**  To listen to a piece of music and determine what it depicts using musical language.  Confidently recognise and explore a range of musical styles and traditions and know their basic styles and indicators.  Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. | **Premier Sports**  **Net and Ball Games**  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination. | **The Bible**  **Old and New Testament**  Identify ultimate questions and behaviours that there are no universally agreed answers to.  Ask important questions about how religious and moral values can influence behaviour.  Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for Christianity.  Know the function of objects, places and people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles. | **Living in the wider world**  **Rights and Responsibilities**  **Taking Care of the Environment**  **Money** |
| **Summer**  2 | **Fiction- *Danny Champion of the World* by Roald Dahl**  **Poetry- *Lost Words* by Robert Macfarlane** | **Consolidation** | **Premier Sports**  **Athletics**  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance. |