

# Year 4 Topic Overview



THE PINES SCHOOL

SUBJECTS	Autumn 1 We Are All Different	Autumn 2 The Great Outdoors	Spring 1 To The Rescue	Spring 2 Marvellous Machines	Summer 1 Roald Dahl	Summer 2 Creepy Crawlies
<b>English</b>	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing
<b>Maths</b>	White Rose Maths					
<b>Science</b>	Materials	Living Things	Electricity	Electricity	Sound	Animals inc Humans
<b>IT and Computing</b>	Multi media					
<b>History</b>	The Romans			Transport Through Time	Lives of Significant People	
<b>Geography</b>		Geographical Knowledge	Geographical Skills and Fieldwork			Geographical Knowledge (Locational Study – country outside of

		(Compare and contrast UK and a European country)	(Map skills – The UK)			The European continent)
<b>Art and Design</b>	Drawing		Textiles		Painting	
<b>Design Technology</b>		Cooking		Model Making		Model Making
<b>RE</b>	Creativity	Contemplation	Listening	Valuing opinions	Living by rules	Sikhism
<b>Music</b>						
<b>PSHE</b>	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Dance	Gymnastics	Games	Gymnastics	Games	Athletics

## Year 4 - Science

Autumn 1 Topic: We Are All Different	Autumn 2 Topic: The Great Outdoors	Spring 1 Topic: To the Rescue	Spring 2 Topic: Marvellous Machines	Summer 1 Topic Roald Dahl	Summer 2 Topic: Creepy Crawlies
<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore materials and their properties.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Describe the simple physical properties of everyday materials.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Know the suitability of a variety of everyday materials for their particular uses.</li> <li>Know solid objects can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Know what a solid is and what a liquid is</li> </ul> <p><b>Y4</b></p>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore common animals and plants.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify common animals and plants and where we would find them.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Know the differences between living things, dead and non-living things.</li> <li>Know what a habitat is.</li> <li>Know what a food chain is and how animals depend on each other.</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Draw and label a simple food chain.</li> <li>Identify a variety of plants and animals in a range of habitats.</li> </ul> <p><b>Y4</b></p>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore battery operated toys.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and group toys that use batteries.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Identify and group toys that use mains electricity.</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Know and use the vocabulary battery and plug/mains. Know the difference between a battery and a plug and how to use safely.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Know common appliances which use electricity.</li> <li>Know how to construct a simple series circuit and names the parts (cell, wire, bulb, switch, buzzer).</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore battery operated toys.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and group toys that use batteries.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Identify and group toys that use mains electricity.</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Know and use the vocabulary battery and plug/mains. Know the difference between a battery and a plug and how to use safely.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Know common appliances which use electricity.</li> <li>Know how to construct a simple series circuit and names the parts (cell, wire, bulb, switch, buzzer).</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore sounds in the environment, bang two items together.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify sounds in the environment. Know that hearing is a sense.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Describe changes in sound. Make own changes to sound on request,</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Begin to ask and answer questions related to observation of sound.</li> <li>Begin to use sound vocabulary in context, Sound, listen, hear, ears, noise, loud, quiet, silent.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Know how sounds are made and how they travel.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore and name some common animals.</li> <li>Explore parts of the body.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals and foods they eat.</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Know the basic needs of animals and how their offspring turn into adults.</li> <li>Know the importance for humans of exercise, eating healthy, and hygiene.</li> </ul> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Know living things need nutrition and how they get this.</li> </ul>

<ul style="list-style-type: none"> <li>• Know names of solids, liquids and gases.</li> <li>• Know how materials change state with temperature changes.</li> <li>• Know the role of evaporation and condensation within the water cycle.</li> </ul> <p><b>Extension</b> Research the temperature at which materials change state. Observe and record evaporation over a period of time.</p>	<ul style="list-style-type: none"> <li>• Know the lifecycles of a mammal, amphibian, insect and bird.</li> <li>• Know how plants and animals reproduce.</li> </ul> <p><b>Extension</b> Explore examples of positive and negative human impact on environments.</p>	<ul style="list-style-type: none"> <li>• Name materials which are conductors and insulators.</li> </ul> <p><b>Extension</b> Introduction to circuit symbols</p>	<ul style="list-style-type: none"> <li>• Name materials which are conductors and insulators.</li> </ul> <p><b>Extension</b> Introduction to circuit symbols</p>	<ul style="list-style-type: none"> <li>• Know how pitch and loudness of sounds can change.</li> </ul> <p><b>Extension</b> Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</p>	<ul style="list-style-type: none"> <li>• Know skeletons are needed for support, protection and movement in animals.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Know the function and organs of the digestive system, including the name and function of different teeth.</li> <li>• Interpret and food chains and Identify producers, predators and prey.</li> </ul> <p><b>Extension</b> Comparing the teeth of carnivores and herbivores, and suggest reasons for differences. Find out what damages teeth and how to look after them.</p>
<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Changes of state with chocolate (solid/liquid)</li> <li>• Making slush drinks.</li> <li>• Identify solids liquids and gases in the classroom, playground.</li> <li>• Experiments to see changes in state -</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Classification Venn with hoops and large images use 3D animals to group.</li> <li>• Identify where living things live and investigate why.</li> <li>• Plant, mini-beast, birds, scavenger hunts in Forest</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Combine with DT- make light circuits.</li> <li>• Identify objects that use electricity.</li> <li>• Practice creating and using circuits.</li> <li>• Identify materials/ objects that are conductors/insulators</li> <li>• Find the correct symbols to make a circuit, then do the same with the real</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Combine with DT- make light circuits.</li> <li>• Identify objects that use electricity.</li> <li>• Practice creating and using circuits</li> <li>• Identify materials/ objects that are conductors/insulators</li> <li>• Find the correct symbols to make a circuit, then do the same</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Combine with music lesson to make bottle shakers.</li> <li>• Experimenting with musical instruments - low/ high pitch, quiet/loud.</li> <li>• Visit Forest School, listen to what you can hear e.g. bird song, wind in trees - then try and imitate. Try it loud and</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Create diagrams of food chains for different animals. Study the digestive system create the process with a skeleton, tracing of a person</li> <li>• In Forest School, look for evidence that animals are eating there, e.g. pine cones half eaten by squirrels, clumps of feathers where sparrowhawks</li> </ul>

<p>freezing, boiling, etc.</p> <ul style="list-style-type: none"> <li>• Cornflour mix making gloop.</li> <li>• Sensory tubs; Ice cubes in tray</li> <li>• Boiling ice and discuss what's happening</li> <li>• Lots of investigations - eggs – boiling. Make toast. Make bread rolls. Milkshake. Dissolving salt/sugar crystals. Mentos in coke.</li> <li>• Sort objects.</li> <li>• Investigate changes of state</li> <li>• Make chocolate krispies.</li> <li>• Use a mirror to show condensation</li> <li>• Changes and reversals: Make jelly. Make cakes-photograph for children to sequence the process.</li> <li>• Investigate liquids-water, treacle, ketchup etc in plastic containers (good</li> </ul>	<p>School using id tick sheets.</p> <ul style="list-style-type: none"> <li>• Science resources Observe habitats overtime, forest school.</li> <li>• Mini sensory tubs with an environment in each and plastic animals to sort. Minibeast Identification</li> <li>• Animal groups - use plastic animals in plastic rings.</li> <li>• Looking at habitats in forest schools-minibeasts. Sorting and classifying animals. Using branch keys.</li> <li>• Look at a selection of animal habitats and match the animal design own animal and a habitat for it look for creatures at the allotment know where they live group insects, birds, fish.</li> </ul>	<p>components to switch a bulb</p> <ul style="list-style-type: none"> <li>• Walk around the school to find things that use electricity - make a chart of the findings.</li> <li>• Sorting toys that use electricity / do not use electricity walk around school identifying things which use electricity children made switches with paper clip, drawing pins and a piece of balsa wood demonstrate how a switch really works.</li> <li>• Attention Autism resources which either use electricity or do not</li> <li>• What is electricity and why we need it Making an electric circuit ( battery bulb switch).</li> <li>• Go on an electricity walk around school looking for electrical sources or equipment.</li> <li>• Assemble and build a circuit. Label key components.</li> </ul> <p>Identify objects in the kitchen that use electricity understand that batteries carry electricity make a simple circuit make a switch</p>	<p>with the real components to switch a bulb</p> <ul style="list-style-type: none"> <li>• Walk around the school to find things that use electricity - make a chart of the findings.</li> <li>• Sorting toys that use electricity / do not use electricity walk around school identifying things which use electricity children made switches with paper clip, drawing pins and a piece of balsa wood demonstrate how a switch really works.</li> <li>• Attention Autism resources which either use electricity or do not</li> <li>• What is electricity and why we need it Making an electric circuit ( battery bulb switch).</li> <li>• Go on an electricity walk around school looking for electrical sources or equipment.</li> <li>• Assemble and build a circuit. Label key components.</li> </ul>	<p>quiet, then low and high pitch.</p> <ul style="list-style-type: none"> <li>• Listen to bird songs in 'Woodland Bird Song Book', then try and identify them in Forest School.</li> <li>• Make wind chimes in Forest School out of sticks and ribbons and CD. discs/shells/pebbles/twigs/pinecones.</li> <li>• Tuning forks. Speaker covered in plastic - cornflour gloop bounces on top.</li> <li>• Using instruments to make high/low, loud/quiet sounds. Making different sounds with their voices. Going on sounds walk and listening for different sounds.</li> <li>• Make own musical instrument with junk materials make sounds with body parts listen to a story and put sounds to the story, investigate how far sound travels.</li> <li>• Use a drum and rice to see vibrations.</li> <li>• Kitchen Clutter-gather implements made from different materials and make sounds - Discuss</li> </ul>	<p>have attacked birds, leaves eaten by caterpillars. Use check sheets and camera to record evidence.</p> <ul style="list-style-type: none"> <li>• Brush teeth then use disclosure tablets and look in the mirror.</li> <li>• What is the digestive system</li> <li>• Inside body - use of models in science room .</li> <li>• What a good chain is / show with pictures and labels then children have to have a go of putting in correct order.</li> <li>• Labelling parts of the digestive system.</li> <li>• Creating food chains using pictures.</li> <li>• Looking for evidence of food chains in forest school.</li> <li>• Make food chains into a mobile start with a green plant and say what will eat it. Continue to create a food chain.</li> <li>• Visit the Think Tank and the Body exhibition .</li> <li>• Espresso-KS2-Science-Habitats including food chains-activities and videos</li> </ul>
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<p>for Attention Au- tism)-shaking and pouring.</p> <ul style="list-style-type: none"> <li>• Use paint pens.</li> </ul>		<p>and use to find insulators and conductors.</p>	<ul style="list-style-type: none"> <li>• Identify objects in the kitchen that use electricity understand that batteries carry electricity make a simple circuit make a switch and use to find insulators and conductors.</li> </ul>	<p>and sort? Make instru- ments-shakers with dif- ferent lentils/pasta etc.</p> <ul style="list-style-type: none"> <li>• Musical games and songs-sing well known songs and change the pitch and volume. Sorting sounds according to pitch.</li> </ul>	
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Cooking ingredients</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Plastic animals</li> <li>• Mini-beasts</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Wires, bulbs, batteries, motors.</li> <li>• Battery operated toys.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Wires, bulbs, batteries, motors.</li> <li>• Battery operated toys.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Wind Chimes</li> <li>• Kitchen utensils</li> <li>• Sound toys.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Food chain laminates</li> <li>• Plastic animals</li> <li>• Body model</li> </ul>

## Year 4 – IT and computing

Autumn Term Topic: We Are All Different/The Great Outdoors	Spring Term Topic: To The Rescue/Marvellous Machines	Summer Term Topic: Roald Dahl/Creepy Crawlies
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to select a chosen programme on a computer or iPad.</li> <li>To begin to identify technology within the class-room.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to use ICT in simple ways e.g. taking a photograph or recording a video.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to select a chosen programme on a range of devices.</li> </ul>
<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>Select PowerPoint and open and select Google and open. Make a PowerPoint poster of a city or town – use Google to find images/landmarks and copy &amp; paste into PowerPoint. Model how to move and resize images.</li> <li>Use Google Earth to visit Towns, cities, places of natural beauty. Provide students with a set of coordinates or words in a Word document to cut and paste into Google Earth to ‘visit’ each place, Get them to take a screenshot of each destination and copy/paste back into Word next to the coordinates or keywords.</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li><a href="https://www.thelearningapps.com/transportation-coloring-pages/">https://www.thelearningapps.com/transportation-coloring-pages/</a> lots of transport pictures to colour online</li> <li>Purple Mash – go to Serial Mash to find books with lots of associated activities. Includes some transport based stories</li> <li>Purple Mash – go to Tools and then 2Code. Programme the vehicles to travel at different speeds – very simple coding skills</li> <li>Purple Mash – go to Home/Topics/Geography/Local Area Study/Old and New Transport – a range of drawing and writing activities with supporting information videos</li> <li><a href="https://www.child-line.org.uk/toolbox/games/grand-prix-hero/">https://www.child-line.org.uk/toolbox/games/grand-prix-hero/</a> Simple racing game encouraging use of left and right arrows</li> <li>Record the types of vehicles that go past our school. Use a tally chart system to record e.g. cars,</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>Purple mash – go to Home/Topics/Authors and Poets/Roald Dahl for a range of themed writing activities</li> <li><a href="https://www.roalddahlfans.com/fun-stuff/games/escape-the-sharks/">https://www.roalddahlfans.com/fun-stuff/games/escape-the-sharks/</a> - a simple Scratch game loosely based on James and the Giant Peach</li> <li>Choose either Microsoft Paint or Purple Mash art apps to draw your favourite Roald dahl characters. Encourage children to try out both programmes and choose which they like more for drawing tasks.</li> <li>Create a quiz based on Roald Dahl books/characters. You can do this in Purple Mash – and enter ‘2Quiz’ in the search bar. Create a simple quiz (you can add pictures etc) and ask students to open Google and search for Purple Mash.</li> </ul>

	motorbikes, lorries, buses. This data can be transferred into Excel from which charts can be generated.	
<u>Resources</u> <ul style="list-style-type: none"> <li>Computers/iPads</li> </ul>	<u>Resources</u> <ul style="list-style-type: none"> <li>Computers/iPads</li> </ul>	<u>Resources</u> <ul style="list-style-type: none"> <li>Computers/iPads</li> </ul>

## Year 4 - History

Autumn 1 Topic: We Are All Different	Spring 2 Topic: Marvellous Machines	Summer 1 Topic: Roald Dahl
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use sources such as information books, video clips and artefacts to find out about ways of life in Roman Britain,</li> <li>• Introduce and begin to understand historical terms such as BC, AD, century, empire, invasion.</li> <li>• Identify the impact of the Roman's on everyday life today, e.g. roads, central etc.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the ways that modes of transport have developed over time and impacted on everyday life, society and industry.</li> <li>• Use sources such as books, pictures, video clips and educational visits to find out historical information.</li> <li>• Begin to organise and present historical information that has been gathered.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use a timeline to order key events in the life of a significant person – Roald Dahl, Malala Yousafzai, Marie Curie, Jesse Owens.</li> <li>• Use sources such as books, video clips and photographs to research significant people and begin to present findings to others.</li> <li>• Begin to understand the reasons why significant people acted as they did and the consequences of their actions in their time and today.</li> </ul>
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Dress up as a Roman Soldier.</li> <li>• Use boxes, large brick/construction to build a Roman fort.</li> <li>• Make an edible Roman road from biscuits and icing.</li> <li>• Make mosaic tiles, Roman shields, coins using card and foil. Mosaic vases.</li> <li>• Listen to the YouTube song 'Just Like a Roman' with Makaton signing.</li> <li>• Handle and explore tray of Roman artefacts from the history cupboard.</li> <li>• Find out where the Romans came from and when they came. Locate on maps. Introduce and explain terms such as BC, AD, Empire and invasion. Why did they come.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Transport sensory trays-running vehicles over different materials to listen to the sounds.</li> <li>• Tyre painting with different vehicles.</li> <li>• Labelling pictures or models of transport with symbols.</li> <li>• Making models of cars, buses etc. with boxes, dowel, plastic lids etc.</li> <li>• Car races using ramps.</li> <li>• Go on different forms of transport-the minibus, the train, a double decker bus. Visit Birmingham Airport. Take photographs of the journey and sequence.</li> <li>• Role play going on a train/plane. Make sound stories of the journeys.</li> <li>• Sort old/new toy cars, trains.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Look at who is important in the children's lives. Family members, staff from school etc. Look at and sequence photos, paint portraits, interview them.</li> <li>• Introduce significant people through AA. Looking at photos, objects of relevance, experiencing what they did/how they lived.</li> <li>• Explore Roald Dahl stories through creative, sensory activities-measuring ingredients and making potions for George's Marvellous Medicine, the Witches, spells and magic, Charlie and the Chocolate Factory-tasting chocolate, designing and making chocolate bars, The BFG, kindness/dreams, aspirations.</li> <li>• Role play characters and parts of the stories. Have a Roald Dahl day.</li> </ul>

- Find out about everyday life in Roman Britain. What did they eat? Roman villas, baths, toilets etc.
- Watch and interact with clips on BBC Bitesize about daily life/life of a Roman soldier etc.
- Interact with activities on BMAG website, dress the Roman soldier etc.
- Find out about and use Roman numerals.
- Find out about Roman roads and aqueducts. Which roads today date back to Roman times?
- Have a Roman day where children dress up, have a Roman banquet, roleplay Roman soldiers etc.
- Boudicca and the Iceni tribe-find out how she resisted the Roman invasion. Make into a comic strip story.
- How did the Romans change Britain? What did they leave behind? Roads, forts, baths, central heating.
- Visit Roman Sites such as Wall near Lichfield, Lundt Fort.

- Explore types of transport through play. Play with trains and cars on track/road mats, water play with boats and submarines.
- Look at different modes of transport through time, sequence or place on timelines. Look at the Penny Farthing and early attempts to fly.
- BBC Bitesize has useful clips on early attempts to fly, the invention of the steam engine, Victorian modes of transport and Neil Armstrong's moon landing.
- Compile fact files, draw paint pictures, or display information digitally about old forms of transport to present to classmates, teachers or the wider school community.
- Visit Chase Water Steam Train, Gaydon Transport Museum, Cosford air museum.
- Use technology to make transport related animation.
- Look at how the development of trains, canals etc. were so important for the development of industry.
- Find out about the history of making cars in Birmingham.
- Select a form of transport such as cars, rail or air travel and look in detail at how it has developed and changed over time and the impact it has had.

- Learn about the life of Roald Dahl and sequence key events. Place them on a timeline.
- Look at photographs of Roald Dahl and video clips of interviews on YouTube. Read Roald Dahl's autobiographies (or sections from) Boy and Going Solo.
- Children can write and present their own short biographies of Roald Dahl to present to others.
- Talk about the different ways we find out about people in history. Compare looking at video clips and reading autobiographies with looking at buildings and artefacts to find out about the Romans.
- Visit the Roald Dahl museum in Buckinghamshire or watch and interact with the virtual tours.
- Visit Cadbury world and find out about the Cadbury family history and Bournville village. (Check with Y6 as they study the history of chocolate.)
- Find out about other significant people from the past. Malala Yousafzai. Find out about her life and the challenges she has overcome. Watch clips of her speeches and look at her inspirational quotes. Read her book 'Magic Pencil.' What would the children draw/write if they could make the world better with a magic pencil? Draw parallels with some of Roald Dahl's quotes and ideas about kindness and bravery.
- Marie Curie. Pioneering work which led to the development of the x-ray. First woman to win the Nobel Prize, first person and the only woman to win it twice. Find out about her and carry out some form of fundraising for the Marie Curie Society.
- Find out about Jesse Owens as the topic may coincide with the Olympics, World Cup etc. Could also link to modern day sports personalities such as Marcus Rashford, Mo Farrah.

		<ul style="list-style-type: none"> <li>When studying significant people, sequence their lives and look at their impact on our ideas, values, practices today.</li> </ul>
<p><b><u>Resources</u></b></p> <p>Costumes and tray of artefacts from history cupboard.          Coloured paper/tiles for mosaics.          Clay to make vases, coins etc. Card and foil to make shields, armour and coins.          Books and posters from history cupboard.</p>	<p><b><u>Resources</u></b></p> <p>Past present toy cars/vehicles          Books about transport.</p>	<p><b><u>Resources</u></b></p> <p>Roald Dahl stories/books, video clips and photos.          Malala books-Magic Pencil and My Story.</p>

## Year 4 - Geography

Autumn 2 Topic: The Great Outdoors	Spring 1 Topic: To the Rescue	Summer 2 Topic: Creepy Crawlies
<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to locate the UK and European countries on a map</li> <li>To compare and contrast culture, food, music of a different country</li> </ul>	<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to use a map and key</li> <li>To be able to locate cities and places within the UK</li> </ul>	<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate non-European countries on the map</li> <li>Find out about the countries clothing, food and music</li> </ul>
<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>Guest speakers of people from different European countries</li> <li>Food tasting/ comparisons</li> <li>Dress up in different countries traditional clothes</li> <li>Sing traditional songs of different countries</li> <li>Look at landmarks in different countries – sorting activity</li> <li>Activities to look at differences in weather, music, food, culture, food</li> <li>Map work to find different countries</li> <li>Create 3D landmarks of different countries</li> <li>Identify both countries on an atlas</li> <li>Make a map of both countries and put on rivers, capitals, cities</li> <li>Look at clothing from both countries</li> <li>Learn to count in a different country</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>Survey parents and families where their home towns are and plot them on a map of the UK</li> <li>Route planning – navigate a superhero around the UK</li> <li>Follow maps/ create maps to local places, parks</li> <li>Use clues to find places on a Pines map</li> <li>Create a map for the local area of Erdington</li> <li>Learn the four points of the compass using mnemonics</li> <li>Play bingo using map symbols</li> <li>Look at contours and explain how they work</li> <li>Look at objects from a bird’s eye point of view and identify them</li> <li>Mark then main cities on a UK map</li> <li>Look at a map of Birmingham, locate where people live, special places, places pupils visit</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>Food tasting</li> <li>Experience traditional clothing</li> <li>Identify animals found in that country</li> <li>Identify landmarks in the country</li> <li>Play traditional sports/games</li> <li>Find the country on the globe</li> <li>Study the weather in that country</li> <li>Make musical instruments relative to that country</li> <li>Sketch pictures from chosen artist in that country</li> <li>Look at traditional homes in that country</li> <li>Contrast landscape, weather, dress</li> <li>Find out how you could travel to that country</li> <li>Mark significant places, natural places</li> <li>Find stories, songs from that country</li> <li>Identify what insects are common to the country</li> </ul>

<ul style="list-style-type: none"> <li>• Make recipes for both countries</li> <li>• Make flags for both countries</li> <li>• Find traditional stories from that country</li> <li>• Identify ways of how you can travel to that country</li> <li>• Link to any pupil's experience/ background</li> <li>• Story – Mr Chicken goes to Paris by Leigh Hobbs</li> <li>• Look at animals found in different countries</li> <li>• Jigsaws of Europe/ the World – find the countries being studied</li> <li>• Comparing fruits and vegetables grown all over the World</li> <li>• AA stage 2: Stencil faces</li> </ul>	<ul style="list-style-type: none"> <li>• Study the different modes of transport in the UK</li> <li>• Espresso – KS1 maps and mapping continues into KS2</li> <li>• Ordnance survey provide a lot of resources</li> <li>• Planning routes – travel training</li> <li>• Map reading and orienteering in school's grounds, allotment, forest school</li> <li>• Design own treasure map with clues</li> <li>• Direct pupils to places within school using map reading skills</li> <li>• Identifying physical and human features</li> <li>• Use map keys</li> </ul>	<ul style="list-style-type: none"> <li>• Explore flags</li> <li>• Link to pupils own background/culture/ experience</li> <li>• Create a bug hotel</li> <li>• Cook and taste some traditional food</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Globe</li> <li>• Atlas</li> <li>• Traditional country storybooks</li> <li>• Recipe books</li> <li>• Photographs</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Globe</li> <li>• Atlas</li> <li>• Book of flags</li> <li>• UK jigsaw puzzles</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Globe</li> <li>• Atlas</li> <li>• Traditional country storybooks</li> <li>• Recipe books</li> <li>• Photographs</li> <li>• Non-fiction fact books</li> </ul>

## Year 4 - DT

Autumn 2 Topic: The Great Outdoors	Spring 2 Topic: Marvellous Machines	Summer 2 Topic: Creepy Crawlies
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>
<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>• Create marshmallow towers spaghetti and marshmallows)</li> <li>• Create sugar cube towers (sugar cubes and icing sugar glue</li> <li>• Create landmarks out of food</li> <li>• Cook traditional dishes</li> <li>• Cook food London is famous for.</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>• Visit The Think Tank, Severn Valley Railway, Kingsbury Water Park Model Railway or The Transport Museum. The MAD Museum Mechanical Art and Design Museum, Stratford</li> <li>• Investigate and evaluate model and toy vehicles</li> <li>• Research, design and make a model bus, car, train, boat. How can you make them go faster?</li> <li>• Design and create moving vehicles using different materials, how can they be made more stable. Design and create your own mode of transport.</li> <li>• Use construction kits, construction materials and reclaimed materials</li> <li>• Study how the transport works – levers, pulleys, wheels. Look at the different mechanisms used in trains.</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>• Design and create model mini-beasts.</li> <li>• Design and create mii-beast homes</li> <li>• Bug hotels</li> <li>• Make resources for Forest School and Allotment</li> <li>• Lots of ideas on Pinterest.</li> </ul>

	<ul style="list-style-type: none"> <li>• 3D maps building structures such as bridges, buildings, rivers etc. Build boats, aeroplanes, cars using a range of 3D form – plasticine, clay, salt dough</li> <li>• Make a vehicle with a simple circuit to drive a motor or turn on lights</li> <li>• Use cams to make a fairground machine / toy</li> <li>• Use electricity to make a torch or a lighthouse</li> <li>• Research technology used on transport. Compare old and new forms of transport and how technology has changed.</li> <li>• Use construction kits, construction materials and reclaimed materials to design and build marvellous machines</li> </ul>	
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Construction kits</li> <li>• Art straws, lolly sticks, boxes</li> <li>• Meccano</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Meccano, Lego, Duplo</li> <li>• Electric circuit materials</li> <li>• Cross section dowel to make vehicle chasis</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Recycling materials</li> <li>• Art and craft resources.</li> </ul>

## Year 4 - Art

Autumn 1 Topic: We Are All Different	Spring 2 Topic: To The Rescue	Summer 1 Topic: Roald Dahl
<p><b><u>Key Knowledge</u></b></p> <p>Children may start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes. Children practise and share their learning and skills with others, giving and receiving feedback to improve where appropriate.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• using sketchbooks to record ideas at the teacher’s discretion and appropriate level of the child;</li> <li>• explore ideas from observations;</li> <li>• make observations about starting points, and respond positively to suggestions;</li> <li>• adapt and refine ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding.</li> </ul> <p><b><u>Drawing</u></b></p> <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately where appropriate.</p>	<p><b><u>Key Knowledge</u></b></p> <p>Children may start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes. Children practise and share their learning and skills with others, giving and receiving feedback to improve where appropriate.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• using sketchbooks to record ideas at the teacher’s discretion and appropriate level of the child;</li> <li>• explore ideas from observations;</li> <li>• make observations about starting points, and respond positively to suggestions;</li> <li>• adapt and refine ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding.</li> </ul> <p><b><u>Work of Other Artists</u></b></p> <p>Children continue to study the works of famous artists where appropriate. Children will be exposed to a range of different artists through history, studying their techniques and by processes by creating replicas independently or as a small group.</p> <p><b><u>Textiles</u></b></p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to</p>	<p><b><u>Key Knowledge</u></b></p> <p>Children may start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes. Children practise and share their learning and skills with others, giving and receiving feedback to improve where appropriate.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• using sketchbooks to record ideas at the teacher’s discretion and appropriate level of the child;</li> <li>• explore ideas from observations;</li> <li>• make observations about starting points, and respond positively to suggestions;</li> <li>• adapt and refine ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding.</li> </ul> <p><b><u>Painting</u></b></p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour when mixing where appropriate using a range of communication methods. Children begin to experiment with colour for effect and mood.</p>

	the skill of stitching in Lower KS2 at the teacher's discretion – due to the nature of the children at the Pines school – this may be a little bit difficult – When a child has special educational needs development in Fine and Gross Motor skills may be absent or still be progressing at a slower rate.	
<b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Drawing friends</li> <li>• Body drawings</li> </ul>	<b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>• Create a super hero cape</li> <li>• Collage of superheroes</li> <li>• Create new superhero</li> <li>• Create a super hero logo.</li> </ul>	<b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>• Create covers for Roald Dahl stories.</li> <li>• Create characters from Roald Dahl books</li> </ul>
<b>Resources</b> Pencils - Different Gradients Crayons Pencil Crayons Felt Tips Drawing Boards	<b>Resources</b> Children's needles Wool Textiles etc.	<b>Resources</b> Paints – acrylic, ready mixed, water paints etc. Paint trays Paint Brushes – thin, thick etc.

<b>Year 4 - Music</b>		
<b>Autumn 1 Topic:</b> <b>We Are All Different/The great outdoors</b>	<b>Spring 2 Topic:</b> <b>To The Rescue/Marvellous machines</b>	<b>Summer 1 Topic:</b> <b>Roald Dahl/Creepy crawlies</b>
<b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Exploring music from different cultures</li> </ul> <b>Exploring and Developing Ideas</b> <ul style="list-style-type: none"> <li>• PULSE: the steady beat of a piece of a piece of music</li> </ul>	<b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Compose and perform (a superhero theme tune)</li> </ul> <b>Exploring and Developing Ideas</b> <ul style="list-style-type: none"> <li>• PULSE: the steady beat of a piece of a piece of music</li> </ul>	<b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Using sounds/music to help us to tell a story</li> </ul> <b>Exploring and Developing Ideas</b> <ul style="list-style-type: none"> <li>• PULSE: the steady beat of a piece of a piece of music</li> </ul>

<ul style="list-style-type: none"> <li>• PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>• RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>• DYNAMICS: Loud and soft</li> <li>• TEMPO: Fast and slow</li> <li>• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>• TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>	<ul style="list-style-type: none"> <li>• PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>• RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>• DYNAMICS: Loud and soft</li> <li>• TEMPO: Fast and slow</li> <li>• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>• TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>	<ul style="list-style-type: none"> <li>• PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>• RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>• DYNAMICS: Loud and soft</li> <li>• TEMPO: Fast and slow</li> <li>• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>• TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Listen to music from different cultures <ul style="list-style-type: none"> <li>- Samba, Salsa, Bosa Nova (Brazil), Indian music, Chinese music</li> <li>- Talk about/compare the sound</li> <li>- Is it fast/slow, loud/quiet, etc</li> <li>- What sounds/instruments can you hear?</li> <li>- What do you like/dislike about it?</li> </ul> </li> <li>• Look at musical instruments that are used in different cultures <ul style="list-style-type: none"> <li>- Djembe drums (African music), Sitar (Indian music)</li> </ul> </li> <li>• Explore and play percussion instruments from different cultures</li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>• Listen to different Superhero Theme Tunes <ul style="list-style-type: none"> <li>- Superman, Spiderman, Batman, The Hulk</li> <li>- Talk about/compare the sound</li> <li>- Is it fast/slow, loud/quiet, etc</li> <li>- What sounds/instruments can you hear?</li> <li>- What do you like/dislike about it?</li> </ul> </li> <li>• Using body percussion or musical instruments to create a superhero story <ul style="list-style-type: none"> <li>- Allocate a sound to each character i.e. clapping for the superhero, stamping for the bad guy, etc</li> </ul> </li> <li>• Compose a simple piece using body percussion or musical instruments <ul style="list-style-type: none"> <li>- Use pictures or symbols to represent each instrument/sound to plan your piece</li> </ul> </li> </ul>	<p><b><u>Teaching ideas</u></b></p> <ul style="list-style-type: none"> <li>• Allocate a sound/instrument to each of the characters/events in a story <ul style="list-style-type: none"> <li>- Why have you chosen that sound? i.e. wooden claves sound like the horses' feet, clapping is loud like thunder, etc</li> </ul> </li> <li>• Peter and the Wolf</li> </ul>

	<ul style="list-style-type: none"> <li>- Perform your composed piece for a friend</li> <li>• Compose a piece of music using the computer, whiteboard or iPad <ul style="list-style-type: none"> <li>- GarageBand App (iPad)</li> <li>- PurpleMash '2Sequence' or '2Beat'</li> <li>- Busythings 'Monster grid' 'Crazy Cogs' or 'Colour choir'</li> </ul> </li> </ul>	
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Djembe drums, World Music basket, Little Bird Song Treasure baskets (Music Cupboard)</li> <li>• KS1 Traditional Music around the World Power-Point (Twinkl)</li> </ul> <p>KS1 African Drums PPT (Twinkl)</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• KS2 Percussion Box (Music Cupboard)</li> <li>• Wooden Claves, Bells, Drums, etc (Music Cupboard)</li> <li>• Compose a piece of Music Activity (Twinkl)</li> <li>• Composing Body Percussion Patterns Resource Pack (Twinkl)</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• KS2 Percussion Box (Music Cupboard)</li> <li>• Wooden Claves, Bells, Drums, etc (Music Cupboard)</li> </ul>