

Science: Living Things and Their Habitats

- 1) Recognise that living things can be grouped in a variety of ways.
- 2) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- 3) Recognise that environments can change and that this can sometimes pose dangers to living things.

Applications of science

Teachers should use this unit to revisit each of the topics covered in the year and complete investigations to show how the concepts could be applied. Assessments for mastery could be formalised here.

Novel Study: The Iron Man

- 1) Make Iron Man
- 2) Story board
- 3) Discussions and shared reading
- 4) Dictionary/thesaurus work - synonyms
- 5) Drama
- 6) Hot-seating

Trips, Visitors and Outdoor Learning:

Neasden Hindu Temple
William Morris Gallery - Printing workshop.
Alan Murphy - Victorian Day.

Computing:

We are co-authors

- 1) Create a mini Wikipedia page.
- 2) Create content for different pages.
- 3) To add and amend content to Wikipedia page.

We are meteorologists

- 1) To use data measurement tools e.g. data loggers.
- 2) To analyse data.
- 3) To present data in a visually engaging way e.g. using spreadsheets.

Geography:

- 1) Explain own views about locations, giving reasons.
- 2) Describe how the locality of the school has changed from Victorian times to now.
- 3) Describe key aspects of: Human geography, including: settlements and land use.

History:

To investigate and interpret the past

- 1) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- 2) Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- 3) Suggest causes and consequences of some

To build an overview of world history

- 4) Compare some of the times studied with those of other areas of interest around the world.
- 5) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- 6) Place events, artefacts and historical figures on a time line.
- 7) Understand the concept of change over time, representing this, along with evidence, on a time line.
- 8) Use dates and terms to describe events.

Programme of Study

Topic: VERY VICTORIAN (LOCAL HIST)

Year: 4

Term: Autumn

Art and Design:

- 1) Study techniques of William Morris and the arts and craft movement.
- 2) Record observations and ideas in sketch books and review and revisit ideas. (Drawing / painting / Pastels)
- 3) Improve mastery of technique of printing e.g. using screen printing (Printing).

Design and Technology:

- 1) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- 2) Prepare and cook a savoury dish using a range of cooking techniques.
- 3) Study the work of food designers such as Mrs Beeton.
- 4) Compare Victorian food preparation to that of today.

RE – Hinduism: The Mandir

Buddhism: The Buddha

- 1) Show an understanding that personal experiences and feelings influence attitudes and actions.
- 2) Describe how some of the values held by communities or individuals affect behaviour and actions.
- 3) Give some reasons why religious figures may have acted as they did.
- 4) Discuss and give opinions on stories involving moral dilemmas.
- 5) Ask questions that have no universally agreed answers.
- 6) Explain how beliefs about right and wrong affect people's behaviour.

Physical Education:

- 1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- 2) Swim competently, confidently and proficiently over a distance of at least 25m.
- 3) Use a range of strokes effectively e.g. front crawl, backstroke and breast stroke.
- 4) Perform safe self-rescue in different water based situations.

Music:

- 1) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 2) Listen with attention to detail and recall sounds with increasing aural memory.
- 3) Use and understand staff and other musical notations.
- 4) Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- 5) Develop an understanding of the history of music.

Languages:

- 1) Present ideas and information orally to a range of audience.
- 2) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 3) Read a wide range of words, phrases and sentences aloud.
- 4) Write some familiar words and phrases without help.
- 5) Identify similarities in traditional stories, building on relevant Literacy objectives.