

Science: SOUND

- 1) Identify how sounds are made, associating some of them with something vibrating
- 2) Recognise that vibrations from sounds travel through a medium to the ear
- 3) Find patterns between pitch of a sound and features of the object that produced it
- 4) Find patterns between the volume of a sound and the strength of the vibrations that produced it
- 5) Recognise that sounds get fainter as the distance from the sound increase

ANIMALS, INCLUDING HUMANS

- 6) Describe simple functions of the basic parts of the digestive system in humans
- 7) Identify different types of teeth in humans and their simple functions
- 8) Construct and interpret a variety of food chains, identifying producers, predators and prey.
- 9) Compare teeth of carnivores and herbivores, and suggesting reasons for differences
- 10) Find out what damages teeth and how to look after them
- 11) Draw and discuss their ideas about the digestive system and compare them with models or images

Computing:

We are software developers

- 1) use Scratch to program sprites.
 - 2) apply scripts to multiple sprites.
 - 3) add recorded audio to Scratch.
- Scratch (Web based)

We are toy designers

- 4) create conditional codes.
- 5) use variables in programming.

Languages:

- 1) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 2) Read carefully and show understanding of words, phrases and simple sentences.
- 3) Understand and respond to spoken and written language from a variety of authentic sources.
- 4) Speak with increasing confidence, finding ways of communicating what they want to say, improving the accuracy of their pronunciation and intonation.

Using class blog to link with schools in Scotland (Viking invaders).

History:

To investigate and interpret the past

- 1) Use evidence to ask questions and find answers to questions about the past
- 2) Suggest suitable sources of evidence for historical enquiries.
- 3) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- 4) Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- 5) Suggest causes and consequences of some of the main events and changes in history

To build an overview of world history

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

To understand chronology

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

Programme of Study

Topic: Invaders and Settlers

Year: 4

Term: Summer

Geography:

To investigate places

- 1) Use a range of resources to identify the key physical and human features of a location.
- 2) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

To investigate pattern

- 3) Describe geographical similarities and differences between countries.

To communicate geographically

- 4) Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle

Trips, Visitors and Outdoor Learning:

Alan Murphy - Viking visitor
Museum of London - Vikings

RE

Judaism: Celebrations in the Jewish Home

- 1) Present the key teachings and beliefs of a religion
- 2) Refer to religious figures and holy books to explain answers
- 3) Identify religious symbolism in literature and the arts.

Physical Education:

- 1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- 2) Develop flexibility, strength, technique, control and balance
- 3) Perform dances using a range of movement of patterns
- 4) Swim competently, confidently and proficiently over a distance of at least 25m
- 5) Use a range of strokes effectively e.g front crawl, backstroke and breast stroke
- 6) 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.

Art and Design

- 1) Create pattern design in sketch books. (Drawing / Sewing)
- 2) Develop skills of design techniques such as cross stitch/back stitch.

Design and Technology:

- 1) Investigate and analyse a range of existing products (ships)
- 2) Generate, develop, model and communicate their ideas through annotated sketches. (Viking boats)
- 3) Select from a range of construction materials according to functional or aesthetic qualities.
- 4) Evaluate their ideas and products against their own design criteria.