

Annual Plan

Autumn 2016 to Summer 2017

Class J/I

Year Four

Teacher Mrs Whitewood/Miss Dineen

	Science	Technology	R.E.	History	Geography	Art	Music	P.E.
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Autumn

States of Matter

Solid, Liquids and Gases- Comparing and grouping materials. Investigating properties and applying. Heating and Cooling Solidifying, melting and freezing. Working scientifically- Investigation and results. Changing State- Evaporation and Condensation Linking to Water Cycle

Electricity

Identifying common appliances that run on electricity. Where does electrify come from? Sustainability and safety. Constructing simple circuits. Identifying and naming parts. Drawing simple pictorial representations What is a complete and incomplete circuit? What happens when we add another bulb in a circuit?

Computing

E-safety - CyberPass- online course

Online images and photo editing.

D.T/ F.T

L.I: To make a Roman inspired helmet for Roman day

L.I: To follow a recipe to make the staple food of a poor Roman family.

L.I: To design sewing for their calendar and learn sewing stitches to be used.

L.I: To continue with sewing.

L.I: To complete sewing for calendars.

The Way, The Truth and The Life

The Bible

L.I: To know that the Bible is an account of God's relationship with his people
L.I: To know that God Calls Abraham
L.I: To know that God calls Joseph
L.I: To know about God's call to Moses.
L.I: To know that David was Chosen by God
L.I: To reflect on how God speaks to us through the Bible.

Trust in God

L.I: To understand the importance of trusting God.
L.I: To know about God's promise to Zachariah
L.I: To know that Mary and Joseph trusted in God.
L.I: To know why Jesus was sent to Earth.

Judaism

The Romans

L.I: TBAT place the Roman period in British history

L.I: To know who the Romans were and why they wanted to invade Britain.

L.I: To recognise similarities and differences between Celt and Roman soldier. (Including soliloquy)

L.I: TBAT understand Boudicca's motivations for fighting the Romans (Freeze-frame storyboard)

L.I: TBAT research famous gladiators and present a poster displaying their qualities

L.I: To understand what daily life was like for the Romans.

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L.I: To know the importance of Gods to the Romans and what they represented.

European Geography

L.I: To understand how land was used differently in Britain and Italy and why the land was valuable to the Romans.

L.I: To identify countries included within the Roman Empire

L.I: To identify differences between Italy and Britain including: size, landscape, climate and weather.

L.I: TBAT identify key landmarks within Rome and the Roman legacy within Europe.

Roman artworks

L.I: TBAT show aspects of my personality on a Roman style shield.

L.I: To explore design a Roman coin and make in clay.

L.I: To add detail and paint my Roman coin.

L.I: TBAT examine different artistic portrayals of Boudicca.


L.I: To draw own sketch of Boudicca reflecting her personality.

L.I: TBAT examine and design a Gladiator mosaic.

L.I: To create own Gladiator mosaic


Music with Specialist Teacher

Swimming

<p><u>Sound</u></p> <p>Investigating how sounds are made by vibrations.Sound Travels- Vibrations travelling through solids, liquids and gases to our ears. Investigating patterns between the pitch of a sound and features of the object that produced it.Investigation to identify the pattern between : The volume of a sound and the distance it can be heard/ The volume of sound and the strength of the vibration.</p> <p><u>Animals, including Humans</u></p> <p>Types of teeth <u>Teeth</u>- Structure and tooth hygiene.The Digestive System-How do teeth erode?The Digestive System-What happens to the food we eat when it leaves our mouths?</p> <p>Food Chains</p>	<p><u>Computing:</u></p> <p>Programming, coding and control</p> <p>WeDo Lego- Hungry Crocodile</p> <p>On screen programming- Alex the Robot (Ipads)</p> <p><u>D.T/ FT</u></p> <p>L.I: Mexican feast- prepare, cook and taste a range of dishes using a range of techniques</p> <p>L.I: To make a Maya Stelae using appropriate tools.</p> <p>L.I: To explore health and safety issues linked to food preparation. Explore current flavour combinations of chocolate that are availability.</p> <p>L.I: To make Maya chocolate following the processes study.</p> <p>L.I: To use mod rock to make Mayan masks</p>	<p><u>The Way, The Truth and The Life</u></p> <p>Jesus, The Teacher</p> <p>L.I: TO know that Mary and Joseph took Jesus to the Temple. L.I To know that Jesus was born a Jew L.I: To now about the Baptism of Jesus. L.I: TO know that Jesus called people to follow him L.I: To know Jesus travelled around teaching people. L.I: To know parables Jesus used to teach people. L..I: TO know Jesus came o show us the way to live.</p> <p>Jesus, The Saviour</p> <p>L.I: To know Jesus is truly God and truly human. L.I: To know about Jesus entry into Jerusalem L.I: To understand what happened on Holy Thursday. L.I: to know what happened on Good Friday. L.I: To understand why Jesus died on the cross. L.I: TO understand what happened on</p>	<p><u>The Mayans</u></p> <p>L.I: To examine, through images, Ancient Mayan settlements.</p> <p>L.I: To research daily life in a Mayan village.</p> <p>L.I: To understand the importance of the El Castillo temple</p> <p>L.I: To research the God's worshipped by the Mayans</p> <p>L.I: To be aware of Mayan festivals and celebrations. (Mayan Masks)</p> <p>L.I: To use what I know about the Mayans to design and make a Mayan mask.</p> <p>L.I: To know an ancient Mayan legend and be able to perform the story.</p>	<p><u>Contrasting Locations</u></p> <p>L.I: Use maps to identify where Mexico is, its hemisphere and the countries that surround it.</p> <p>L.I: To draw a map showing Mexico's human and physical features.</p> <p>L.I: To locate the main cities of the Ancient Mayan civilisation and identify geographical features.</p> <p>L.I: To compare life in cities to rural areas. Compare Mexico to the UK and Europe.</p> <p>.I: To understand the flora and fauna within Mexico</p>	<p><u>Mayan artwork</u></p> <p>L.I: To be able depict a Mayan God</p> <p>L.I: To examine themes within Mayan artwork</p> <p>L.I: Plan a Maya Stelae which can be made using foam/ oasis</p> <p>.I: To paint Maya Stelae in the Mayan style</p> <p>L.I: To paint Mayan masks.</p> <p>L.I: To evaluate the effectiveness of my Mayan mask</p>	<p>Music with specialist teacher</p> 	<p>Liturgical Dance</p> <p>Games with Outside Coach</p> <p>Gym - Sabin</p>
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Summer

<p><u>Living things and their Habitats</u></p> <p>Animals and their habitats- Researching, Grouping and Classifying</p> <p>Plants - Researching, Grouping and Classifying-</p> <p>Habitats- Looking at and comparing different habitats. Focus on local habitat.</p> <p>Habitats - River Trip- Animals are suited to their habitats. Grouping and classifying .</p> <p>Habitats- River Trip follow up. What did we find out?</p> <p>Habitats- Human impact- Sustainability</p> <p>Animal Habitats Habitats Plants</p>	<p><u>Computing</u></p> <p>Using data programmes to analyse river trip results.</p> <p>J2 Vote program - LGFL</p> <p><u>DI</u></p> <p>L.I: To explore devices which alter water flow</p> <p>L.I: To create a water model with a device that slows the flow of water.</p> <p>L.I: To examine bridges and bridge designs.</p> <p>L.I: To design a bridge and plan materials that are necessary for the build.</p> <p>L.I: To build their bridge using correct tools.</p> <p>L.I: To evaluate their bridge design and effectiveness of their build.</p>	<p><u>The Way, The Truth and The Life</u></p> <p><u>The Early Christians</u></p> <p>L.I: To know that Jesus made Peter head of the Church. L.I: TO know that Church began at Pentecost. L.I: TO know what happened to Stephen and Saul. L.I: To know about the challenges of being an apostle. L.I: To know about Paul's missionary journeys. L.I: TO know some of the teachings of te apostles.</p> <p><u>The Church</u></p> <p>L.I: TO understand the Church is a family. L.I: To know about different seasons of the Church year. L.I: TO now about the Communion of the Sants and Holy Souls.</p> <p><u>Sikhism</u></p>	<p><u>The influence of the River and Brunel</u></p> <p>L.I: To be aware of river uses - historical</p> <p>L.I: To know the historical impact of Brunel and river bridges.</p>	<p><u>Water & Rivers</u></p> <p>L.I: To understand differences between different bodies of water.</p> <p>L.I: To know about famous world rivers and their features.</p> <p>RIVER TRIP</p> <p>L.I: TBAT draw a river profile of the river visited last week.</p> <p>L.I: To analyse results from investigation carried out on trip, identifying flow, speed and erosion.</p> <p>L.I: To research how physical features of rivers are formed.</p> <p>L.I: To be aware of river uses - social</p> <p>L.I: To be aware of things which impact on the river - pollution</p> <p>L.I: Compare habitat and wildlife of rivers in different countries.</p>	<p><u>Water in Art</u></p> <p>L.I: To explore river colour tints using watercolours.</p> <p>L.I: To explore artists famous for river paintings</p> <p>L.I: To visit gallery and examine how rivers are depicted.</p> <p>L.I To paint a picture in the style of an artist examined.</p> <p>L.I: To explore different methods of art work using water (bubble, marbling, flick, blow)</p> <p>L.I: To explore different materials and weaving methods to create an illusion of water.</p>	<p>Music with specialist teacher</p> 	<p>Games with Outside Coach</p> <p>Gym - Sabin</p>
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