

COMPUTING – VIDEOS

Children will be shown example of video clips before being asked to produce a video using what they know about e-safety. They will work collaboratively to devise scripts for their movies. They will then capture footage using recording devices before uploading these onto the Microsoft Movie Maker storyboarding screen. They will add title pages, transitions and effects to improve their footage. The children will know from Year 3 when they made an animation of the importance of reviewing and editing their work in order to improve it.

MFL –PETS

The children will remember what they have learnt in Key Stage 1 and use this knowledge to support their acquisition of the names of more pets in French. The children will develop accurate pronunciation and intonation so that others can understand them. The children will be able to ask and respond to a simple question (*Qu'est-ce que c'est?*) and develop their basic conversations. Finally, the children will learn more about basic grammar by converting nouns in French from the singular to the plural form.

SCIENCE – ANIMALS INCLUDING HUMANS

Children will be taught to name the basic parts of a human's digestive system. Next, they will describe the simple functions of these basic parts. They will also look at the different types of teeth in humans (incisors, canines, molars) and learn about their different functions. They will then learn that living things can be grouped in a variety of different ways before exploring classification keys and food chains for animals in different habitats. The children will construct a variety of food chains before identifying the producers, the predators and the prey.

GEOGRAPHY - RIVERS

The children will learn the names of the major rivers of the United Kingdom (Severn, Thames, Ouse, Wye, Tay, Clyde, Bann) and they will locate these using maps, atlases and globes. They will build on work in Key Stage 1 by learning the names of an eight-point compass. The children will use this knowledge when looking at maps of rivers and describing their location. They will also describe and understand key aspects of rivers using the correct geographical vocabulary (source, mouth, course, length, tributaries) to do this.

Ancient Egypt

Year 4 - Autumn



RE – EXPRESSION THROUGH ART

The children will be able to explain which religious art work they like and give some reasons linked to its symbolic meaning. The children will study Islamic art and recognise the recurring patterns that they see. They will start to understand the importance of Islamic art to the religion where patterns reflect the greatness of creation. Finally, the children will find out that the church's stained-glass windows in our local area show a religious story or a religious figure.

HISTORY – ANCIENT EGYPT

To begin with, the children will handle a range of artefacts from the time to discover what life would have been like for the common man in Ancient Egypt. They will look at the Treasure of Tutankhamen to compare how the pharaohs lived. The children will learn about and write instructions for mummification before studying the treacherous journey to the afterlife! They will write explanation texts to describe the process of entering the underworld. Children will construct timelines to show events from this era.

DT – CONTAINERS

Children will study the canopic jars used in mummification before considering what precious items they would like to make a container for. The children will look at different containers and consider how they open/close, how the contents are organised inside and their appearance. Using ideas from this research, children will create their own card container from a net. They will be taught to use drawing, cutting, scoring and assembly skills to achieve a quality product which fits together perfectly. They will consider how their design could reflect the contents.

MUSIC - ROCK AND ROLL

The children will learn how to be able to repeat a rhythmical pattern from standard notation. They will develop their music skills to perform a short repeated rhythmical pattern (ostinato) in an ensemble. Next, they will use body percussion or instruments to represent the number of beats in a minim, crochet, quaver, semiquaver and semibreve. Finally, during their composition work, they will learn how to use silence for effect and know the symbol for a rest.

ART – EGYPTIAN ART

The children will begin their study by looking at 'The Treasures of Tutankhamen' and considering the materials and colours used. They will make sketches of these onto papyrus paper before designing and making their own 3D masks in this style. Next, the children will look at and sketch a range of Egyptian hieroglyphs before designing their own. Using polystyrene, they will create their own printing block so that they can practise printing repeated images of their hieroglyphs. Each print will contain multiple colours for effect.

OUTDOOR PE – SWIMMING

Children will be taking part in swimming lessons each week. Children will work on their skills as well as physical fitness during these sessions. Children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They will be taught to use a variety of strokes such as front crawl, backstroke and breaststroke. They will also consider water safety and perform self-rescue in different water-based situation. They will learn how to pace themselves in floating and swimming challenges related to speed, distance and personal survival.

Ancient Egypt

Year 4 - Autumn



RELATIONSHIPS AND HEALTH

The children will learn to recognise if family relationships are making them feel unhappy or unsafe and know how to seek help or advice from others if needed. They will know to speak to a trusted adult in school, speak to another adult at home or ring Childline on 0800 1111. They will recognise that most friendships have ups and downs but these can often be worked through so that the relationship is repaired or even strengthened. They will know to never resort to violence.

INDOOR PE – BALANCE

During dance, children will learn that ideas initiated by a story can be translated into movement. They will focus on the story 'Giraffes can't Dance'. They will structure a dance with others and incorporate simple motifs and movement patterns to communicate the feelings of the giraffes within the story. They will perform with a focus on expression and clarity of shape. In gymnastics, children will explore balance. They will identify different body parts to balance on and will learn which combinations produce the most stable bases. They will create a sequence on balance showing planned variations in shape, speed and levels.