



	Year 4 Planning Overview		
	Autumn	Spring	Summer
Topic title	World of Water	The Romans	Potions and Medicine
Drivers (past present future)	<b>Future:</b> Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion)	<b>Past/present:</b> Why did the Romans build roads? How has this impacted how roads look in Britain today?	<b>Past:</b> How were illnesses treated in the past?
Global themes covered	Reduced Inequalities Sustainable Cities & Communities Responsible Consumption & Productions	Responsible Consumption and Production Climate	<b>Being Healthy</b> – what we need to do to stay healthy and how do we adapt? (Covid link) <b>Equity and Diversity</b> – how does society support equality and diversity
Charity Link	ASHA	Rutland Foodbank	Water aid (world environment week June)
Visit/ experience linked to the topic		Visitors in for Roman Day	Trip to the Harry Potter Studios
Hook	Video of the Great Pacific Garbage patch	Roman Day in March	Technology Day: VR headsets in May? Inside the body vests? Egg experiment (eggs in different liquids) - teeth.
Overall outcome for topic (showcase)	Writing letters to Rutland MP reduce plastic waste campaign.	Look at future transport methods – design new system/transport type and do a dragon’s den pitch to a panel	Harry Potter day July- potions, literacy and design.
Key Texts	The Big book of Blue  Flotsam	Boudicca's story  Rotten Romans	Macbeth  Harry Potter and the philosophers stone

	Manfish	Dum Spiro- Literacy shed	
<b>English/Phonics</b>	<b>Non Chron Report</b> – Sealife <b>Persuasive Letter</b> – Flotsam <b>Biography Jacques Cousteau</b> – Manfish <b>Diary Entry</b> – Manfish	<b>Speech</b> – Boudica <b>Poetry</b> – Haiku Narrative adventure story – Dum Spiro	<b>Instructions</b> – Potions <b>Crime Report</b> - Macbeth <b>Recount</b> – Harry Potter Trip <b>Narrative-</b> Writing a chapter of Harry Potter  <b>Letter</b> - Harry Potter
<b>Theme links to Maths</b>			

## Geography

### National Curriculum Objectives

#### Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers)

Human and physical geography describe and understand key aspects of:

- physical geography, including: the water cycle

#### Granular Knowledge

- I know how to find places on a map
- I can carry out research to discover features of villages, towns or cities
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)
- I can find at least six cities in the UK on a map
- I can locate and name some of the main islands that surround the United Kingdom
- I can explain the difference between the British Isles, Great Britain and the United Kingdom

#### Greater Depth

- I can ask questions, analyse a range of evidence and explain their findings based on a geographical source

## History

### National Curriculum Objectives

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Pupils should understand how our knowledge of the past is constructed from a range of sources

Pupils should be taught about:

- the Roman Empire and its impact on Britain
- a local history study

#### Granular Knowledge

- I know how to use a timeline
- I can plot events on a timeline using centuries
- I can use my mathematical skills to round up time differences into centuries and decades
- I can research two versions of an event and explain how they differ
- I can research what it was like for children in a given period of history and present my findings to an audience
- I can explain some of the times when Britain has been invaded
- I can explain how the lives of wealthy people were different from the lives of poorer people
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past
- I can explain how an event from the past has shaped our life today
- I understand that the Romans invaded Britain
- I know some of the key figures from the Roman invasion
- I know some of the key facts about the Roman Empire and how it impacted on Britain**
- I can explain the impact of the Roman invasion on Leicestershire
- I can explain how our locality has changed over time**

## Science – Animals, including humans

### National Curriculum Objectives

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

#### Granular Knowledge

- I can identify and name the parts of the human digestive system
- I can describe the functions of the organs in the human digestive system
- I can identify and describe the different types of teeth in humans
- I can describe and explain the skeletal system of a human
- I can describe and explain the muscular system of a human
- I can describe the purpose of the skeleton in humans and animals
- I can describe the functions of different human teeth
- I can explain the importance of a nutritious, balanced diet
- I can explain how nutrients, water and oxygen are transported within animals and humans

#### Greater Depth

- I can explain how the muscular and skeletal systems work together to create movement

			<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can give reasons for trends and changes by analysing a range of evidence/sources</li> <li>• I can explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other</li> </ul>	
	Subject outcome 1	<p><b>Geography:</b> investigate the water cycle and how it can determine where people live, what factors are taken into consideration. Produce a video clip in the style of a documentary.</p>	<p><b>History</b> – children to create a Rotten Romans video clip related to Roman life</p>	<p><b>Science</b> – create an interactive, creative labelled poster showing digestive system in the human body.</p>

	<b>Block 2</b>	<p><b>Science biology - Living things and their habitats</b></p> <p><b>National Curriculum Objectives</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can group living things in different ways</li> <li>• I can use classification keys to group, identify and name living things</li> <li>• I can create classification keys to group, identify and name living things (for others to use)</li> <li>• I can describe how changes to an environment could endanger living things</li> <li>• I know what a food chain is</li> <li>• I can construct food chains to identify producers, predators and prey</li> <li>• I can use food chains to identify producers, predators and prey</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can classify living things and non-living things by a number of characteristics that they have thought of</li> <li>• I can give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment</li> <li>• I can explain how people, weather and the environment can affect living things</li> <li>• I can explain how certain living things depend on one another to survive</li> </ul>	<p><b>PHSE: Diversity and Communities &amp; Drug Education</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PHSE: Personal Safety</b></p>
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		<ul style="list-style-type: none"> <li>I can name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</li> </ul>		
	<b>Subject outcome 2</b>	Science: double page spread on how animals adapt to their environments and what can happen when their environment is threatened (link to sea turtles and effects of traffic, polar bears and melting ice caps, Great Barrier Reef and bleaching of coral).		

## PSHE: My Emotions

## DT

## National Curriculum Objectives

## Design

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

## Make

- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components

## Evaluate

- investigate and analyse a range of existing products

## Technical knowledge

- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products.

## Granular Knowledge

- I can use ideas from other people when I am designing
- I can produce a plan and explain it
- I can evaluate and suggest improvements for my designs
- I can present a product in an interesting way
- I can measure accurately
- I can persevere and adapt my work when my original ideas do not work
- I can evaluate products for both their purpose and appearance
- I can explain how I have improved my original design
- I can assess how well my product works in relation to the design criteria and the intended purpose
- I can I explain how I could improve my design and how my improvement would affect the original outcome

## Greater Depth:

## Science – Sound

## National Curriculum Objectives

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

## Granular Knowledge

- I know that sound travels in waves
- I know the terms pitch & volume
- I can describe how sound is made
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it
- I can describe what happens to a sound as it travels away from its source
- I can explain how sound travels from a source to our ears
- I can explain the place of vibration in hearing
- I can explore the correlation between pitch and the object producing a sound

## Greater Depth

- I can explain why sound gets fainter or louder according to the distance
- I can explain how pitch and volume can be changed in a variety of ways
- I can work out which materials give the best insulation for sound

	<b>Subject outcome 3</b>		<b>DT</b> – design and make a product for a Roman soldier using a 3-D printer	<b>Science – sound</b> -Using musical instruments create pitch and vibration to explain how sounds travel through the ear. Video the outcome.
<b>Block 4</b>		<p><b>Science chemistry - States of matter</b></p> <p><b>National Curriculum Objectives</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can group materials based on their state of matter (solid, liquid, gas)</li> <li>I can describe how some materials can change state</li> <li>I can explore how materials change state</li> <li>I know how to measure temperature</li> <li>I can measure the temperature at which materials change state</li> <li>I can describe the water cycle</li> <li>I can explain the part played by evaporation and condensation in the water cycle</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can group and classify a variety of materials according to the impact of temperature on them</li> <li>I can explain what happens over time to materials such as puddles on the playground or washing hanging on a line</li> </ul>	<p><b>Music</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically</li> <li>I can sing songs from memory with accurate pitch</li> <li>I can improvise using repeated patterns</li> <li>I can use notation to record and interpret sequences of pitches</li> <li>I can use notation to record compositions in a small group or on my own</li> <li>I can identify and describe the different purposes of music</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar</li> <li>I know what rhythm is</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can use selected pitches simultaneously to produce simple harmony</li> <li>I can explore and use sets of pitches, e.g. 4 or 5 note scales</li> <li>I can show how I can use dynamics to provide contrast</li> <li>I can identify how a change in timbre can change the effect of a piece of music</li> </ul>	<p><b>Music</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music</li> <li>I can explain why silence is often needed in music and explain what effect it has</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can create mood in my composition by changing the rhythm, pitch or tempo</li> <li>I can suggest what the mood in a composition may be by considering the changes in rhythm, pitch or tempo</li> </ul>



	<b>Subject outcome 4</b>	<b>Science:</b> Chemistry – Interactive water cycle collage	<b>Music</b> – use a tuned instrument to create a piece of music suitable for a Roman march	<b>Music</b> – linked to ‘Stomp.’ <i>write a song to describe how sounds travel through the ear</i>
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Block 5

**Science Electricity**

**National Curriculum Objectives**

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

**Granular Knowledge**

- I know what a circuit is
- I know how to stay safe near electricity pylons (local link)
- I can identify and name appliances that require electricity to function
- I can construct a series circuit
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)
- I can draw a circuit diagram
- I can describe the function of a switch in a circuit
- I can predict and test whether a lamp will light within a circuit
- I can describe the difference between a conductor and insulators; giving examples of each

**Greater Depth**

- I can explain how a bulb might get lighter
- I can recognise if all metals are conductors of electricity
- I can work out which metals can be used to connect across a gap in a circuit

**Geography:**

**National Curriculum Objectives**

**Locational knowledge**

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics

Human and physical geography describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Granular Knowledge**

- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school
- I can explain why people may be attracted to live in cities
- I can explain why people may choose to live in one place rather than another
- I can identify geographical, physical and human features of regions of the United Kingdom including coasts
- I can use maps, atlases, globes and digital/computer mapping when locating counties and describing features

**Greater Depth**

- I can identify geographical patterns and make connections

**D&T - Cooking**

**National Curriculum Objectives**

- understand and apply the principles of a healthy and varied diet
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**Granular Knowledge**

- I can describe how food ingredients come together
- I can think about my ideas as I progress and make changes to improve my work
- I know how to be both hygienic and safe when using food
- I show that I can be both hygienic and safe in the kitchen

**Greater Depth**

- Create something to sell to support the year group charity

		<ul style="list-style-type: none"> <li>I can explain why caution is necessary for working safely with electricity</li> </ul>		
	Subject outcome 5	<b>Science: Electricity</b> – how can you power a circuit without a battery?	<b>Geography</b> – create a map of Roman Leicester to explain the impact of Roman settlements in our area	<b>DT</b> – make a 2-course meal from locally produced food,
<b>RE Unit</b>		Hinduism- Beliefs, places of worship and Dharma	Christianity- The church and Jesus	Christianity- Bible and Christian life Humanism- Knowledge and beliefs
<b>RE Outcome</b>		Hindu visitor	Church Easter visit?	
<b>Art/ DT expert teacher unit</b>		<b>Art</b>  <b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>about great artists, architects and designers in history</li> </ul> <b>Granular Knowledge</b> <ul style="list-style-type: none"> <li>I know what the words line, tone, shape and colour mean</li> <li>I can use line, tone, shape and colour to represent figure and forms in movement</li> <li>I can create a background using a wash</li> <li>I can show reflections in my art</li> <li>I can use marks and lines to show texture in my art</li> <li>I can experiment with the styles used by other artists</li> </ul>	<b>Art</b>  <b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <b>Granular Knowledge</b> <ul style="list-style-type: none"> <li>I can print onto different materials using at least four colours</li> <li>I can integrate my digital images into my art</li> <li>I can record my ideas in a sketchbook</li> <li>I can explain some of the features of art from historical periods</li> </ul> <b>Greater Depth</b> <ul style="list-style-type: none"> <li>I can discuss how a range of factors influences art from different cultures</li> </ul>	<b>Art</b>  <b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <b>Granular Knowledge</b> <ul style="list-style-type: none"> <li>I can show facial expressions and body language in sketches and paintings</li> <li>I can sculpt clay and other mouldable materials</li> </ul> <b>Greater Depth</b> <ul style="list-style-type: none"> <li>I can critique my own and others' artwork throughout the learning process to develop and support each other</li> <li>I can experiment with combining different materials and discuss my effectiveness</li> </ul>

	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can use a range of sources e.g. books, internet, galleries to influence my ideas</li> <li>• Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> </ul> </li> </ul>		
<b>Subject Outcome 6</b>	<b>Art:</b> after analysing a range of artists who have created art with the theme of water, create a piece of art linked to movement and water.	<b>Art</b> – sculpture of Roman artefact (mosaic)	
<b>Computing expert teacher unit</b>			
<b>Subject Outcome 7</b>			