

# Year 4 Autumn Term Curriculum - 'Lighting' The Way

The Big Question: How has our way been enlightened?

Theme Words: Discover Reform Influence Strength Wealth

Visitor/Visit Ancient Greek Experience Day

## Topic Linked Subjects

### English

Class Texts:

The Fire Work Makers  
Daughter

- See LAPs/ Progression of Skills document

### History

Topic: The Empire

Strikes Back!

How have the Romans and Ancient Greeks enlightened the world we live in?

- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- order significant events and dates on a timeline
- use evidence to describe what was important to people from the past
- Use evidence to show how the lives of rich and poor people from the past differed
- describe similarities and differences between people, events and artefacts studied
- describe how some of the things I have studied from the past affect/influence life today
- use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past
- ask questions and find answers about the past
- know that people in the past represent events or ideas in a way that persuades others
- look at different versions of the same event in history and identify differences
- use and understand appropriate historical vocabulary to communicate information about important events and changes over time. Specific vocabulary to be taught includes: BC, AD (from year<sup>3</sup>), significant, Roman Empire, Ancient Greece, impact and comparisons
- communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

### Science

Topic: Light it Up

How does electricity 'light up' our lives?

- set up simple practical enquiries, comparative and fair tests
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- use results to draw simple conclusions, make predictions for values, suggest improvements and raise more questions
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, e.g. 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 some common conductors and insulators, and associate metals with being good conductors
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

### Technology and Design

Topic: Catapult Construction

- use electrical systems such as switches bulbs and buzzers (covered through Science)
- record the plan by drawing using annotated sketches
- use prototypes to develop and share ideas
- consider aesthetic qualities of materials chosen
- **select** from techniques for different parts of the process
- draw / sketch existing products in order to analyse and understand how products are made
- identify the strengths and weaknesses of their design ideas in relation to purpose / user
- consider and explain how the finished product could be improved
- use an increasingly appropriate technical vocabulary for tools materials and their properties
- strengthen frames with diagonal struts
- measure and mark square section, strip and dowel accurately to 1cm

	<ul style="list-style-type: none"> <li>• use linkages to make movement larger or more varied</li> </ul>
<b>Music</b> <b>Topic: The Staves of Soldiers</b> Did the Ancient Greeks and Romans soldiers 'understand' music?	<ul style="list-style-type: none"> <li>• listen to music from other cultures, countries and times</li> <li>• say whether or not I like a piece of music giving a reason why</li> <li>• listen with attention to detail and recall sounds heard</li> <li>• reflect on the moods created by different pieces of music (e.g. calming / frightening)</li> <li>• compose and perform my own melodies using a given range of notes</li> <li>• improvise simple patterns</li> <li>• record compositions in a variety of ways (e.g. graphic ways / musical notation)</li> <li>• recognise changes in duration, dynamics, pitch, tempo, timbre and texture</li> <li>• start to use and understand staff and other musical notations</li> <li>• name a wider range of musical instruments including instruments from around the world and orchestral instruments</li> <li>• play a simple melody on tuned percussion and more complex rhythms on untuned percussion</li> <li>• perform in groups of a variety of sizes</li> </ul>
<b>Discreet Subjects</b>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>• See White Rose Progression of Skills document</li> </ul>
<b>RE</b> The Bible Trust in God	<p>The Bible</p> <p>Know that the Bible is an account of God's relationship with His people- reflect on how the Bible can help us.</p> <p>Know about God's call to Abraham-Think about the challenges and blessings Abraham experienced.</p> <p>Know about God's call to Joseph- reflect on God's plan for him.</p> <p>Know about God's call to Moses - reflect on what we can learn from his experience. Know that David was chosen by God - reflect on David's trust in God.</p> <p>Know that God speaks to us in the Bible- reflect on some things God tells us.</p> <ul style="list-style-type: none"> <li>• know that the Bible is a story of God's love and concern for us</li> <li>• know that the Bible is a living book through which God speaks to us</li> <li>• know the stories of Abraham, Moses, David and Jonah</li> <li>• give reasons and making links for the actions God's people in their response to God</li> </ul> <p>Trust in God</p> <p>Understand the importance of trusting in God - be aware that it is not always easy for us to trust.</p> <ul style="list-style-type: none"> <li>• Know about God's promise to Zechariah - reflect on how Zechariah had to trust in God.</li> <li>• Know that Mary trusted in God - reflect on what we can learn from Mary.</li> <li>• Know how Joseph put his trust in God - be aware that sometimes we need help to trust in God.</li> <li>• Know that God fulfilled His promise to Mary when Jesus was born - reflect on the importance of the birth of Jesus for us.</li> <li>• Know why God sent Jesus to earth - reflect on who Jesus is for us.</li> <li>• know that Jesus teaches us to have faith and trust in Him</li> <li>• know that it is not always easy to trust in God</li> <li>• know the promise God made to Mary through the angel Gabriel</li> <li>• know that God fulfilled his promise to Mary when Jesus was born</li> </ul>
<b>PSHE</b> Keeping/Staying Healthy Feelings and Emotions Keeping/Staying safe (also covered through swimming)	<ul style="list-style-type: none"> <li>• how regular (daily/weekly) exercise benefits mental and physical health</li> <li>• recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>• how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>• how to maintain good oral hygiene and why regular visits to the dentist are essential</li> <li>• the impact of lifestyle choices on dental care and health</li> <li>• recognise that feelings can change over time and range in intensity</li> <li>• recognise everyday things that affect feelings and the importance of expressing feelings</li> <li>• use a varied vocabulary to use when talking about feelings; about how to express feelings in</li> </ul>

	<p>different ways;</p> <ul style="list-style-type: none"> <li>• use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>• recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> </ul>
<p><b>Computing</b></p>	<p><i>Computational Thinking/Coding</i></p> <ul style="list-style-type: none"> <li>• use abstraction to focus on what's important in my design</li> <li>• write increasingly more precise algorithms for use when programming</li> <li>• use simple selection in algorithms</li> <li>• use logical reasoning to detect and correct errors in programs</li> <li>• use simple selection in programs</li> <li>• work with various forms of output</li> <li>• use logical reasoning to systematically detect and correct errors in programs</li> </ul> <p><i>Digital Literacy</i></p> <ul style="list-style-type: none"> <li>• explain how my online identity can be different to the identity I present in 'real life'</li> <li>• knowing this, I can describe the right decisions about how I interact with others and how others perceive me</li> <li>• describe strategies for safe and fun experiences in a range of online social environments</li> <li>• give examples of how to be respectful to others online</li> <li>• describe how others can find out information about me by looking online</li> <li>• explain ways that some of the information about me online could have been created, copied or shared by others</li> <li>• identify some online technologies where bullying might take place</li> <li>• describe ways people can be bullied through a range of media (e.g. image, video, text, chat)</li> <li>• explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)</li> <li>• analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'</li> <li>• describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)</li> <li>• describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online</li> <li>• explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people</li> <li>• explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</li> <li>• explain how using technology can distract me from other things I might do or should be doing</li> <li>• identify times or situations when I might need to limit the amount of time I use technology</li> <li>• suggest strategies to help me limit this time</li> <li>• explain what a strong password is</li> <li>• describe strategies for keeping my personal information private, depending on context</li> <li>• explain that others online can pretend to be me or other people, including my friends</li> <li>• suggest reasons why they might do this</li> <li>• explain how internet use can be monitored</li> <li>• when searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it</li> <li>• I can give some simple examples</li> </ul> <p><i>Computer Networks</i></p> <ul style="list-style-type: none"> <li>• understand that servers on the Internet are located across the planet</li> <li>• understand how email is sent across the Internet</li> </ul>

	<ul style="list-style-type: none"> <li>• understand how the Internet enables us to collaborate</li> </ul>
<p>PE</p>	<p><i>Gymnastics</i></p> <ul style="list-style-type: none"> <li>• explore balancing on different combinations of hands and feet e.g. arabesque balance, front/back/side support and variations</li> <li>• travel in a wider variety of ways using hands and feet on the floor/along equipment e.g. bear, seal, crab</li> <li>• develop control in different rolling actions e.g. pencil with raised arms and legs, forward roll</li> <li>• explore a wider variety of jumps e.g. ¼ and ½ turn, stag jump</li> <li>• work with a partner to create a varied sequence e.g. start position, travel, roll, jump balance, finish position</li> </ul> <p><i>Games</i></p> <ul style="list-style-type: none"> <li>• select and use the most appropriate skills, actions or ideas</li> <li>• move and use actions with control and co-ordination</li> <li>• explain how their work is similar and different from that of others</li> <li>• use their comparison to improve their work</li> <li>• explain why warm-up and a cool-down is important</li> <li>• explain why keeping fit is good for their health (covered through PSHE)</li> <li>• consolidate the throwing, catching, kicking and striking of a ball when under limited pressure in a mini game</li> <li>• be aware of space and use it to support team-mates and cause problems for the opposition</li> <li>• work well as a team in competitive games</li> </ul>
<p>French All About Me</p>	<ul style="list-style-type: none"> <li>• recognise days of week and numbers 1 to 20</li> <li>• follow simple classroom instructions e.g. hands up, listen to me, say it again</li> <li>• use simple greetings</li> <li>• ask and answer simple questions about self</li> <li>• recognise some basic French greetings</li> <li>• recognise the numbers 1-10</li> <li>• respond to some simple classroom instructions.</li> <li>• respond to some simple questions when prompted with visual cues</li> <li>• begin to recognise some words in their written form and pronounce them accurately</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>