

Birley Primary Academy Curriculum Map Year 4

	Autumn		Spring		Summer	
Theme	Rise of the Robots		Deadly Disasters		Intrepid Invaders	
Class Visit	Amazon Warehouse visit - Robotics			Halle Orchestra Visit to City Hall S.T.E.M Day in Nottingham	Murton Park visit – Viking Settlement	
Enrichment	WOPS MUSIC – Learning an instrument	WOPS MUSIC – Learning an instrument	WOPS MUSIC – Learning an instrument Commando Joe	WOPS MUSIC – Learning an instrument Halle Orchestra Visit to City Hall S.T.E.M Day in Nottingham	WOPS MUSIC – Learning an instrument	WOPS MUSIC – Learning an instrument
End of theme celebration	Crumble kits to build Robots and program in classes. (Robot Parade)		Publish a class book about natural disasters to encompass all aspects of learning covered this term: Newspaper reports on Wildfires; Disaster Stories; information-texts about natural disasters, survival guides and artwork.		Re-enactment to dramatise the timeline of Anglo-Saxon and Viking history	
Speaking and Listening	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates; Maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>					
Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meanings of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Understand what they read by: Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated or implied Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meanings of new words they meet. 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Writing Outcome	<p>Writing story openings using The Iron Man by Ted Hughes as stimulus</p> <p>Writing a set of instructions using The Iron Man by Ted Hughes as stimulus</p> <p>Poet Study – Benjamin Zephaniah</p>	<p>Write a Non-chronological report linked to robots topic.</p> <p>Playscripts linked to Christmas Production</p> <p>Writing Tetractys poetry</p>	<p>Write a newspaper report linked to our natural disaster topic.</p> <p>Writing a disaster story.</p> <p>Write Poetry</p>	<p>Writing an explanation text linked to Natural disasters.</p> <p>Create a magazine article (linked to Deadly Disasters topic).</p> <p>Poetry written in the style of a haiku, with topic links where applicable.</p>	<p>Produce a first person diary account – linked to topic on Intrepid Invaders.</p> <p>Historical adventure stories with topic links.</p> <p>Prepare a free verse poem to read aloud.</p>	<p>Produce a leaflet to persuade Vikings to invade Britain.</p> <p>Write a Viking Saga – story from another culture.</p> <p>Poetry – Write a kenning</p>
Grammar	Active English	Active English	Active English	Active English	Active English	Active English
Spelling	<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>	

	Words with the /s/ sound spelt sc (Latin in origin)Words with the /ei/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones	Words with the /s/ sound spelt sc (Latin in origin)Words with the /ei/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones	Words with the /s/ sound spelt sc (Latin in origin)Words with the /ei/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones			
Handwriting	Use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and the quality of handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	Use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and the quality of handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	Use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and the quality of handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).			
Maths	<p>Number and Place Value (3 weeks)</p> <p>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) Find 1,000 more or less than a given number Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1,000 Count backwards through 0 to include negative numbers Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</p> <p>Addition and subtraction (2 weeks)</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation.</p> <p>Measures (1 week)</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure (for example, kilometre to metre)</p> <p>Statistics (2 weeks)</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Multiplication and Division (4 weeks)</p> <p>Count in multiples of 25 and 1,000 Recall and use multiplication and division facts for the six, seven and nine times table Estimate and use inverse operations to check answers Recall and use multiplication and division facts for the six, seven and nine times table Estimate and use inverse operations to check answers Recognise and use factor pairs and commutativity in mental calculations. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and dividing by one. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Recall multiplication and division facts up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying sets of 3 numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Recall multiplication and division facts up to 12 x 12</p> <p>Measures Perimeter (1 week)</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Measures Time (1 week)</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>	<p>Fractions (6 weeks)</p> <p>Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundreds</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>Measurement Time (3 weeks)</p> <p>Read, write and convert time between analogue and digital clock 12 and 24-hour clocks. Read, write and convert time between analogue and digital clock 12 and 24-hour clocks. Convert between different units of measure, e.g. hour to minute Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.</p> <p>Measurement Money (2 weeks)</p> <p>Solve simple money problems involving fractions and decimals to two decimal places Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Shape, space and measures (6 weeks)</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Describe positions on a 2D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon Describe movements between positions as translations of a given unit to the left/right and up/down. Identify lines of symmetry in 2D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry Measure and calculate the perimeter of a rectilinear figure in centimetres and metres. Find the area of rectilinear shapes by counting squares.</p>	<p>Fractions (4 weeks)</p> <p>Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. Find the effect of dividing a 1 or 2 digit number by 10 or 100. Round decimal numbers with one decimal place to the nearest whole number Compare and order numbers with the same number of decimal places</p> <p>Statistics (3 weeks)</p> <p>Interpret and present discrete and continuous data Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other charts. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other charts.</p>
Working Scientifically National Curriculum	<p>asking relevant questions and using different types of scientific enquiries to answer the setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>					
Science NC I can Assessment	<p>Electricity</p> <p>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</p>	<p>Animals, including humans</p> <p>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 Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living things</p> <p>Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases 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)</p>	<p>Sound</p> <p>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</p>	

	<p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>I identify and name appliances that require electricity to function.</p> <p>I construct a series circuit.</p> <p>I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</p> <p>I draw a circuit diagram.</p> <p>I predict and test whether a lamp will light within a circuit.</p> <p>I describe the function of a switch in a circuit.</p> <p>I describe the difference between a conductor and an insulator; giving examples of each.</p>		<p>I identify and name the parts of the human digestive system.</p> <p>I describe the functions of the organs in the human digestive system.</p> <p>I identify and describe the different types of teeth in humans.</p> <p>I describe the functions of different human teeth.</p> <p>I use food chains to identify producers, predators and prey.</p> <p>I construct food chains to identify producers, predators and prey.</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>I group living things in different ways.</p> <p>I use classification keys to group, identify and name living things.</p> <p>I create classification keys to group, identify and name living things (for others to use).</p> <p>I describe how changes to an environment could endanger living things.</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>I group materials based on their state of matter (solid, liquid, gas)</p> <p>I describe how some materials can change state.</p> <p>I explore how materials change state.</p> <p>I measure the temperature at which materials change state.</p> <p>I describe the water cycle.</p> <p>I explain the part played by evaporation and condensation in the water cycle.</p>	<p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>I describe how sound is made.</p> <p>I explain how sound travels from a source to our ears.</p> <p>I know how sounds are made, associating some of them with vibrating.</p> <p>I explore the correlation between pitch and the object producing a sound.</p> <p>I explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I describe what happens to a sound as it travels away from its source.</p>
Computing	<p>Working in groups of 3 using the laptops (maybe pairs if we can use the iPads as well) – introduction to coding.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Experiment with variables to control models. Give an on-screen robot instructions to take them from A to B. Make accurate predictions and explain why something will happen.</p> <p>Programming Robots built in class.</p>	<p>Coding:</p> <p>To review coding vocabulary that relates to Object, Action, Output, Control and Event.</p> <ul style="list-style-type: none"> To use 2Chart to represent a sequential program design. To use the design to write the code for the program <p>To design and write a Program that simulates a physical system.</p> <p>Online Safety Week</p> <ul style="list-style-type: none"> To design and write a program that simulates a physical system. <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience.</p> <p>For children to consider if that they read on websites is true?</p> <p>To look at some ‘spoof’ websites.</p> <p>To create a ‘spoof’ webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p>	<ul style="list-style-type: none"> To look at the grid that underlies the design and relate this to X and Y properties. To introduce selection in their programming by using the if command. To combine a timer in a program with selection. 	<p>To understand what a variable is in programming.</p> <ul style="list-style-type: none"> To use a variable to create a timer <p>To create a program with an object that repeats actions indefinitely.</p> <ul style="list-style-type: none"> To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer 	<ul style="list-style-type: none"> To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. To understand the importance of saving periodically as part of the code development process.
History	<p>Look for links and effects of actions/events</p> <p>Identify significant people and events in situations.</p>				<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>NC: Britain’s settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Explain where the Anglo-Saxons came from. Know at least two famous Anglo-Saxons Use a time line to show when the Anglo-Saxons were in England Know the link between Anglo-Saxons and Christianity. Know that many Anglo-Saxons were farmers. Know that the Anglo-Saxons gave us many of the words that we use today. 	

					<ul style="list-style-type: none"> • Know that the Anglo-Saxons and Vikings were often in conflict. • Place on a timeline when the Vikings raids started. • Explain why the Vikings often overpowered the Anglo-Saxons. • Show on a map where the Vikings came from and where they invaded our country. • Know that Britain was invaded on more than one occasion. • Research in order to find similarities and differences between two or more periods of history. 	
Geography			<p>Deadly Disasters Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human geography including: types of settlement and land use</p> <p>Physical geography including: volcanoes and earthquakes.</p>	<p>Deadly Disasters Digital/computer mapping to locate countries</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		
PSHE	<p>Being Me in My World I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Celebrating Difference I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm unsure. I can explain why it is good to accept myself and other for who we are</p>	<p>Dreams and Goals I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthy Me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Relationships I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Changing Me I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
RE	<p><u>Inspirational people in today's world</u> After experiencing well told storytelling, I develop my own skills as a story teller in relation to 'great lives' in religious story. I describe the lives of some inspirational spiritual leaders from the modern world. I understand how key leaders can be sources of wisdom for religious believers. I explore the lives of key religious leaders from contemporary life. I apply ideas of my own by giving reasons for my views about how leaders can provide wisdom and inspiration.</p>		<p><u>Symbols and religious expression</u> I find out about some interesting examples of religious pilgrimage. I consider why people go on pilgrimages. I find out more about different forms of worship, prayer and meditation in different communities. I create works of art or music which expresses my understanding of what it means to belong to a religion.</p>		<p><u>Inspirational people from long ago</u> I respond thoughtfully to Jewish stories. I respond thoughtfully to Christian beliefs about Jesus as God come down to Earth. I consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama. I respond thoughtfully to Muslim teaching about the prophet Mohammed and the revelation of the Qu'ran. I respond thoughtfully to stories about the birth, search and enlightenment of the Buddha. I use my thinking about the stories of Moses, the Buddha, Jesus or Muhammad to explore how communities celebrate key events from their history. I discuss and present thoughtfully my own and others views on the ways religious leaders inspire their followers.</p>	
Art	European Day of Languages Artist		Artist Study – Abstract Art – Tornadoes	Artist study – Nick Rowland – Volcano Art	Knot patterns	Clay work
Design and Technology	<p>Experimenting with circuits – leading to building a circuit that will light two LED's at the same time? What could we use these for? (Robot eyes / headlights / etc) Then evaluating and suggesting improvements.</p> <p>Writing a set of instructions on how to build a circuit that will light more than one bulb or do two things at once.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p>				

PE	Sports hall athletics and Dance	Basketball and Gymnastics	Handball and Hockey	Orienteering and Football	Rounder, Cricket and Golf	Cricket, Outdoor athletics, Tennis
PE Outside agencies	Y4 (Autumn 1 & 2 Forge)	Y4 (Autumn 1 & 2 Forge)	Y4 (DZ Sports Spring 1 & 2)	Y4 (DZ Sports Spring 1 & 2)		