

YEARLY ROLLING PROGRAMME FOR YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Majestic Mountains and Raging Rivers Cornwall and beyond Legends of Cornwall linked to mountains and rivers Landscapes and physical processes in geography (revisit yr 3)	Who were the Ancient Greeks? Democracy and British values States of matter Classical architecture, literature Locational (world map/ globe) Hot and cold countries, climate.	Brilliant Bodies The human body Digestive system	Into the deep... Local study. Climate change.	What did the Romans do for us? Roman Empire and impact on Britain. Did the Romans reach Cornwall?	Awe and Wonder Electricity has changed the world.
Literacy <u>Y3/4</u> <u>Vocabulary</u> – imbedded across genres <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including 	<i>Class Text - The Abominables</i> Narrative - Cornish Myths <u>Grammar Recap Y3</u> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using and punctuating direct 	<i>Class Text - Greek Myths</i> Narrative - Greek Myths <u>New Grammar</u> <ul style="list-style-type: none"> using fronted adverbials using commas after fronted adverbials 	<i>Class Text - Demon Dentist</i> Poetry – Free Verse <u>New Grammar</u> <ul style="list-style-type: none"> difference between plural and possessive s indicating possession by using the possessive apostrophe with singular and plural nouns 	<i>Class Text - 20000 leagues under the sea.</i> Narrative – Adventure <u>New Grammar</u> <ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<i>Class Text - Roman Mysteries</i> Recount – Historical diaries <u>Grammar</u> <ul style="list-style-type: none"> appropriate choice of pronoun or noun to create cohesion using the present perfect form of verbs in contrast to the past tense 	<i>Class Text - Alice in Wonderland</i> Visual Poetry – calligrams <u>Grammar</u> Independent use of the expected vocabulary, grammar and punctuation studied.

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<p>when, if, because, although</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<p>speech (i.e. Inverted commas)</p> <p>Explanation Text – Water Cycle</p> <p><u>Grammar Recap Y3</u></p> <ul style="list-style-type: none"> use the correct form of 'a' or 'an' using the present perfect form of verbs in contrast to the past tense 	<p>Narrative – Playscripts</p> <p><u>New Grammar</u></p> <ul style="list-style-type: none"> appropriate choice of pronoun or noun to create cohesion 	<p>Explanation Text – Digestion</p> <p><u>New Grammar</u></p> <ul style="list-style-type: none"> extended noun phrases, including with prepositions Standard English verb inflections (I did vs I done) 	<p>Persuasion Text – Pollution</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> using fronted adverbials using commas after fronted adverbials 	<p>Narrative – Dilemma Stories</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) extended noun phrases, including with prepositions 	<p>Narrative – Fantasy</p> <p><u>Grammar</u></p> <p>Independent use of the expected vocabulary, grammar and punctuation studied.</p>
<p>Maths</p>	<p>Place value</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p> <p>2D and 3D shapes</p>	<p>Fractions, Decimals and Percentages</p> <p>PUMA</p> <p>Shape – triangles, known angles</p>	<p>Place value</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p> <p>Measurement (Area)</p>	<p>Fractions, Decimals and Percentages</p> <p>PUMA</p> <p>Shape – angles</p> <p>Measurement (perimeter)</p>	<p>Place value</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p> <p>Measurement (length, equivalence, scaling)</p>	<p>Fractions, Decimals and Percentages</p> <p>Measurement (volume and capacity)</p> <p>Statistics</p> <p>PUMA</p> <p>Shape – position and direction</p>

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History <u>Vocabulary</u> Empire Decline Expand Ancient BC/AD Hierarchy Interpret Reconstruct Society Culture Domestic Civilisation Classical	Order time periods on basic timeline Understand global timelines overlap and rise and fall. Use terms related to the period and begin to date events Use Christian calendar BC/AD	Ancient Greece A study of Greek life and achievements and their influence on the western world Understand the impact of ancient Greek literature on our culture and the significance of references Look at the evidence available in classical periods Understand reconstruction and films set in classical periods are interpretations	Look at the role of writing as a resource and the idea the writer may have a bias opinion. History shared from those around us. Family and village oral history. History of medicine.	Local study Consider why coins so significant in archaeological site. Compare our life today in a domestic setting, with those of ancient times. Look at hierarchy of society.	The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55/4BC The roman empire by AD42 and the power of its army Successful invasions by Claudius and conquest including Hadrian's wall British resistance, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs	Nicoli Tesla Begin to evaluate the usefulness of different sources and look at comic resources for pupils to evaluate the quality.
Geography	Locational knowledge Recap globe Mountain ranges of the world	Locational knowledge Locate the world's countries, using maps to focus on Europe, concentrating on their environmental	Locational knowledge Revision of United Kingdom	Geographical skills and fieldwork Use symbols and key (including Ordnance Survey Maps)	Human and physical geography Describe and understand key aspects of:	Human and physical geography Describe and understand key aspects of:

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	<p>Major rivers and local rivers</p> <p>Human and physical geography</p> <p>Physical geography, including: rivers, mountains, and the water cycle</p> <p>The earths processes that develop physical features</p> <p>Vocabulary of features of rivers and mountain ranges</p>	<p>regions, countries, and major cities</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Revision of climate and seasons</p> <p>Mapping skills and using an atlas</p>	<p>Revision of map of Cornwall</p> <p>Healthy environment to support healthy living,</p> <p>How the environment can support mental health,</p> <p>Using the allotment space and polytunnel.</p>	<p>Human impact on the planet</p> <p>Global warming</p>	<p>Human geography, including: economic activity including trade links.</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Human geography, including: economic activity including trade links.</p> <p>Consider how major scientific advances have changed our perceptions of the world and the distances we can communicate.</p> <p>Do all cultures accessing electricity? What is the most sustainable way to generate electricity?</p>
<p>Science</p> <p>Across all topics –</p> <p>Working Scientifically:</p> <p>Asks relevant questions and uses past knowledge when</p>	<p>Working Scientifically:</p> <p>Know how to use a microscope, magnifying lens,</p> <p>Can make careful observations using notes and simple tables and drawing. In drawing, can consider scale and detail.</p>	<p>Working Scientifically:</p> <p>Know how to use a thermometer</p> <p>Can take accurate measurements using standard units of heat. Use negative numbers.</p>	<p>Working Scientifically:</p> <p>Use independent research including secondary sources to help them to answer questions</p> <p>Animals inc humans</p> <p>Describe the simple functions of the basic</p>	<p>Working Scientifically:</p> <p>Label diagrams neatly, use keys, bar charts and simple tables. Use headings to clarify what information is being collected.</p> <p>Sound</p> <p>Identify how sounds are made,</p>	<p>Scientific enquiry</p> <p>Did the Romans use toilet paper?</p> <p>Use scientific evidence to answer questions to support their findings, relate the results to scientific knowledge</p>	<p>Working Scientifically:</p> <p>Can set up simple practical enquiries and understand a fair test. Can understand that changing only one variable is best method for testing</p> <p>Electricity</p>

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considering new investigation.	<p>Living things:</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>States of matter:</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>States of matter:</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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>part of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Scientific enquiry - What is spit for?</p>	<p>associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</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>Electricity</p> <p>Identify common appliances that run on electricity</p>	<p>Draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</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>How is electricity generated?</p>
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Art/DT	Landscapes – Kurt Jackson/Albert Biers	Figures/Proportion and scale/Corinthian Order	Colour wheel and abstraction	Watercolours – Claude Monet	Mosaic/Food (cooking and nutrition)	Art for protest and change
	<p>Working in the landscape, building sketches and colours (revisit watercolour techniques and mixing)</p> <p>Romanticism in landscape painting</p> <p>Scale in landscape painting, showing distance using blue tones (Cezanne)</p> <p>Using foreground and background, horizon and vanishing point.</p>	<p>To look at greek sculpture and portrayals of the boy on vases.</p> <p>Consider beauty and what we consider desirable (symmetry, grace, thin body)</p> <p>Discuss airbrushing and presentation of beauty in magazines.</p> <p>Drawing figures using thumb nail sketches and proportion techniques.</p> <p>DT</p> <p>Classicism</p> <p>Building with curves and columns.</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas looking at the images from micro-scope world as stimulus.</p> <p>Select own developments of micro world into variety of media and forms.</p> <p>DT</p> <p>Healthy food design</p> <p>Preparing fruit and salad. Design a unique salad</p> <p>Savoury rice with vegetables. Design make and market</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Blending colour and creating an impression of water</p> <p>Technical challenge.</p> <p>Can you draw a glass of water? How does water affect the eye?</p> <p>DT</p> <p>Submarines</p> <p>Design and produce a submarine that will move through water. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties</p>	<p>To understand and apply the principles of a healthy and varied diet.To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>DT</p> <p>Designing and constructing an aqueduct to carry water across the classroom/ space.</p>	<p>Machines</p> <p>Make a moving vehicle</p> <p>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>

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		To understand how key events and individuals in design and technology have helped shape the world.		and aesthetic qualities.		
Music Charanga	Mamma Mia To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Glockenspiel Stage 2 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	Stop! To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Lean on me To improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.	Blackbird To develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.	Reflect, Rewind and Replay To develop an understanding of the history of music.
MFL Primary Languages	Welcome to school super learners To ask and answer questions about myself.	My local area, your local area I can write my own fireworks poem. Read and understand useful	Family tree and faces Recall some months of the year	Celebrating carnival/body parts Understand and say aloud animal nouns.	Feeling unwell/Jungle animals Recall parts of the body	Summertime I can say the types of weather To remember some weather phrases

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	<p>Recall numbers to 10 and answer instructions</p> <p>Say and read numbers between 0-20</p> <p>Remember days of the week and months of the year</p> <p>Say and write names of rooms in school</p> <p>Say and write nouns for some classroom objects</p>	<p>commands and instructions</p> <p>Say write and understand some useful instructions</p> <p>Say and recognise places in a town</p> <p>Say where is? And shop names in French</p>	<p>I can say four family nouns in French</p> <p>I can write personal information about a family member in French</p> <p>Read and say four face nouns in French</p> <p>Understand the names for some parts of the face</p>	<p>Say nouns for parts of the body</p> <p>Understand and respond to body part nouns and commands</p> <p>Understand and say nouns for body parts and face.</p> <p>I can describe an alien using body parts, nouns, colours and numbers I have learnt.</p>	<p>To explain when you don't feel well or why it hurts.</p> <p>Understand and remember some jungle animal nouns</p> <p>I can understand some adjectives to describe a jungle animal</p> <p>I can write a simple sentence to describe a jungle animal</p> <p>I can understand and write simple phrases to describe a dragon or a unicorn</p>	<p>Play games with weather phrases</p> <p>Say flavours of ice cream</p> <p>Pronounce flavours and spot sounds in flavours</p> <p>I can create my perfect ice cream.</p>
<p>RE</p> <p>Cornwall SACRE</p>	<p>CREATION/FALL</p> <p>What do Christians learn from the creation story?</p>	<p>Judaism</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>PEOPLE OR GOD</p> <p>What is it like to follow God?</p>	<p>Islam</p> <p>How do festivals and worship show what matters to a Muslim?</p>	<p>GOSPEL</p> <p>What would Jesus do? Ten commandments.</p>	<p>How and why do people try to make the world a better place?</p>
<p>PSHE</p> <p>Jigsaw</p>	<p>Being Me</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>PE</p> <p>Power of PE</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique,</p>	<p>Dance</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique,</p>	<p>Dance</p>	<p>Basketball</p> <p>Use running, jumping, throwing and</p>	<p>Athletics</p> <p>Develop flexibility, strength, technique,</p>

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	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Handball</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>OAA</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Football</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Hockey</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Cricket</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
<p>Computing</p> <p>NCCE</p>	<p>Computing systems and networks</p> <p>The internet</p>	<p>Creating media</p> <p>Audio editing</p>	<p>Programming A</p> <p>Repetition in shapes</p>	<p>Data and information</p> <p>Data logging</p>	<p>Creating media</p> <p>Photo editing</p>	<p>Programming B</p> <p>Repetition in games</p>

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	Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Using a text-based programming language to explore count-controlled loops when drawing shapes.	Recognising how and why data is collected over time, before using dataloggers to carry out an investigation.	Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
<p>DRIVER 1</p> <p>To promote and celebrate <u>diversity</u> within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>	<p>All welcome ethos and greeting to class.</p> <p>Explain term diversity and why it brings joy and strengths to a community.</p>	<p>Democracy _ How do we all have a voice.</p>	<p>Diversity of bodies.</p> <p>Candoco dance company.</p>	<p>Music from different cultures</p>	<p>Boudicca – woman's voice and roles.</p> <p>Diversity in ancient and modern worlds.</p>	<p>TEC girls projects</p> <p>Diversity of scientists and engineers.</p>

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<p>DRIVER 2</p> <p>To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.</p>	<p>Collaborative working with Year 3 – Bug Hotel (Science – observation skills)</p>			<p>Local study/improve the area</p>	<p>Constructing outdoors (aqua ducts) and outdoor science resources for play and lunchtimes.</p>	<p>Residential</p>
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil premium cohort.</p>	<p>Tintagel</p> <p>Classical music concert</p> <p>Understanding the orchestra and attending performances</p>	<p>Classical architecture, literature</p> <p>Participating a greek chorus</p>		<p>National aquarium/marine</p>		<p>Residential</p>