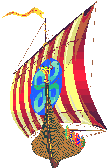
**Thingwall Primary School Year 4 Yearly Planner 2023/24**

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|  | English  Use Pathways scheme | Maths  Use White Rose Scheme | Science  Working Scientifically  Use age appropriate scientific vocabulary | Art  Using a sketchbook to record  Stating preferences and evaluating | Computing  Use different software safely | DT  Use knowledge of existing products | Geography  Use age appropriate geographical vocabulary | History  Place historical periods in a chronological framework  Use age appropriate historical vocabulary | Languages  French  (Following Rising Stars Euro Stars Stage 1)  Speaking, listening and writing  Listening, copying, replying and asking | Music  Following Charanga Year 4 Model Music Scheme  Recorders-Whole Class | PE | RE and World Views  Develop religious and moral vocabulary | PHSE  Jigsaw PHSE |
| **Autumn**  1 | Class read – *My Friend Walter* by Michael  **P2R - Reading**  **A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister**  Genre – Fiction: traditional tales  P2W - Writing  **Gorilla by Anthony Browne**  Outcome - Fiction: fantasy story  P2P - Poetry  **Family Album**  Outcome - Free verse narrative poem | Place value  Addition and subtraction  Area  Multiplication and division A | Electricity  Identify common appliances that run on electricity within our immediate environments and the associated dangers.  Construct a simple series electrical circuit, identifying and naming the basic parts (cells, battery, wires, bulbs, switches and buzzers).  Identify whether or not a lamp will light in a circuit, recognising how switches are used.  Recognise common conductors and insulators. | Pablo Picasso  Knowledge-Cubism/  Surrealism  Facial perspectives  Colour contrasts  Skills-  Observational drawing Designing  Collage  Colour selection  Cutting | E-safety  Use technology responsibly and understand that communication online may be seen by others.  Understand where to go if you see anything worrying online. | Processes and Textiles  Money Containers | Human and Physical  Explain the features of a water cycle (link to Science) | Tudors  Use timelines to organise the Tudor period chronologically, focussing on the reign of monarchs.  Recognise important figures.  Understand the role of Henry VIII in the Reformation.  Investigate Tudor life styles and understand how it differed for the rich and poor.  Use a variety of primary and secondary and understand that some can contradict each other and expose a level of bias. | French  Unit 4 Portraits  Core Language    Les couleurs: The colours:  rouge red  rose pink  jaune yellow  bleu(e) blue  vert(e) green  noir(e) black  blanc(he) white  violet(te) purple  (Add -s to all the above if plural)  marron (invariable) brown  orange (invariable) orange  J’ai ... I have ...  un nez a nose  une bouche a mouth  des yeux the eyes  un bras an arm  une jambe a leg  Il/Elle a ... He/She has ...  ... le nez bleu. ... a blue nose.  ... la bouche bleue. ... a blue mouth.  ... les yeux/cheveux bleus. ... blue eyes/hair.  Il/Elle est grand(e)/petit(e). He/She is big/small. | Autumn 1  Musical Structures  Structure and Form  Patterns in Music  Autumn 2  Exploring Feelings in music when you play.  Effects in Music. Sounds and words. Specific moods. | Invasion Games  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination. | Worship and Worshipping  Know that we use our hands for good and bad  Know what it means to pray and be able to create simple prayers of our own  Know that Muslims pray in a certain way and follow certain rules  Have an understanding of the Call To Prayer and what it means to Muslim people  Have an understanding of the Lord’s Prayer and what it means to Christians.  Understand that there are different holy books for each of the World Religions – know how to respect the Qur’an  Understand why the Qur’an is sacred to Muslims and begin to understand how God is respected in the Islamic faith  Understand that the behaviour of Muslims is determined by the words of the Qur’an and the behaviour of Christians is determined by the Bible in particular the Ten Commandments. | Being me in my world  Being part of a class team  Being a school citizen  Rights, relationships and democracy (school council)  Rewards and consequences  Group decision making  Having a voice  What motivates behaviour |
| **Autumn**  2 | **P2R - Reading**  **The Train to Impossible Places by P.G. Bell**  Genre – Fiction: fantasy  P2W - Writing  **Leon and the place between by Graham Baker-Smith**  Outcome - Recount: diary  P2P - Poetry  **The Lost Lost-Property Office by Roger McGough**  Outcome – List poem | States of Matter  Compare and group materials together, according to whether they are solids, liquids or gases and understand that the state of materials change when they are heated or cooled.  Identify the part played by evaporation and condensation in the water cycle. | **Animations**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | Games/ Gymnastics/ Dance (Haka)  Develop flexibility, strength, technique, control and balance. | Christmas Story  Angels’ and  Shepherds’ Story  Know about the place of angels in major faiths.  Know about the role of the shepherds in the Christmas story.  Recognise what influences our lives and understand the influence religion has on lives, cultures and communities. | Celebrating Difference  Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First impressions |
| **Spring**  1 | Class read – *Rooftoppers* by Katherine Rundell  **P2R - Reading**  **DKfindout! Volcanoes by Maria Gill**  Genre – Information  P2W - Writing  **Escape from Pompeii by Christina Balit**  Outcome - Fiction: historical narrative  P2P - Poetry  **The Roman Centurion’s Song**  **by Rudyard Kipling (edited extract)**  Outcome – Cinquain | Multiplication and division B  Length and perimeter  Fractions  Decimals A | Animals including humans  Identify the different types of human teeth and their simple functions.  Understand how and why to care for our teeth.  Describe the simple functions of the basic parts of the digestive system in humans.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | Liverpool Skyline  Knowledge-  Famous printmakers  Printing tools and their uses  Silhouettes  Liverpool’s historic landmarks  Skills-  Observational line drawing  Blending watercolours  Chalk pastel for movement  Relief printing  Engraving  Cutting | Programming    Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems  Solve problems by decomposing them into smaller parts.  Use sequence, selection, and repetition in programs  Work with variables and various  forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | Cooking and Nutrition  European Food Infusion | Europe  Geographical Skills and Fieldwork  Use of atlas to locate continents, seas and European countries  Become familiar with OS maps and symbols including 4-figure grid references  Can accurately measure and collect information eg. Rainfall, temperature, wind speed, noise levels.  Locational Knowledge  Identify and locate different continents  Demonstrate key features and landmarks of Europe.  Identify where countries are within Europe.  To know about the main European countries, cities and cultures.  Human and physical Geography  Use appropriate symbols to represent different physical features on a map.  Know the names of a number of the world’s highest mountains  Place Knowledge  Understand why there are similarities and differences between places.  Compare European cultures and traditions to British culture and tradition. |  | French  Unit 5 Le Quatre Amis- The Four Friends  Core Language  le cheval the horse  le mouton the sheep  le lapin the rabbit  la souris the mouse  Il galope. He/It gallops.  Elle court. She/It runs.  Il/Elle est ... He/She/It is ...  gris(e) grey  Non, le lapin ne galope No, the rabbit doesn’t  pas, etc. gallop, etc  Additional Vocabulary  vite quickly  lentement slowly  Il sautille. He/It hops.  Elle trottine. She/It scurries.  la pomme the apple | Spring 1  Composing  Home notes. Tonic pitch  Listening, singing and playing.  Spring 2  Feelings Through Music  Musical elements-quiet, loud, fast, slow. smooth jerky, short, sustained. | Gymnastics | Journeys and moving on (Mary Jones) | Dreams and Goals  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes |
| **Spring**  2 | **P2R - Reading**  **Ariki and the Island of Wonders by Nicola Davies Genre** – Fiction: adventure  P2W - Writing  **When the Giant stirred by Celia Godkin**  Outcome - Fiction: adventure story  P2P - Poetry  **Windrush Child by John Agard**  Outcome - Free verse, personal narrative poem | Sound  Identify how sounds are made, associating them with vibrations.  Recognise that vibrations travel through a medium to the ear.  Find patterns between pitch and volume of a sound and the features/strength of the vibrations.  Recognise that sounds get fainter as the distance from the source increases. | Computers, Networks and Communication  Understand what servers are and how they provide services to a network.  Understand how results are selected and ranked by search engines.  Use search engines to research facts about Europe from reliable sources. | Net and Wall Games  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination  Swimming  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively.  Perform safe self-rescue in different water-based situations. | The journey of Easter | Healthy Me  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength |
| **Summer**  1 | Class read – *Danny the Champion of the World* by Roald Dahl  P2R - Reading  **Fantastically Great Women who Saved the Planet by Kate Pankhurst**  **Plastic Pollution by The Literacy Company**  Genre – Recount: biography, Information  P2W - Writing  **Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company**  Outcome - Non-chronological report  P2P - Poetry  **Look! by Grace Nichols**  Outcome - A list poem based on a traditional rhyme | Decimals B  Money  Time  Shape  Statistics  Position and direction | Living things and their habitats  Understand the seven living processes.  Recognise that living things can be grouped in a variety of ways e.g. mammals, amphibians, reptiles, birds and fish.  Explore the use of classification keys and branching databases to help group, identify and name a variety of living things in their local and wider environment.  Recognise that environments can have an impact on living things and understand that humans have a responsibility to care for their environment and its living things. | TBC | Data  Collecting data and recording it accurately using a variety of software. | Processes and Woodwork  Shaduf making | Ancient Egypt – River Nile  Human and physical    Know the name of and locate a number of the world’s longest rivers  Know why most cities are located by a river | Ancient Egypt  Use timelines to organise the Egyptian period chronologically, focussing on significant events.  Recognise the importance of the Nile.  Recognise important figures including Pharaohs and gods.  Understand the rituals associated with death and journey to the after-life.  Investigate Egyptian life styles and understand how it was affected by the pyramid of power.  Understand the legacy of Ancient Egyptians and their impact on our lives today. | French  Unit 6 Ça Pousse! – Growing Things  Core Language    Tu aimes ...? Do you like ...?  J’aime ... I like ...  Je n’aime pas ... I don’t like ...  beaucoup a lot  Je voudrais ... I would like ...  s’il vous plaît please (formal or plural)  Vous désirez? What would you like?  (formal or plural)  Voilà. There you are.  Merci. Thank you.  Au revoir. Goodbye.  Dans mon panier In my basket  il y a there is/there are  Additional Vocabulary  un haricot a bean  un concombre a cucumber  une tomate a tomato  une laitue a lettuce  du cresson some watercress  une graine a seed  une graine de haricot a bean seed  un marché a market | Summer 1  Expression and Improvisation  Dynamics focus | **Athletics**  **Use running, jumping, throwing and catching in isolation and in combination**.  Develop flexibility, strength, technique, control and balance. | Mindfulness and Peace | Relationships  Jealousy  Love and loss  Memories of loved ones  Getting on and falling out  Girlfriends and boyfriends  Showing appreciation to people and animals |
| **Summer**  2 | P2R - Reading  **A Myth-Hunter’s Travel Guide by The Literacy Company**  Genre – Information  P2W - Writing  **Blue John by Berlie Doherty**  **Outcome** - Explanation: letter in role  P2P - Poetry  **Look Closely**  Outcome – a series of haiku |  |  |  | Consolidation |  | UK and Thingwall  Explain how a locality has changed over time with reference to human  Label the same features on an aerial photograph as on a map.  Carry out a survey to discover features of cities and villages.  Suggest different ways that a locality can be changed and improved.  Plan a journey to a place in England.  Give accurate measurements between 2 given places with in the UK.  Locate the main mountain regions in the UK.  Coast2Country  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.  Find different views about an issue. Share their view. |  | Summer 2  The Show Must Go On!  Performance. Connecting others. | Striking and Fielding Games  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination. |  | Changing Me  Being unique  Having a baby  Girls and puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change |