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

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|  | English Use Pathways scheme | MathsUse White Rose Scheme | ScienceWorking ScientificallyUse age appropriate scientific vocabulary | ArtUsing a sketchbook to recordStating preferences and evaluating | ComputingUse different software safely | DTUse knowledge of existing products | GeographyUse age appropriate geographical vocabulary | HistoryPlace historical periods in a chronological frameworkUse age appropriate historical vocabulary | LanguagesFrench(Following Rising Stars Euro Stars Stage 1)Speaking, listening and writingListening, copying, replying and asking | MusicFollowing Charanga Year 4 Model Music SchemeRecorders-Whole Class | PE | RE and World ViewsDevelop religious and moral vocabulary  | PHSEJigsaw 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 valueAddition and subtractionAreaMultiplication and division A | ElectricityIdentify 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/SurrealismFacial perspectivesColour contrastsSkills-Observational drawing DesigningCollageColour selectionCutting | 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 TextilesMoney Containers | Human and PhysicalExplain the features of a water cycle (link to Science)  | TudorsUse 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. | FrenchUnit 4 PortraitsCore Language Les couleurs: The colours:rouge redrose pinkjaune yellowbleu(e) bluevert(e) greennoir(e) blackblanc(he) whiteviolet(te) purple(Add -s to all the above if plural) marron (invariable) brownorange (invariable) orangeJ’ai ... I have ...un nez a noseune bouche a mouthdes yeux the eyesun bras an armune jambe a legIl/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 1Musical StructuresStructure and FormPatterns in MusicAutumn 2Exploring Feelings in music when you play.Effects in Music. Sounds and words. Specific moods. | Invasion GamesPlay competitive games and apply basic principles for attacking and defending.Use running, jumping, throwing and catching in isolation and in combination. | Worship and WorshippingKnow that we use our hands for good and badKnow what it means to pray and be able to create simple prayers of our ownKnow that Muslims pray in a certain way and follow certain rulesHave an understanding of the Call To Prayer and what it means to Muslim peopleHave 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’anUnderstand why the Qur’an is sacred to Muslims and begin to understand how God is respected in the Islamic faithUnderstand 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 worldBeing part of a class teamBeing a school citizenRights, relationships and democracy (school council)Rewards and consequencesGroup decision makingHaving a voiceWhat 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 StoryAngels’ andShepherds’ StoryKnow 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 DifferenceChallenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst 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 BLength and perimeterFractionsDecimals 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 SkylineKnowledge-Famous printmakersPrinting tools and their usesSilhouettesLiverpool’s historic landmarksSkills-Observational line drawingBlending watercoloursChalk pastel for movementRelief printingEngravingCutting | Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systemsSolve problems by decomposing them into smaller parts.Use sequence, selection, and repetition in programsWork 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 NutritionEuropean Food Infusion | EuropeGeographical Skills and FieldworkUse of atlas to locate continents, seas and European countriesBecome 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 KnowledgeIdentify and locate different continentsDemonstrate 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 GeographyUse appropriate symbols to represent different physical features on a map.Know the names of a number of the world’s highest mountainsPlace KnowledgeUnderstand why there are similarities and differences between places. Compare European cultures and traditions to British culture and tradition. |  | FrenchUnit 5 Le Quatre Amis- The Four FriendsCore Languagele cheval the horsele mouton the sheeple lapin the rabbitla souris the mouseIl galope. He/It gallops.Elle court. She/It runs.Il/Elle est ... He/She/It is ...gris(e) greyNon, le lapin ne galope No, the rabbit doesn’tpas, etc. gallop, etcAdditional Vocabulary vite quicklylentement slowlyIl sautille. He/It hops.Elle trottine. She/It scurries.la pomme the apple | Spring 1ComposingHome notes. Tonic pitchListening, singing and playing.Spring 2Feelings Through MusicMusical elements-quiet, loud, fast, slow. smooth jerky, short, sustained. | Gymnastics | Journeys and moving on (Mary Jones) | Dreams and GoalsHopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive 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 CommunicationUnderstand 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 GamesPlay competitive games and apply basic principles for attacking and defending.Use running, jumping, throwing and catching in isolation and in combinationSwimmingSwim 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 MeHealthier friendshipsGroup dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strength |
| **Summer**1 | Class read – *Danny the Champion of the World* by Roald DahlP2R - 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 BMoneyTimeShapeStatisticsPosition and direction | Living things and their habitatsUnderstand 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  | DataCollecting data and recording it accurately using a variety of software. | Processes and WoodworkShaduf making | Ancient Egypt – River NileHuman and physical Know the name of and locate a number of the world’s longest riversKnow why most cities are located by a river | Ancient EgyptUse 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. | FrenchUnit 6 Ça Pousse! – Growing ThingsCore Language Tu aimes ...? Do you like ...?J’aime ... I like ...Je n’aime pas ... I don’t like ...beaucoup a lotJe 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 basketil y a there is/there areAdditional Vocabulary un haricot a beanun concombre a cucumberune tomate a tomatoune laitue a lettucedu cresson some watercress une graine a seedune graine de haricot a bean seedun marché a market | Summer 1Expression and ImprovisationDynamics focus | **Athletics****Use running, jumping, throwing and catching in isolation and in combination**.Develop flexibility, strength, technique, control and balance. | Mindfulness and Peace | RelationshipsJealousyLove and lossMemories of loved onesGetting on and falling outGirlfriends and boyfriendsShowing 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 ThingwallExplain 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.Coast2CountryUse 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 2The Show Must Go On!Performance. Connecting others. | Striking and Fielding GamesPlay competitive games and apply basic principles for attacking and defending.Use running, jumping, throwing and catching in isolation and in combination. |  | Changing MeBeing uniqueHaving a babyGirls and pubertyConfidence in changeAccepting changePreparing for transitionEnvironmental change |