

BISHOP CREIGHTON ACADEMY - THE LEARNING JOURNEY OF A YEAR 4 SUPERHERO

	YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core subjects	Science	Electricity <ul style="list-style-type: none"> 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 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	States of matter <ul style="list-style-type: none"> 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	Living things and their habitats <ul style="list-style-type: none"> 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 recognise that environments can change and that this can sometimes pose dangers to living things <p><i>Use the local environment throughout the year</i></p>		Animals including humans <ul style="list-style-type: none"> 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 	Sound <ul style="list-style-type: none"> 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 find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases
	Geography		Why are rainforests important to us? <ul style="list-style-type: none"> focus on the link between biomes and climate and locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions learn about the people who live in the rainforest and discuss the impact of human activity locally and globally 		Where does our food come from? <ul style="list-style-type: none"> look at the distribution of the world's biomes and map food imports from around the world learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans explore where the food for their school dinners comes from and the pros and cons of local versus global 		What are rivers and how are they formed? <ul style="list-style-type: none"> develop an understanding of the water cycle by investigating and recording different weather phenomena map out the world's major rivers and learn about the features and courses of a river study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment
Foundation subjects	History	How have children's lives changed? <ul style="list-style-type: none"> investigate the changes in children's lives through time and learn how spare time, children's health and work have changed explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions 		British History 3: How hard was it to invade and settle in Britain? <ul style="list-style-type: none"> develop understanding of why people invade and settle learn about the Anglo-Saxon invasion and Viking raids learn about Anglo-Saxon beliefs and how Christianity spread investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end 		British History 4: How hard was it to invade and settle in Britain? (Sum 1) <ul style="list-style-type: none"> extending understanding of different societies, by learning about the Vikings develop chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings use new types of sources, investigate whether the Vikings were raiders or settlers using historical enquiry techniques 	
	Computing	4.1 Coding (6) To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand the Repeat until command.	4.2 Online safety (4) To understand how children can protect themselves from online identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To understand the importance of balancing game and screen time with other parts of their lives. 4.5 Logo (4) To learn the structure of the language of 2Logo. To input simple instructions in 2Logo to create letter shapes. To use and build procedures in 2Logo.	4.3 Spreadsheets (5) To explore how the numbers entered into cells can be set to either currency or decimal. To find out how to add formulae to a cell. To use the currency formatting tool in 2Calculate.	4.6 Animation (3) To decide what makes a good, animated film or cartoon and discuss favourite animations. To learn about onion skinning in animation. To add backgrounds and sounds to animations. Introducing 'stop motion' animation. 4.7 Effective Searching (3) To use search effectively to find out information. To assess whether an information source is true and reliable.	4.4 Writing for different audiences (5) To explore how font size and style can affect the impact of a text. To use simulated scenarios to produce a news report and to write for a community campaign.	4.8 Hardware investigators (2) To understand the different parts that make up a desktop computer. To recall the different parts that make up a computer. 4.9 Making music (4) To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture. To create a melodic phrase.

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	Art & Design		Drawings: Power prints <ul style="list-style-type: none">• use everyday electrical items as a starting point• develop an awareness of composition in drawing• combine media for effect to develop a drawing into a print.		Painting and mixed media: Light and dark <ul style="list-style-type: none">• develop colour mixing skills• use shades and tints to show form and create three dimensions when painting• learn about composition• plan their own still life to paint, applying chosen techniques		Craft and design: Fabric of nature <ul style="list-style-type: none">• use flora and fauna of tropical rainforests as a starting point• develop drawings through experimentation• explore textile-based techniques to design a repeating pattern suitable for fabric			
	Design & technology				Structures: Pavilions <ul style="list-style-type: none">• explore pavilion structures and learn about what they are used• investigate how to create strong and stable structures• design and create their own pavilions, complete with cladding		Mechanical systems: Make a slingshot car <ul style="list-style-type: none">• transform lollipop sticks, wheels, dowels and straws into a moving car.• make a launch mechanism• design and make the body of the vehicle using nets and assembling these to the chassis		Electrical systems: Torches <ul style="list-style-type: none">• apply their scientific understanding of electrical circuits• create a torch, designing and evaluating their product against set design criteria	
	PSHE		Families and friendships <ul style="list-style-type: none">• Positive friendships, including online	Safe relationships <ul style="list-style-type: none">• Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others <ul style="list-style-type: none">• Respecting differences and similarities; discussing differences sensitively	Belonging to a community <ul style="list-style-type: none">• What makes a community; shared responsibilities	Media literacy and digital resilience <ul style="list-style-type: none">• How data is shared and used	Money and work <ul style="list-style-type: none">• Making decisions about money; using and keeping money safe	Physical health and Mental wellbeing <ul style="list-style-type: none">• Maintaining a balanced lifestyle; oral hygiene and dental care	Growing and changing <ul style="list-style-type: none">• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty