



**Rolling Programme Baydon St Nicholas CE Primary School Year 4**

Main Theme	Food Glorious Food	Celebrations	Treasure around the world- Pirates!	Heroes and Villains (Superheroes)	Up in the Air!	Amazing Africa
<b>Area Focus</b>	Geography, DT	RE, Performance and Art	History	Science	DT	Geography
<b>English/Maths KS1</b>	Following objectives of year groups (link to topics when appropriate)					Different Cultures
<b>English/Maths KS2</b>	Novels and significant authors (Charles Dickens)	Following objectives of year groups (link to topics when appropriate)				
<b>Science KS1</b>	<p><b>Seasonal Changes</b>  <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>♣ observe changes across the four seasons</li> <li>♣ observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Notes and guidance (non-statutory)</u>  <i>Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</i></p>	<p><b>Humans</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Materials</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ distinguish between an object and the material from which it is made</li> <li>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>♣ describe the simple physical properties of a variety of everyday materials</li> <li>➤ ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements</li> <li>♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>♣ notice that animals have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals for survival (water, food and air)</li> </ul>		
<b>Science KS2</b>	<p><b>Plants</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ ☑ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>➤ ☑ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>➤ ☑ investigate the way in which water is transported within plants</li> </ul>	<b>Greek Scientist (choice of)</b>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>➤ ☑ describe the changes as humans develop to old age.</li> <li>➤ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (YR 5/6)</li> </ul>	<p><b>Forces/Newton</b></p> <ul style="list-style-type: none"> <li>➤ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>➤ ☑ identify the effects of air resistance, water resistance and friction,</li> </ul>	<p><b>Animal</b></p> <ul style="list-style-type: none"> <li>➤ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>➤ ☑ describe the life process of reproduction in some plants and animals.</li> <li>➤ identify that animals,</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ explore the part that flowers play in the life cycle of flowering plants, including</li> <li>➤ pollination, seed formation and seed dispersal.</li> <li>➤ describe how living things are classified into broad groups according to common</li> <li>➤ observable characteristics and based on similarities and differences, including microorganisms,</li> <li>➤ plants and animals</li> <li>➤ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>➤ describe the simple functions of the basic parts of the digestive system in humans (YR ¾)</li> <li>➤ identify the different types of teeth in humans and their simple functions (YR ¾)</li> <li>➤ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies</li> <li>➤ function</li> <li>➤ describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ that act between</li> <li>➤ moving surfaces</li> <li>➤ recognise that some mechanisms, including levers, pulleys and gears, allow a</li> <li>➤ smaller force to have a greater effect.</li> <li>➤ Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ including humans, need the right types and amount of nutrition,</li> <li>➤ and that they cannot make their own food; they get nutrition from what they eat</li> <li>➤ identify that humans and some other animals have skeletons and muscles for</li> <li>➤ support, protection and movement.</li> </ul>
<b>History KS1</b>	<b>Changes within living memory</b> – where appropriate, these should be used to reveal aspects of change in national life				<b>Significant Individual:</b> Event beyond living memory: First aeroplane flight
<b>History KS2</b>	<b>The Roman Empire and its impact on Britain (Continues into Term 2)</b> Examples (non-statutory) This could include: <ul style="list-style-type: none"> <li>➤ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>➤ the Roman Empire by AD 42 and the power of its army</li> <li>➤ successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>➤ British resistance, for example, Boudica</li> <li>➤ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<b>Ancient Greece (Continues into Term 4)</b> – a study of Greek life and achievements and their influence on the western world			
<b>Design and Technology KS1</b>	<p>Can happen anytime throughout the year as appropriate to topics.</p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>				
<b>Design and Technology KS2</b>	Savoury - FOOD	<p>Can happen anytime throughout the year as appropriate to topics.</p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>			

		<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>	
<b>Geography KS1</b>	<p><b>Weather</b> (including use of first hand observational skills)</p> <ul style="list-style-type: none"> <li>➤ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<p><b>Key Human</b> use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>➤ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Place</b></p> <ul style="list-style-type: none"> <li>➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>
<b>Geography KS2</b>	<p><b>Human natural resources</b></p> <ul style="list-style-type: none"> <li>➤ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Human Geography (Trade)</b></p> <ul style="list-style-type: none"> <li>➤ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Physical- Mountains</b></p> <ul style="list-style-type: none"> <li>➤ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
<b>Art and Design KS1</b>	<p>Can happen any time throughout the year BUT must cover drawing, painting and sculpture. ALSO at least 1 artist focus during the year.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>➤ to use a range of materials creatively to design and make products</li> <li>➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
<b>Art and Design KS2</b>	<p>Can happen any time throughout the year BUT must cover drawing, painting and sculpture. ALSO at least 1 artist focus during the year.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>		
<b>Computing KS1</b>	<ul style="list-style-type: none"> <li>• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>		
<b>Computing KS2</b>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> </ul>		

	<ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>Music KS1</b>	<p>Can happen any time throughout the year. Possibility of class instrumental sessions.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
<b>Music KS2</b>	<p>Can happen any time throughout the year. Agreed to the addition of class recorder sessions in all classes.</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>
<b>Languages KS1</b>	Not compulsory. As and when throughout year.
<b>Languages KS2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>
<b>PSHE</b>	Embedded within curriculum
<b>RE</b>	Following new scheme for individual year groups.
<b>PE KS1</b>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>
<b>PE KS2</b>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>