



Year 4 Geography - Autumn Term 1: Interconnected World



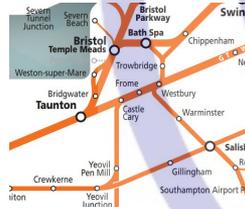
1. What human and physical features are there in the UK?

Human features include ports, tunnels, bridges, walls, shops, statues, railways, canals, roads, churches and cathedrals. Physical features include rivers, mountains, trees, cliffs, valleys.



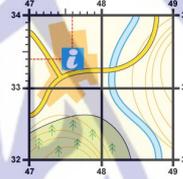
4. What does the UK rail network do?

Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.



2. What is a 4-figure grid reference?

A four-figure grid reference contains four numbers. The first two numbers are found along the top and bottom and the second two numbers are found up both sides of a map.



How is the UK connected?

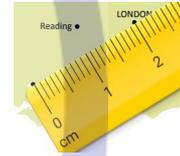
5. What is a canal?

A canal is a managed waterway. In Britain, canals were built during the Industrial revolution to transport raw goods. Locks, tunnels and aqueducts are all features of canals.



3. What are the relative locations and distances between UK cities?

North to south, Dundee to Plymouth 675km and Liverpool to London 300km; west to east, Belfast to Liverpool 225km, Cardiff to Birmingham 150km and Wolverhampton to Norwich 225km.



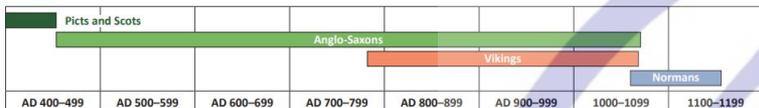
6. How can you prove/disprove a geographical hypothesis?

Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.

aqueduct	canal	features	4-figure	grid-reference	hypothesis
locations	network	physical	rail	revolution	transport



Year 4 History - Autumn Term 2: Invasion



1. Who were the 4 groups of invaders that Britain was under attack from between AD410-1066?

During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.

2. How was life in Anglo-Saxon Britain similar and different to life in Viking Britain?

Most people in Anglo-Saxon England were farmers who lived in villages. Their homes were made of wood and were usually just a single room. Most Vikings were also farmers but other jobs included craftworkers, jewellers, blacksmiths and potters. There homes also had just a single room.

4. Where and how did the Vikings first invade Britain?

In AD 793, the Vikings launched their first major attack on the monastery at Lindisfarne in Northumbria. A small community of monks lived here. The Vikings attacked the monks, damaged the monastery and stole precious and sacred objects.

How did England change between AD410 - 1066?



5. Who was King Athelstan and why was he significant?

Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.

3. What does the discovery of Sutton Hoo tell us?

Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important.

6. What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?

The Norman invasion was caused by the death of Edward the Confessor. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.

Invasion	Anglo-Saxons	Vikings	Lindisfarne	Sutton Hoo	King Athelstan
Monastery	Artefacts	Religion	Longboats	Timeline	Battle of Hastings



Year 4 Science – Autumn Term 1: Food and The Digestive System

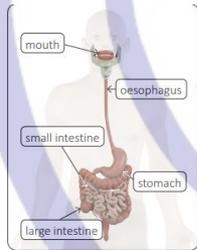


1. What is a producer and consumer? Can you name an example of each?

A producer is a living thing that makes its own food energy, such as a plant. A consumer is a living thing that feeds on other living things.

4. Can you name 3 natural and 3 human influences that cause habits to change?

Habitats change over time, either due to natural or human influences. Natural influences include extreme or unseasonable weather. Human influences include habitat destruction or pollution.



2. What is an ecosystem?

An ecosystem is a community of living organisms and their environments that interact with each other. Rainforests, deserts and oceans are examples of ecosystems.

What are the simple functions of the human digestive system?

5. How does the digestive system work?

The digestive system is responsible for digesting food and absorbing nutrients and water. The main parts of the digestive system are the mouth, oesophagus, stomach, small intestines, large intestines and rectum.

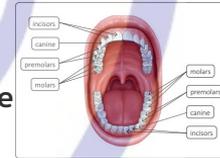
3. What does a food chain show?

Can you give an example of a food chain? Food chains show what animals eat within a habitat and how energy is passed on over time. All food chains start with a producer, which is typically a green plant.



6. What are the four different types of teeth?

There are four different types of teeth: incisors, canines, premolars and molars.



Producer	Consumer	Food chain	Ecosystem	Habitat	Mouth
Stomach	Intestines	Oesophagus	Canines	Molars	Incisors

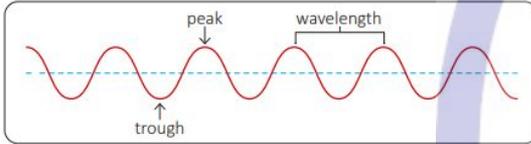


Year 4 Science - Autumn Term 2: Sound



1. What is sound?

Sound is energy produced by vibrations made by a sound source. When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave.



4. What effect do materials have on sound?

The volume of sound is measured in decibels (dB). Loud or continuous noise can damage hearing. Sound can be muffled by inserting a material into the sound wave's path that absorbs sound waves.

2. How does sound travel?

A sound source is a vibrating object that disturbs particles of air that collide with each other and pass the vibrations along, creating a sound wave. Sound waves travel through a medium and enter the ear.



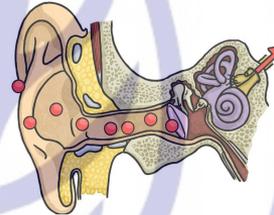
How does sound travel and what affects how we hear it?

5. How does distance from a sound source affect the volume?

Sounds are louder closer to the sound source and fainter as the distance from the sound source

3. How do we hear sounds?

The pinna funnels sound waves into the ear canal. The vibrations travel along it making the eardrum vibrate. The vibrations travel through the ossicles, and then to the inner ear. They travel through the cochlea, where tiny hairs vibrate. This sends electrical signals from the cochlea to the brain, which interprets them as sounds.



7. How can you change the volume of a sound?

Volume is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound.



6. What factors influence the pitch of a sound?

Pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that are longer, looser or fatter produce low-pitched sounds.

Sound	Sound Wave	Pinna	Cochlea	Volume	Pitch
Vibrations	Ear	Ossicles	Ear Drum	Decibels	Electrical Signals



Year 4 Religious Education - Autumn Term 1: Judaism



1. What is important when making an agreement?

We make a range of agreements throughout our lives. When making one it is important to consider what you expect from the agreement and how we can help others remember the agreement.

2. When did Jewish history begin?

Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC. God made a special promise that he would look after Abraham and all his descendants.

3. Why was Moses given the Ten Commandments?

Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.

How special is the relationship Jews have with God?



4. What is a mezuzah?

A mezuzah can be found on doorposts in Jewish homes. It contains a scroll which is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules.



5. How do Jews show their relationship with God?

A Jew's relationship with God is very special and Jews show this in their lives in many ways such as by following The Ten Commandments.

6. What is an affirmation?

An affirmation is a positive statement such as a Brownie/Cub promise. An example Jewish affirmation is the Shema.



agreement	Abraham	Ten Commandments	Mezuzah	Affirmation	Special
Covenant	God	Moses	Shema	Declaration of Faith	Rules

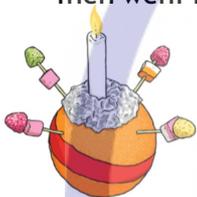


Year 4 Religious Education - Autumn Term 2: Christianity



1. What is a symbol?

A symbol is a picture that stands for something else.



4. What is a christingle?

A christingle is a symbol of 'Christ's Light'. The orange represents the world, the candle in the middle reminds us that Jesus is the light of the world. The red ribbon reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks symbolise the four seasons and the sweets symbolise God's gifts to the world.

2. What happened in the Christmas story?

In the Christmas story, Mary and Joseph traveled to Bethlehem where Jesus was born in a manger because there was no room for them in the inn. The birth of Jesus was announced by angels to shepherds who then went to see him. The three wise men also followed a star to find and brought him gifts of gold, frankincense, and myrrh.

What is the most significant part of the Nativity story for Christians today?



5. How is the meaning of Christmas symbolised?

The meaning of Christmas for Christians can be symbolised by a range of symbols such as angels and stars.

3. What symbols are there in the Christmas story?

There are important symbols during the Christmas story which signify an important event. E.g. The angel symbolises that Jesus was not just an ordinary man but a special gift from God. The star guided the wise men just as Jesus is the light that guides people to God.

6. The meaning of Christmas is different to different people.



Symbol	Jesus	Angel	Manger	Star	Gold
Christmas	Bethlehem	Three Wise Men	Christingle	Myrrh	Frankincense



Year 4 Design & Technology – Autumn Term 1: Fresh Food, Good Food



1. How can you stop food decaying?

Food decays due to the growth of microorganisms. Inventions such as refrigeration have been beneficial in helping to reduce food decay. Other ways include: drying, salting, pickling, canning, pasteurising or freezing the food.

2. Why is food packaging important?

Food packaging is important because it helps to preserve and protect food. A balance needs to be found between keeping food fresh and cutting down on non-recyclable materials.



4. What is a healthy snack?

Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, homemade popcorn or chopped vegetables with hummus.



How do you design and create a healthy snack?

3. What is a prototype?

A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials.



5. How do you design a healthy snack?

It is important to select the correct material and ingredients for the specific purpose, depending on the design criteria.

6. Does my healthy snack fit the success criteria?

Evaluation can be done by considering whether the product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why. It also includes suggesting improvements and explaining why they should be made.

Decay	Preserve	Net	Prototype	refrigerating	Vegetables
Microorganisms	Food Packaging	Protect	Healthy	Sustainable	Fruit



Year 4 Art & Design – Autumn Term 2: Warp and Weft



1. How has weaving artwork changed over time?

Artwork has been used at different times and in different cultures to express ideas about storytelling and religion. Similarities and differences between artwork can include the subject matter, style and use of colour and texture.



2. What are the visual elements of yarn?

Visual elements of yarn include the colour, appearance, shape, texture, elasticity and type.



How do you create a wall hanging?

4. How can I add different patterns and colours to my weaving?

Warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads. Each row of weft threads is pressed down tightly to make the weave tight.

5. What do you need to consider when designing a wall hanging?

A range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques.

3. How do you weave on a loom?

To design a wall hanging it is important to consider the type of yarn we will use as well as the colours and patterns we will include.

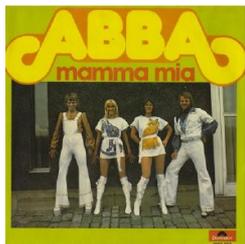
6. What is an evaluation?

Constructive feedback highlights strengths and weaknesses and provides information aimed at improving aspects of the artwork, which will improve the overall piece.

Yarn	Texture	Pattern	Weft	Woven	Wall Hanging
Colour	Elasticity	Warp	Weave	Loom	Thread



Year 4 Music - Autumn Term: Mama Mia



ABBA was a Swedish pop group formed in 1972. Other songs include: Dancing Queen, The Winner Takes It All, Waterloo, Super Trouper, Thank You For The Music

I. Listen and Appraise

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening

Theme: ABBA's Music (Pop)

What is the music of ABBA like?

3. Perform and Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

2. Musical Activities

Singing: in unison

Play instrumental parts : with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise : using up to 3 notes – G, A + B. Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

Compose: a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

bass	compose	drums	dynamics	electric guitar	hook
improvise	melody	pentatonic scale	riff	solo	unison



Year 4 Computing - Autumn Term 1: Google Apps

1. What is an Acceptable Use Policy?

An acceptable use policy is a set of rules we agree to in order to use the chromebooks responsibly.



2. How do you open different apps?

Use the launcher to select the app icon that you wish to use.



3. How can you edit text on Google docs?

Text can be edited by changing the font type, colour or size.



How do you use Google Apps?

4. What is Google Slides?

Google Slides is a program that is used to create presentations.



Google Drive

5. How can you organise your documents in Google Drive?

Creating and naming folders is the best way to organise documents in Google Drive.

6. How can you save searches?

Starring or bookmarking sites saves website so they can be easily found again.

acceptable	apps	bookmark	docs	drive	editing
folders	launcher	policy	presentation	slides	tabs



Year 4 Computing - Autumn Term 2: Audio Production

1. What does audio mean?

Audio means sound, including music, sound effects, and podcasts. The process of recording and listening to sound requires input devices (e.g. a microphone) and output devices (e.g. a speaker).

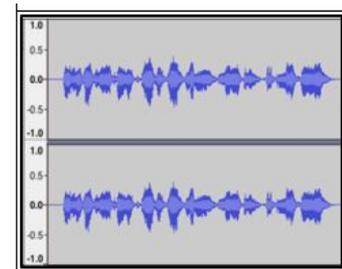


How do you create a podcast?



2. What audio editing tools are there?

Audacity is one example of an audio editing tool but others are available. The sound is shown as a waveform.



4. How can you create a good quality podcast?

- Speak clearly
- Avoid fillers ('um', 'like')
- Avoid coughing/ sneezing
- Take turns to speak
- Avoid background noise

3. What is a podcast?

Podcasts are a type of spoken word file that can be downloaded by listeners. Features of podcasts include sounds and information.

Audio	Playback	Output	Podcast	Selection	Export
Record	Input	Sound	Sound File	Audacity	Microphone



Year 4 Physical Education - Dance: Bollywood



1. Dynamics

Speed
Energy
Flow

2. Levels and direction

Change level (high, medium, low)
Clear movement actions
Change direction (face to face, side to side, facing the same way)
Partner work
Communicate
Positive
Areas of improvement

3. Character and narrative

Gestures (use of hands)
Scale of movement (big or small movements)
Facial expressions
Stillness to demonstrate narrative
Group work
Communicate
Respect other's ideas



4. Narrative dance sequence

Identify a character and narrative
Create 8 counts of movement using gesture/s
Link movements in order to convey a narrative



What choreographic devices can you use to make the dance exciting?

5. Change dance sequence

Change direction of a movement
Change the level
Dance in a group formation
Group work



6. Group dance

Combination of two sequences
Adapt dance to work in a group formation
Perform dance with character and expression
Group work

India	Choreograph	Energy	Feedback	Flow	Formation
Level	Movement	Phrase	Speed	Unison	Direction



Year 4 Physical Education – Gymnastics

1. Travelling in Formation

- Moving as a group
- March to the rhythm
- Timing movements
- Communication
- Canon and symmetry



2. Rock and Roll to Standing

- Rock back in a tuck shape
- Rock forwards
- Draw the heels into the bottom
- Throw the arms forward and stand up

What are the key aspects of a good gymnastics performance?

5. Sequence

- Creative and smooth linking movements
- Gymnastic technique
- Spatial awareness



3. Weight On Counter Tension Balance Kneeling

- Hold wrists
- Base – kneeling
- Top – places one foot at a time onto base's thighs
- Top – feet turned 10-2 position
- Top stands upright, base dictates the lean

4. Springboard Pattern

- Step whilst pushing the arms forward
- Circle the arms backward and downwards and jump to land on two feet
- Swing the arms forwards and upwards and rebound to land on two feet

6. Incorporating Apparatus

- Safety on apparatus
- Creative use of apparatus within gymnastic actions
- Smooth transitions
- Working well with partner

Posture	Tension	Performance	Canon	Linking	Tuck
Springboard	Sequence	Formation	Counter-balance	Apparatus	Symmetry



Year 4 Physical Education – Hockey

1. Performing a left/right drag

- Ball and stick in front of body, 2 o'clock
- Ball on stick
- Use of reverse stick

3. Hit shot

- Ball in front 2 o'clock
- Stick starts and finishes at hip height
- Both hands at the top of the stick

Shooting

- Stick finish pointing in the direction of the shot
- Aim for corners of the goal

4. Dribbling

- Keep stick and ball close to the body
- Change direction
- When in space



2. Push pass

- Ball on stick at all times
- Stand sideways onto the ball
- Follow through with stick in direction of pass

Slap pass

- Stick on the ground at all times
- Ball in front, 2 o'clock
- Use middle of stick to hit the ball



What skills, rules and tactics are used in hockey?

5. Tactics

- Support team-mates
- Communication
- Trial and improvement



6. Keeping possession

- Moving into space
- Passing to teammates open stick
- Head up

Hockey stick	Push Pass	Hit Shot	Dribbling	Space	Possession
Ball	Slap Pass	Shooting	Direction	Corners	Moving



Year 4 Physical Education – Football



1. Moving with the ball

- Use different parts of your feet
- Recognise when to take big and small touches of the ball
- To change direction



2. Evade an opponent

- Identify space to travel into away from opponent
- Vary the type of touch (big and small) and the speed
- Change direction of the ball

What skills, rules and tactics are used in football?

4. Beating an opponent (2v1)

- Identify the desired target to reach
- Team-mate to create space and an angle for partner on the ball
- Person on ball to make decision to move into space or pass to team-mate to reach target

5. Defending in a 1v1 situation

- Track opponent who has the ball and move towards them (press)
- Watch the ball at opponent's feet and keep a metre away (delay)
- When ball is out of control, (away from feet) take it (win)



3. Striking a ball

- Place non-kicking foot by side of ball (accuracy)
- Lock ankle and strike centre of the ball
- Head and knee over the ball, following through (to create power)

6. Moving with the ball

- Identify space to travel into away from opponent
- Vary type of touch (big and small) and the speed
- Change direction of ball

Touch	Travel	Defend	Direction	Strike	Power
Opponent	Space	Attack	Track	Move	Control



Year 4 French - Autumn Term: Je me présente

phonics

- sound in: **in** • **cinq** 5
- sound in: **i** • **huit** 8
- & **dix** 10

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so *je* becomes *j'* as in *j'habite* as an 'h muet' acts like a vowel in *habite*.

vocabulary

Numbers 1-20 in French.

- 1 2 3 4 5 6 7 8 9 10

How to present myself:



Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Paris.

Hi! My name is Cécile and I am ten years old. I live in Paris.

Key questions:

Ça va ? *How are you feeling?*

Comment tu t'appelles ? *What is your name?*

Quel âge as-tu ? *How old are you?*

Où habites-tu ? *Where do you live?*

grammar

To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.



Je suis française.

I am French.



Je suis français.

I am French.

First person high frequency verbs:

je suis *I am*

j'ai *I have*

j'habite *I live*



Salut !



Bonjour !



Au revoir ! / À plus tard !



Je m'appelle...



Ça va bien.



Ça va mal.



Comme ci, comme ça.

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix



Year 4 Curriculum For Life - Autumn Term 1: Health & Wellbeing



1. Is it ok to experience emotions?

It is normal to experience a range of different **emotions**.

2. What is mental health?

We all have **physical health** and **mental health**.

4. What is the recommended daily sugar intake?

7-10 year olds' maximum daily sugar **intake** is
6 sugar cubes = 24 grams



5. Why is oral hygiene important?

It is important to maintain good **oral hygiene** to prevent dental plaque and tooth decay.



3. What are the benefits if exercise?

Exercise can help improve **concentration**.
It can also help people to **sleep** better.



concentration	Close attention to or thought about a subject.
emotions	How we feel e.g. happy, anxious, sad, jealous.
hygiene	The way we care for our bodies' cleanliness.
intake	The act of taking in.
mental health	Our emotional wellbeing.
oral	The mouth.
physical health	Our physical wellbeing.

Getting Help - If you are worried about anything, talk to a trusted adult.



Year 4 Curriculum For Life - Autumn Term 2: Relationships



1. Are all families the same?

All families are **diverse** and should be **valued**.



attributes	A quality or characteristic.
boundaries	A line which marks the limit of an area.
bystander	A person who witnesses an event.
conflict	A disagreement or argument.
diverse	Showing a great deal of variety.
impact	A effect or influence.
qualities	An attribute or characteristic.
resolve	To find a solution to a problem.
valued	Considered to be important.

2. Is it ok to fall out with our friends?

Learning to **resolve** problems is an important part of friendships.



3. What are my positive attributes?

Identifying positive **attributes** and **qualities** can help improve self-respect.



4. What can bystanders do?

Bystanders can help to stop bullying.

5. Are personal boundaries the same for everyone?

Personal boundaries may be different for different people in different relationships.

Getting Help - If you are worried about anything, talk to a trusted adult.