

Year 4- Summer  
Topic: Childhood was different in the Victorian times; how and why?  
Marvellous Maps



Healthy Body  
Healthy Mind  
Healthy Planet

### History

**Intent-** children to be able to compare their childhood to that of a Victorian child.

#### Implementation

- Be able to place the Victorian era and important changes in it on a timeline.
  - Use sources of evidence to find out lives of working children.
  - Make comparisons between school in Victorian times and now.
  - Study the work of Dr Barnardo and Lord Shaftesbury and be able to answer questions about it.
  - Explain how life was different for rich/ poor and boys and girls.
  - Local history study- Lanhydrock House- understand important events that have happened here and what life was like in the house.
- \*\* Outcome-**
- create a diary entry from a presentation to detail life as a Victorian child

**Impact-** children will be able to identify the social changes from Victorian life and be able to explain why some of these changes happened.

### Geography

**Intent-** children will become more confident navigating maps and locating features

#### Implementation

- Locate counties and cities of the UK and compare the climate of different regions
- Use grid references to be able to locate counties of the UK and key human and geographical features
- Use eight point compass to navigate
- Use keys and symbols of an OS map to locate a range of features
- Identify how land use has changed in our village over time
- Use keys and symbols to create a map of our village
- Use directional language and grid references to plan and follow a route

#### \*\*Outcome-

- Children to create a sketch map of the village.

**Impact-** children can confidently use 8 point compass and 4 figure grid references to navigate a map

### Science 1

**Intent-** children will understand how a circuit is constructed in order for an electrical appliance to work.

#### Implementation

- name a range of electrical appliance that use circuits
- Construct and draw simple circuit using components including wires, bulbs, buzzers, switches and batteries
- understand what makes a good conductor and insulator of electricity .
- make predictions based on a series of different circuits if they will work or not , which bulb is the brightest and which material is the best substitute.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

#### \*\*Outcome-

Children will construct their own circuit to save a broken lighthouse with a range of different materials for wires.

**Impact-** children will be able to recognise that metal is a good conductor of electricity.

### Science 2

**Intent-** Children will develop their understanding of their personal health and how this is related to human nutrition, dentition and digestion

#### Implementation

- 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, identify prey , predator and producers.

#### \*\*Outcome-

Children will immerse eggshells in various liquids to demonstrate the effect of food and drink on our teeth/ children will demonstrate the job of the alimentary canal.

**Impact-** children will be able to say how tooth decay can be avoided

### Art

**Intent-** to be able to use a range of printing skills to create different effects

#### Implementation

- generate ideas from observational drawings of William Morris's work
- use a sketchbook to experiment with shapes and colours
- create an embossed block print using collagraphs
- create a repeating pattern and print using carbon paper
- experiment with the effect of using a variety of colours
- introduce the reductive technique to create a layered block print

**\*\* Outcome-** children to create a decorated wall hanging or

**Impact-** to be confident using a range of different printing techniques for specific effects

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### PHSE

**Intent-** develop resilient and emotionally literate children who can process different situations

#### Implementation

- explore the concept of liberty
- know what it is to feel a range of emotions and what to do if we aren't OK
- learn how we can support others who aren't feeling OK
- understand the importance of failure
- know how failure can drive success
- understand importance of relaxing
- know different ways of helping us to relax

**\*\* Outcome-** children to contribute to class floor book

#### *CWP- RSE sessions*

- explore human life cycle and identify basic facts about puberty
- explore how puberty is linked to reproduction
- explore respect in relationships and discuss healthy relationships

**Impact-** children will be able to confidently express their feelings and develop strategies to manage them

### DT

**Intent-** to develop confidence using a range of tools and components to create a circuit

#### Implementation

- develop design criteria to inform the design of products that are fit for purpose--generate, develop, model and communicate realistic ideas through discussion and diagrams
- select from and use tools and equipment with some accuracy.
- select from and use materials according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing battery-powered products
- evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work

**\*\* Outcome-** children to make a torch/ room

**Impact-** children will be able to create a successfully working circuit with a working switch

### Computing

**Intent-**to understand programming through repetition shapes and in games.

#### Implementation- Programming A - Repetition in shapes

- to be introduced to programming and use their knowledge of them to read and write code.
- to learn to create algorithms and implement these algorithms
- exploring patterns in everyday life and recognise where numbers, shapes, and symbols are repeated and create algorithms for drawing a square.
- To modify a count-controlled loop to produce a given outcome.
- To decompose a task into small steps and think about how code snippets can be broken down
- to apply skills to create a program containing a count-controlled loop.

#### Programming B - Repetition in games

- to develop the use of count-controlled loops
- to explain that in programming there are infinite loops and count controlled loops.
- to develop a design that includes two or more loops which run at the same time.
- to modify an infinite loop
- to design their own game
- to evaluate their work

**Impact-** explore the concept of repetition in programming. Children can design and create a game which uses repetition, applying stages of programming design throughout.

### RE

**Intent-** to explore the impact of Pentecost. How and why people mark significant events.

#### Implementation- For Christians, what was the impact of Pentecost?

- retell and understand the Pentecost story.
- explore how artists have expressed the power of the Holy Spirit. -examine acts 2:41-47 to identify what Jesus's followers were told to do, what they did and how they felt.
- discover how the Holy Spirit helps Christians to live.
- explore how the kingdom of God may look.
- Implementation-How and why do people mark the significant events of life?** -identify significant milestones in individuals lives and why they are important.
- explore different religious and non-religious celebrations. -compare the symbolism, meaning and values in both Christian's and Hindu weddings.
- create a personal vision based on previous learning for the design of a wedding. -create a map of life.
- reflect on the importance of love, commitment, belonging and beliefs.

**Impact -**children can make links between the Pentecost, the Holy Spirit, kingdom of God and how Christians live.

### French

**Intent-** to be able to name items in the classroom  
To talk about my home

#### Implementation-

- how to say 7 classroom objects in French
- say 5 more classroom objects in French
- answer the question 'Qu'est-ce qu'il y a dans ta trousse ?'
- move from an indefinite determiner (a) to a possessive adjective (my)
- use the negative response and use all my new knowledge to say what I have/do not have in my pencil case
- say where I live using the verb 'j'habite'
- say 5 rooms of the house with the correct determiner
- say 5 more rooms of the house with the correct determiner
- say what rooms I do not have in my house using the negative structure
- use all my new knowledge in French to describe where I live

#### **\*\* Outcome-**

Children will complete their assessments in reading, writing, speaking and listening

**Impact-** the children will be confident to discuss what they can find in their class and home

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### PE- 1

**Intent-** children can develop control to create clear shapes.

#### Implementation- Physical Education

**Warm up :** Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Continuous Relay, Balloon Champs

**Funs Skills :** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. Agility: Reaction and Response (FUNS 12) Static Balance: Floor work (FUNS 3) aiming for red

**Cog :** For 6 weeks we are working on our physical skills

#### Implantation- tennis

-Learn how to hold the racket correctly. Introduce hitting the ball against a wall.

-Work on moving from the ready position to a forehand.

Partner to throw the ball to you to practise a forehand return. -Repeat above activity but introducing the net.

-Both players using a tennis racket: Begin to tap a ball over a net allowing it to bounce, before returning.

-Both players using a tennis racket: Begin to tap a ball over a net with no bounce, before returning.

-Apply skills above in a game situation.

**\*\*Outcome:** children can begin to participate in a tennis match

**Impact-** Children can perform and repeat longer sequences and can select and apply a range of skills with good control and consistency

### PE- 2

**Intent-** children are aware of changes during their body during exercise and why it is important

#### Implementation- Physical Education

**Warm up :** Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Inside out and Rock, Paper, Scissors

**Funs Skills :** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. Agility: Ball chasing (FUNS 11) Static Balance: Stance (FUNS 4) aiming for red

**Cog :** For 6 weeks we are working on our health and fitness

#### Implementation-athletics

-Confidently demonstrate an improved technique for sprinting.

-Carry out an effective sprint finish.

-Perform a relay, focusing on the baton changeover technique.

-Learn how to combine a hop, step and jump to perform the standing triple jump.

-Land safely and with control.

-Begin to measure the distance jumped.

-Perform a pull throw.

-Measure the distance of their throws.

-Continue to develop techniques to throw for increased distance

**Impact -** Children can describe how and why bodies feels during and after exercise. They can explain why they warm up and cool down compete using skills with control and accuracy.

### Music

**Intent-** to advance children's playing of the glockenspiel and develop their understanding of the pop culture.

#### Implementation

-to interpret music by the Beatles and say how it makes them feel.

-to start to use musical vocabulary

-to confidently identify and move to the pulse.

-to use the notes C, D, E, F + G to accompany the melody.

-to practise improvising skills using the note C.

-Play differentiated parts on a tuned instrument

-Create, listen to and reflect upon the developing composition and make musical decisions

-composition activity using the music explorer resource.

- rhythm grid work.

-The language of music.

-Rewind and replay (revision) revisit songs from the year.

**\*\*Outcome-** children can play a song confidently on the glockenspiel

**Impact -** children can play the glockenspiel with confidence  
Children can prepare and perform songs and activities from the year.