

Year Four	Victoria Primary Academy	Key Stage 2
<p>Writing</p>		<p>Computing</p>
<p>Narrative</p>	<p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p>	<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
<p>Write stories set in places pupils have been.</p>	<p>Explore numbers and place value so as to read and understand the value of all numbers.</p>	<p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p>
<p>Write stories that contain mythical, legendary or historical characters or events.</p>	<p>Add and subtract using efficient mental and formal written methods.</p>	<p>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.</p>
<p>Write stories of mystery and suspense.</p>	<p>Describe position, direction and movement in increasingly precise ways.</p>	<p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p>
<p>Write plays.</p>	<p>Use and apply measures to increasingly complex contexts.</p>	<p>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.</p>
<p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p>	<p>Gather, organise and interrogate data.</p>	<p>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.</p>
<p>Non-fiction</p>	<p>Science</p>	<p>Design & Technology</p>
<p>Write instructions.</p>	<p>Biology</p>	<p>Design</p>
<p>Write persuasively.</p>	<p>Animals and humans</p>	<p>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>Write non-chronological reports.</p>	<p>Look at the digestive system in humans.</p>	<p>Make</p>
<p>Write biographies.</p>	<p>Look at teeth.</p>	<p>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>Write in a journalistic style.</p>	<p>Look at the human circulatory system.</p>	<p>Evaluate</p>
<p>Poetry</p>	<p>Evolution and inheritance</p>	<p>Investigate and analyse a range of existing products.</p>
<p>Write cinquain.</p>	<p>Look at resemblance in offspring.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<p>Reading</p>	<p>Look at changes to the human skeleton over time.</p>	<p>Technical knowledge</p>
<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p>	<p>All living things</p>	<p>Apply their understanding of computing to programme, monitor and control their products.</p>
<p>Listen to and discuss a wide range of texts.</p>	<p>Identify and name plants and animals'</p>	<p>Cooking and nutrition</p>
<p>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</p>	<p>Physics</p>	<p>Understand and apply the principles of a healthy and varied diet.</p>
<p>Take part in conversations about books.</p>	<p>Light</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
<p>Use the school and community libraries.</p>	<p>Look at sources, seeing, reflections and shadows.</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>Read and listen to whole books.</p>	<p>Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p>	<p>Geography</p>
<p>Communication</p>	<p>Working Scientifically</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p>
<p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at</p>
<p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p>Art & Design</p>	<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>	<p>Develop and share ideas in a sketchbook and in finished products.</p>	<p>Improve mastery of techniques.</p>
<p>Speak to small and larger audiences at frequent intervals.</p>	<p>Learn about the great artists, architects and designers in history.</p>	<p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p>
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>	<p>Mathematics</p>	<p></p>
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Key Stage 1).	Physical Education	Thinking Skills
Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.	Take part in gymnastics activities.	Speaking And Listening
Describe and understand key aspects of:	Take part in athletics activities.	Y4 RE
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle	Perform dances.	T1 Values, T2 Christianity in Action, T3/4 Five Pillars of Islam, T5 Light and Dark, T6 Peace
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	Religious Education	Y4 PE
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.	T1 Dance & Ball Skills, T2 Table Tennis/Gymnastics & Invasion Games, T3 Country Dance & Creative Games Making, T4 Gymnastics Symmetry and Asymmetry & Net Wall Games, T5 Dance & Outdoor Adventurous Activities, T6 Gymnastics Pathways & Athletics
Use a wide range of geographical sources in order to investigate places and patterns.	Study other religions of interest to pupils.	Y4 Music
History	Additional Content	Samba Project, Performing at the Rotary Club Seasonal Concert at The Castle Theatre, T1/2 Exploring descriptive sounds - Animal magic, T3/4 Exploring Rhythmic patterns, T5/6 Exploring arrangements - the class orchestra
Changes in Britain from the Stone Age to the Iron Age.	Global Dimension	
The Roman Empire and its Impact on Britain.	Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.	
The Viking and Anglo Saxon struggle for the Kingdom of England.	Where did it happen? When did it happen? History and Geography in the news. Ongoing unit throughout the year. All Key Stage Two	
A local history study.	Y4 Edison CC Units	
A study of a theme in British history.	How do I see? How do I hear? Science Focus. Light and sound. Working Scientifically. (6 week unit)	
A non- European society that contrasts with British history chosen from: - Early Islamic Civilization - Mayan Civilization - Benin.	Why do we speak English at school? Where did English come from? History focus with Geography and Drama. Detailed study of one - Romans, Anglo-Saxons or Vikings. Connected to our locality of Northamptonshire. Stories selected from Boudica, Sutton Hoo, Augustine, Alfred the Great and Bede. (6 week unit)	
History of interest to pupils.	Should we stop eating chocolate? Technology and Science Focus. Market research. Design, make and evaluate a product. Cooking and nutrition, know where food comes from. States of matter. Working scientifically. The origins of chocolate. (9 week unit)	
Language	From a Railway Carriage. Art Focus with music, poetry and dance. Practise and rehearse choral speaking. Drama techniques and performance. Creating a class poem. Exploring rhythms. Creating a soundtrack. Movement and performance. (3 week unit)	
In the chosen modern language: - Speak - Read - Write.	Our Inner Space. Science Focus. Animals including humans. Working scientifically. (6 week unit)	
Look at the culture of the countries where the language is spoken.	We are meteorologists. Geography Focus. Regional Study within Italy, Germany, Holland or Denmark. (6 week unit)	
Music	Core Learning Skills	
Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Developing Independence and Responsibility	
Personal Development	Improving Own Learning and Performance	
Discuss and learn techniques to improve in the eight areas of 'success'.	Developing Sense of Self Worth and Understanding Self and Others	