

## Year 4 at Southbourne Junior School

Year 4	Autumn		Spring		Summer	
History/ Geography	On our doorstep: how has Southbourne changed?	Why do some earthquakes cause more damage than others?	How did the arrival of the Romans change Britain?		Why do so many people live in megacities?.	Who were the Anglo- Saxons and how do we know what was important to them? Britain's settlement by Anglo-Saxons and Scots.
Science	What happens when we chew food? Animals and Humans	What is a sound and where does it go when it's made? Sound	What's the matter? States of Matter		What can electricity do? Electricity	How can we classify living things? Living Things and Habitats
DT		Can you build an earthquake proof building? Structures and Mechanisms	Can we adapt a recipe? Cooking and nutrition		Can you create a functioning torch? Electrical Systems	
Computing	What impact does soundtracks have on events? <u>Movie Soundtrack</u> Sound Video Creation	Can we code an earthquake simulator? <u>Lego WE:DO - Robust Structures</u> Computational Thinking Coding/Programming	What would it be like to live in a Greek city? <u>Online Questionnaire</u> Word Processing/Typing Data Handling	Can I create an informative poster? <u>Digital Poster</u> Word Processing/Typing Presentation, Web Design & eBook Creation	Can I use Makey Makey to debug a program? <u>Games Controller</u> Computational Thinking Coding/Programming	How is voiceover used to enhance video? <u>Dynamic Video</u> Video Creation
Art	<u>How can correct proportions improve a still life drawing?</u> <b>Drawing and Painting</b> Observational drawing		<u>Do all mosaics have a pattern?</u> <b>Craft</b> 2D mosaics			<u>How did the Anglo Saxons show their creativity?</u> <b>Sculpting</b> Clay Pots
Music	How can a rap express how Southbourne has changed? <b>Musical Focus:</b> Composition and Structure	How can singing make us feel more positive? <b>Musical Focus:</b> Performance and Dynamics	<b>Battle drumming - what rhythms sound threatening?</b> <b>Musical Focus:</b> Rhythm	How can music mimic a scene? <b>Composer:</b> Rachel Portman <b>Musical Focus:</b> Listening	Can I learn how to follow musical notation and perform as a group on the keyboard? <b>Musical focus:</b> Notation, Performance, Harmony and Dynamics	
RE	How did the Earth begin? Children to explore Christian, Jewish, Muslim and humanist/worldview stories of the origin of the world	How do different faiths celebrate special festivals? Children to explore Jewish, Islamic and Christian festivals	How can we find the answers to our questions? Children discuss and explore big questions and explore how we might find the answers to the questions we have in life	Why do people make pilgrimages? Explore Christian, Catholic, jewish and Islamic pilgrimages.	How are churches different? Children to explore the different styles of churches you find in Britain and around the world.	How are religious buildings significant to other faiths? Look at the religious buildings of Christianity, Judaism and islam and how they are used by that religion.

<b>MFL</b>	<b>How do you say the date in French?</b> Numbers to 100, days of the week, months of the Year	<b>What are the basics I need to write a letter in French?</b> Date, birthdays, basic conversation Christmas in France	<b>Why are numbers and prepositions important?</b> Counting, prepositions, design and make a French board game	<b>How do you read a book in French when you don't know all the words?</b> French version of a familiar story Intercultural look at Easter traditions in France	<b>What is your favourite ice-cream?</b> Ice-cream flavours, likes and dislikes, numbers	<b>How do you get to school?</b> Transport
<b>PSHE</b>	<b>How can our choices make a difference to others and the environment?</b> Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<b>How do we treat each other with respect?</b> Relationships Respect for self and others; courteous behaviour; safety; human rights	<b>How can we manage our feelings?</b> Health & Wellbeing Feelings and emotions; expression of feelings; behaviour	<b>What decisions can people make with money?</b> Living in the wider world Money; making decisions; spending and saving	<b>What strengths, skills and interests do we have ?</b> Health & Wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	<b>How can we manage risk in different places?</b> <u>Health and wellbeing</u> Keeping safe; out and about; recognising and managing risk
<b>PE</b>	<b>Sport</b> <i>Rugby</i> <i>"I can pass and receive the ball in Rugby with increasing control."</i> <b>Multi-Ability</b> <i>Personal Cog</i>	<b>Sport</b> <i>OAA</i> <i>"I can work collaboratively and effectively with a partner and a small group."</i> <b>Multi-Ability</b> <i>Social Cog</i>	<b>Sport</b> <i>Dance</i> <i>"I can use simple movement patterns to structure dance phrases in a group."</i> <b>Multi-Ability</b> <i>Cognitive Cog</i>	<b>Sport</b> <i>Hockey</i> <i>"I can dribble, pass, receive and shoot the ball with increasing control."</i> <b>Multi-Ability</b> <i>Creative Cog</i>	<b>Sport</b> <i>Cricket</i> <i>"I am able to bat and bowl a ball with some accuracy and consistency."</i> <b>Multi-Ability</b> <i>Physical Cog</i>	<b>Sport</b> <i>Athletics</i> <i>"I show determination to improve my personal best and encourage others."</i> <b>Multi-Ability</b> <i>Health &amp; Fitness Cog</i>
<b>English</b>	<b>Why support local?</b> (begin to establish and maintain a viewpoint, e.g. persuasive writing)  <b>Where does your food go?</b> Showing knowledge and understanding of a range of writing forms. Using appropriate pronouns or nouns to aid cohesion and avoid repetition. Use a range of organisational devices. e.g. Report	<b>What's it like living with natural disasters?</b> (organisational devices, e.g. report)  <b>What is it like outside?</b> (using figurative language, e.g. poetry)	<b>Guess what I did today?</b> (express time, place and cause using conjunctions, adverbs and prepositions, e.g. recount) <b>How do I inspire an army?</b> (adaptation of style to get attention of the reader, e.g. war cries)  <b>How do I feel?</b> Showing knowledge and understanding of a range of writing forms. Use appropriate pronouns or nouns to aid cohesion and avoid repetition.  <b>A trip to the palace</b> Use a range of organisational devices. Increase clarity in terms of the main purpose of writing. Proof read to check for errors in spelling, grammar and punctuation.		<b>What is a megacity like?</b> (organising paragraphs around a theme, e.g. descriptive writing)  <b>The Story So Far...</b> (elaborate on events, e.g. writing to inform)	<b>Are you ready for an adventure?</b> (create settings, characters and plots, e.g. narrative story)  <b>Life at home</b> Show knowledge and understanding of a range of writing forms. Increasing elaboration on information/events. Use a range of organisational devices. Using appropriate pronouns or nouns to aid cohesion and avoid repetition. e.g. Report