

Year 4 Cycle A	Average Hours	AUTUMN TERM	SPRING TERM	SUMMER TERM																								
ENGLISH	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently ▪ Ensure decoding skills are secure and develop understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently ▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects ▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology. ▪ Become more confident in using language in a greater variety of situations, for a variety of audiences and purposes, inc. through drama, presentations and debate ▪ Learn to justify views about what they have read: increasingly independently <p>By the beginning of Y5, children should be able to:</p> <ul style="list-style-type: none"> ▪ read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace ▪ read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity ▪ prepare readings, with appropriate intonation to show their understanding ▪ summarise and present a familiar story in their own words ▪ read widely and frequently, outside as well as in school, for pleasure and information ▪ read silently, and then discuss what they have read ▪ write down their ideas quickly using joined handwriting and use grammar and punctuation broadly accurately ▪ spell most words taught so far accurately and spell words that they have not yet been taught by using what they have learnt about how spelling works in English 																										
MATHS	156	<table border="0"> <tr> <td>▪ Number & Place Value</td><td>▪ Multiply & Divide</td><td>▪ Number & Place Value</td><td>▪ Multiply & Divide</td><td>▪ Number & Place Value</td><td>▪ Multiply & Divide</td></tr> <tr> <td>▪ Add & Subtract</td><td>▪ Fractions</td><td>▪ Add & Subtract</td><td>▪ Fractions</td><td>▪ Add & Subtract</td><td>▪ Fractions</td></tr> <tr> <td>▪ Properties of Shapes</td><td>▪ Position & Direction</td><td>▪ Properties of Shapes</td><td>▪ Position & Direction</td><td>▪ Properties of Shapes</td><td>▪ Position & Direction</td></tr> <tr> <td>▪ Measures</td><td>▪ Statistics</td><td>▪ Measures</td><td>▪ Statistics</td><td>▪ Measures</td><td>▪ Statistics</td></tr> </table>	▪ Number & Place Value	▪ Multiply & Divide	▪ Number & Place Value	▪ Multiply & Divide	▪ Number & Place Value	▪ Multiply & Divide	▪ Add & Subtract	▪ Fractions	▪ Add & Subtract	▪ Fractions	▪ Add & Subtract	▪ Fractions	▪ Properties of Shapes	▪ Position & Direction	▪ Properties of Shapes	▪ Position & Direction	▪ Properties of Shapes	▪ Position & Direction	▪ Measures	▪ Statistics	▪ Measures	▪ Statistics	▪ Measures	▪ Statistics		
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COMPUTING	30	<p>NT Unit: <i>Getting started with Kodu</i> ~ creating games with Kodu. Programming characters and designing 3D worlds to make exciting collecting and racing games.</p>	<p>NT Unit: <i>Databases</i> ~ exploring ways to collaboratively collect, interrogate and present data using different programs. What is a database? Why and how are they used in real life?</p>	<p>NT Unit: <i>Coding Retro Games</i> - Scratch Pac man ~ decomposing and then building the Pac-Man game using algorithms, repetition, conditional programming and variables</p>	<p>NT Unit: <i>Programming CrumbleBot</i> ~ programming Lego NXT or EV3 Robots, controlling movement and utilising the robot's sensors to interact with environment and solve problems.</p>	<p>NT Unit: <i>What is a Computer?</i> ~ what makes a computer a computer; investigating what is inside the metal box, how a computer works, memory, data and binary code.</p>	<p>NT Unit: <i>Manipulating Sound</i> ~ exploring web tools for sound and music creation; exploring sound editing; radio adverts and audio books, with sound effects and atmospheric music.</p>																					

ENQUIRY QUESTION	150	WHAT IF YOU HAD TO CHOOSE: ATHENIAN OR SPARTAN? HISTORY Ancient Greece	WHAT IF YOU LIVED IN FRANCE? GEOGRAPHY A region in a European Country	WHAT IF YOU LIVED IN THE STONE AGE OR THE IRON AGE? HISTORY Changes in Britain from Stone Age to Iron Age	WHAT IF YOU COULD SET UP YOUR OWN ART GALLERY? ART Study of different Types of art	WHAT IF THERE WAS STILL MINING IN WIDEOPEN? HISTORY Local History Study on Mining	WHAT IF THE EARTH STARTED TO MOVE? GEOGRAPHY Volcanoes, Earthquakes & Tsunamis
HISTORY	30	▪ A study of Greek life and achievements and their influence on the western world		<ul style="list-style-type: none"> ▪ Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae ▪ Bronze Age religion, technology and travel, e.g. Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture 		▪ A study of an aspect of history that is significant in the locality	
GEOGRAPHY	30		<ul style="list-style-type: none"> ▪ Understand geographical similarities & differences through study of human & physical geography of a region in a European country, ▪ Locate countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, major cities 				▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
ART & DESIGN	30	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas ▪ improve mastery of art and design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ Great artists, architects and designers in history 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas ▪ improve mastery of art and design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]
MUSIC	30		<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory 			<ul style="list-style-type: none"> ▪ appreciate/understand a wide range of high-quality live and recorded music from different traditions and great composers and musicians ▪ use and understand staff and other musical notations

DESIGN & TECHNOLOGY	30	<ul style="list-style-type: none"> ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ apply understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and apply the principles of a healthy and varied diet 	<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at people or groups ▪ select from/use a wide range of tools & equipment to perform practical tasks [e.g., cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against own design criteria and consider views of others to improve their work ▪ prepare/cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ investigate and analyse a range of existing products ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> ▪ apply understanding of computing to program, monitor and control their products. ▪ understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] 	<ul style="list-style-type: none"> ▪ select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ evaluate their ideas and products against own design criteria and consider views of others to improve their work ▪ apply understanding of how to strengthen, stiffen and reinforce more complex structures
RE	39	<p>How do Hindus' beliefs guide the way they live? ***** Harvest Thanksgiving</p>	<p>Festivals of Light ***** Why do Christians call Jesus 'the Light of the World'?</p>	<p>What do we know about the Bible?</p>	<p>Why is the Bible important to Christians? ***** Lent</p>	<p>What religions are represented in Wideopen?</p>	<p>How can religious meaning be expressed through art?</p>
PSHE	18	<p>New beginnings ***** Keeping Safe</p> <ul style="list-style-type: none"> ▪ take responsibility ▪ feel positive about themselves ▪ participate ▪ make real choices and decisions ▪ meet and talk with people 	<p>Getting on & Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Healthy Eating & Drugs Education</p>	<p>Good to be me ***** Learning Styles (SMARTs)</p>	<p>Relationships ***** Relationships & Sex Education</p>	<p>Changes ***** Emotional Health & Wellbeing</p> <ul style="list-style-type: none"> ▪ develop relationships through work and play ▪ consider social and moral dilemmas that they come across in life ▪ find information and advice ▪ prepare for change

		Dance Flexibility, control, balance	Gymnastics Floor work – Flexibility, control, balance, stamina, sequencing	Dance Technique, evaluation, improvement, strength, poise	Gymnastics Apparatus – technique, control, evaluation, stamina	Athletics Track and field – running, jumping, throwing, catching	Outdoor Adventurous Activities Team challenges, orienteering, problem solving
PE	72	▪ Perform dances using a range of movement patterns	▪ Develop flexibility, strength, technique, control and balance	▪ Compare performances with previous ones and demonstrate improvement to achieve a personal best	▪ Develop flexibility, strength, technique, control and balance	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Take part in adventurous activities that challenge – working as a team or an individual
		Basketball Invasion – attack, defend, running, jumping	Tennis, volleyball, bench-ball Net/wall – Throwing, passing, communication, special awareness	Touch rugby Invasion – passing, throwing, catching, special awareness	Badminton Net/wall – Hitting, movement, running, throwing, footwork	Hockey Invasion – passing, shooting, match situations, tactics	Rounders Striking/Fielding – Strike, field, throwing, catching, tactics, game situations, analyse
		▪ Play competitive games and apply basic principles suitable for attacking and defending	▪ Play competitive games and apply basic principles suitable for attacking and defending	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Play competitive games and apply basic principles suitable for attacking & defending	▪ Compare performances with previous ones and demonstrate improvement to achieve a personal best
FRENCH	18	North Tyneside scheme Unit 7 (Mon école et moi)		North Tyneside scheme Unit 7 (Mon école et moi) & Unit 8 (A boire et a manger)		North Tyneside scheme Unit 8 (A boire et a manger)	
		<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine 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 					