

Year 4 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently</li> <li>▪ Ensure decoding skills are secure and develop understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently</li> <li>▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects</li> <li>▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology.</li> <li>▪ 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</li> <li>▪ Learn to justify views about what they have read: increasingly independently</li> </ul> <p>By the beginning of Y5, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</li> <li>▪ read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>▪ prepare readings, with appropriate intonation to show their understanding</li> <li>▪ summarise and present a familiar story in their own words</li> <li>▪ read widely and frequently, outside as well as in school, for pleasure and information</li> <li>▪ read silently, and then discuss what they have read</li> <li>▪ write down their ideas quickly using joined handwriting and use grammar and punctuation broadly accurately</li> <li>▪ 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</li> </ul>					
MATHS	156	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>
SCIENCE	55	WHAT IF ANIMALS HAD NO TEETH?	FOREST SCHOOL	WHAT IF THE WORLD WAS SILENT?	WHAT IF A HOUSING ESTATE WAS BUILT ON FOREST SCHOOL?	WHAT IF THERE WAS NO ELECTRICITY?	WHAT IF THE TEMPERATURE OF THE EARTH CONTINUES TO RISE?
		Animals, including humans		Sound	Living things & their Habitats	Electricity	States of matter
		Working Scientifically					
		<ul style="list-style-type: none"> <li>▪ Digestive System</li> <li>▪ Teeth</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sound sources</li> <li>▪ Vibration</li> <li>▪ Loud and faint</li> <li>▪ Pitch</li> <li>▪ Volume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and name a variety of living things (plants and animals) in the local and wider environment</li> <li>▪ Recognise that environments can change and can pose dangers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternative sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Solids, Liquids and Gases</li> <li>▪ Heating and cooling (no baking, etc.)</li> <li>▪ Evaporation and condensation</li> </ul>
COMPUTING	30	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.	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?	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	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.	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.	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.

ENQUIRY QUESTION	150	WHAT IF THE RIVER TYNE HAD A DIFFERENT COURSE?	WHAT IF THE ROMANS NEVER INVADED BRITAIN?	WHAT IF YOU COULD CHOOSE A CAPITAL CITY FOR THE UK?	WHAT IF WE DIDN'T HAVE RAILWAYS?	WHAT IF YOU LIVED IN THE 20 <sup>TH</sup> CENTURY?	WHAT IF YOU HAD TO PLAN THE PERFECT PICNIC?
		GEOGRAPHY River Study & City Locations	HISTORY & GEOGRAPHY The Roman Empire & its impact on Britain	GEOGRAPHY UK City Study	HISTORY Significant inventions	HISTORY Leisure & Entertainment in the 20 <sup>th</sup> century	DESIGN & TECHNOLOGY Product design & Food technology
			<ul style="list-style-type: none"> <li>• Julius Caesar's attempt to invade in 55-54 BC</li> <li>• Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius (Hadrian's Wall)</li> <li>• British resistance, e.g, Boudica</li> <li>• 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		A significant turning point in British history - the first railways	A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066	
GEOGRAPHY	30	Name/locate UK counties and cities, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some have changed over time	Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world - <b>link to Roman Empire</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,			
ART & DESIGN	30	<ul style="list-style-type: none"> <li>▪ create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>					
DESIGN & TECHNOLOGY	30	<ul style="list-style-type: none"> <li>▪ select from/use a wide range of tools &amp; equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</li> <li>▪ select from/use a wide range of materials &amp; components, inc. construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>					<ul style="list-style-type: none"> <li>• use research, develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</li> <li>• generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> </ul>

			<ul style="list-style-type: none"> <li>investigate &amp; analyse various existing products</li> <li>evaluate their ideas and products against own design criteria and consider views of others to improve their work</li> </ul>
MUSIC	30	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	

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>	<p>Getting on &amp; Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Healthy Eating &amp; Drugs Education</p>	<p>Good to be me ***** Learning Styles (SMARTs)</p>	<p>Relationships ***** Relationships &amp; Sex Education</p>	<p>Changes ***** Emotional Health &amp; Wellbeing</p>
		<ul style="list-style-type: none"> <li>take responsibility</li> <li>feel positive about themselves</li> <li>participate</li> <li>make real choices and decisions</li> <li>meet and talk with people</li> </ul>		<ul style="list-style-type: none"> <li>develop relationships through work and play</li> <li>consider social and moral dilemmas that they come across in life</li> <li>find information and advice</li> <li>prepare for change</li> </ul>			
PE	72	<p>Dance Flexibility, control, balance</p>	<p>Gymnastics Floor work - Flexibility, control, balance, stamina, sequencing</p>	<p>Dance Technique, evaluation, improvement, strength, poise</p>	<p>Gymnastics Apparatus - technique, control, evaluation, stamina</p>	<p>Athletics Track and field - running, jumping, throwing, catching</p>	<p>Outdoor Adventurous Activities Team challenges, orienteering, problem solving</p>
		<ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Compare performances with previous ones and show improvement to achieve a personal best</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Take part in adventurous activities that challenge - working as a team or an individual</li> </ul>
		<p>Basketball Invasion - attack, defend, running, jumping</p>	<p>Tennis, volleyball, bench-ball Net/wall - Throwing, passing, communication, special awareness</p>	<p>Touch rugby Invasion - passing, throwing, catching, special awareness</p>	<p>Badminton Net/wall - Hitting, movement, running, throwing, footwork</p>	<p>Hockey Invasion - passing, shooting, match situations, tactics</p>	<p>Rounders Striking/Fielding - Strike, field, throwing, catching, tactics, game situations, analyse</p>
		<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking &amp; defending</li> </ul>	<ul style="list-style-type: none"> <li>Compare performances with previous ones and demonstrate improvement to achieve a personal best</li> </ul>

		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)
FRENCH	18	<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs;</li> <li>▪ 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</li> </ul>		