

Hartsfield Year 4 Curriculum

Year 4 Art – Learning Objectives	Autumn	Spring	Summer
• to create sketch books to record their observations and use them to review and revisit ideas	Introduce	Revisit	Revisit
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Introduce	Revisit	Revisit
• to learn about great artists, architects and designers in history.	Introduce	Revisit	Revisit
Year 4 Art - Curriculum	Autumn	Spring	Summer
	<p>Egyptian Art</p> <ul style="list-style-type: none"> •Make observational drawings using artefacts and images from the Egyptian Times. •Make a pencil drawing of a hieroglyph of their name. •Use a fine paintbrush accurately of a hieroglyph of their name •Design an Egyptian death mask •Make a Mod Roc Egyptian death mask •Evaluate art work from the topic 	<p>India</p> <ul style="list-style-type: none"> •Produce a symmetrical Rangoli pattern. •Study geometric work of Matisse and create a collaborative design in the style of his work. •Use computer software to reproduce a Matisse ‘cut out’ design. •Rangoli print art. •Create a detailed sketch and watercolour of the Taj Mahal •Evaluate the three collages produced so far. 	<p>The Green Ship</p> <ul style="list-style-type: none"> •Copy a Quentin Blake illustration in pen and wash •Skill- building layers of watercolour. •Learn about how Quentin Blake decided on his illustrations for The Green Ship •Work collaboratively to produce whole class illustration based on The Green Ship •Learn about the work of an illustrator of children’s books- Martin Impey •Evaluate the artwork produced so far.

Hartsfield Year 4 Curriculum

Year 4 Computing - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 			Revisit
<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Revisit		Revisit
<ul style="list-style-type: none"> 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 			Revisit
<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	Revisit		
<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		Revisit	Revisit
Year 4 Computing - Curriculum	Autumn	Spring	Summer
	<u>Word Processing Skills</u> <ul style="list-style-type: none"> To can format images for a purpose. To select, edit and 	<u>We are Meteorologists.</u> <ul style="list-style-type: none"> Record the weather What different equipment could you use? 	<u>We are software developers</u> <ul style="list-style-type: none"> Developing a simple educational game

Hartsfield Year 4 Curriculum

	<p>manipulate text in various ways.</p> <ul style="list-style-type: none"> • To find and use the different functions of the spellcheck tool. • To copy and paste. <p>We are Artists</p> <ul style="list-style-type: none"> •Creating simple tessellations using Google Draw •Creating more complex tessellations using Google Draw •Islamic-style art on Google Draw •Using Google Draw to create art in the later style of Bridget Riley 	<ul style="list-style-type: none"> •Go outside and use equipment or other ideas to report on the weather. •Create equipment to record the weather. •Decide to place their equipment to check on every day. •Record the temperature in different areas •Take photos of different areas to compare •Rainfall and temperature every day at the same time •Create graphs to analyse. •Using the photos that were taken, create a PowerPoint adding the weather to each page. •Making links between the pictures and the temperatures. •Predict what the weather •Watch examples of weather forecasts. •Create a script and PowerPoint for their weather report. <p>We are Musicians</p> <ul style="list-style-type: none"> •Building a percussion sequence •Experiment with the touch instruments in GarageBand •Create a piece of music using Live Loops •Create a multi-track composition in GarageBand 	<ul style="list-style-type: none"> •Build a game prototype that asks a question and provides feedback •Develop the educational game to include repetition and variables •Improve the interface of the educational game <p>We are Bloggers</p> <ul style="list-style-type: none"> • Understand how to use blogs safely and responsibly • Understand how the Internet makes blogging possible • Write a blog post • Comment on a blog post • Add an image, audio or video to a blog post.
--	--	---	--

Hartsfield Year 4 Curriculum

Year 4 Design Technology - Learning Objectives	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> • 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 	Introduce		Revisit
<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	Introduce		Revisit
Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	Introduce		Revisit
<ul style="list-style-type: none"> • 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 	Introduce		Revisit
Evaluate <ul style="list-style-type: none"> • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	Introduce		Revisit
<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 			
Technical Knowledge <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 			
<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 			

Hartsfield Year 4 Curriculum

<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			Introduce
<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 			
Cooking & Nutrition <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 		Introduce	
<ul style="list-style-type: none"> •prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		Introduce	
<ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		Introduce	
Design and Technology - Curriculum	Autumn	Spring	Summer
	<p><u>Fastenings - Textiles Skills</u></p> <ul style="list-style-type: none"> • Designing a personalised book sleeve, articulating decisions made. • Making and testing a paper template with accuracy and in keeping with the design criteria • Measuring, marking and cutting fabric using a paper template • Selecting a stitch style to join fabric, working neatly sewing small neat stitches 	<p>Cooking and Nutrition – Making Chaat</p> <ul style="list-style-type: none"> •Using knowledge of spices and vegetables, discuss creating own version of chaat recipe. •What are spices? (Bark root seed or fruit of a plant or tree) •How are they different from herbs? What foods might you find them in? •Look at spices - draw and research information on each spice. Create a spice mat. 	<p><u>Torches – Electrical Systems Skills</u></p> <ul style="list-style-type: none"> . Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas • Making a torch with a working electrical circuit and switch • Using appropriate equipment to cut and attach materials.

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> • Incorporating fastening to a design • Testing and evaluating the end product against the original design criteria • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting modifications for improvement • Articulating the advantages and disadvantages of different fastening types <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro • To know that different fastening types are useful for different purposes • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions 	<ul style="list-style-type: none"> • Make a poster to inform people of good hygiene • Look at a chaat recipe on line. • Cooking safely, following basic hygiene rules • Evaluating a recipe, considering: taste, smell, texture and appearance • Evaluating and comparing a range of products • Suggesting modifications <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the 'quantity' • To know that it is important to use sharp knives appropriately whilst chopping • To know the difference between herbs and spices 	<ul style="list-style-type: none"> • Assembling a torch according to the design and success criteria • Evaluating electrical products • Testing and evaluating the success of a final product <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through • To understand that electrical insulators are materials which electricity cannot pass through • To know that a battery contains stored electricity that can be used to power products • To know that an electrical circuit must be complete for electricity to flow • To know that a switch can be used to complete and break an electrical circuit
--	--	--	--

Hartsfield Year 4 Curriculum

English- Years 3 & 4 - Learning Objectives

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Hartsfield Year 4 Curriculum

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones • spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing: Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

Hartsfield Year 4 Curriculum

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Hartsfield Year 4 Curriculum

English Year 4 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •The Ice Palace – Robert Swindells •Paddington – Michael Bond •The Lion, The Witch and The Wardrobe - C.S. Lewis •Alice’s Adventures in Wonderland - Lewis Carroll •Pipi Long Stocking - Astrid Lindgren •The Birds of Flanders Fields •The Egyptian Cinderella – Shirley Climo <p>Poetry</p> <ul style="list-style-type: none"> •A Poem to be Spoken Silently •The Magic of the Brain <p>Writing inspired by –</p> <ul style="list-style-type: none"> •Overheard on a Saltmarsh by Harold Monroe •The Small Dragon – Brian Patten •Sekhmet, Goddess of Vengeance – Egyptian myth <p>Writing myths</p> <ul style="list-style-type: none"> •Letters of persuasion – Chalk Rivers <p>Diary Entry/play scripts –</p> <ul style="list-style-type: none"> •Angel of Nitshill Road – Anne Fine •The Princess and the Pea – Lauren Child •The Longest Journey – John Lewis advert •Class reader - The Land of Roar <p>Essential Spelling – Year 4 Plan</p>	<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •The Girl who Stole an Elephant – Nizrana Farook •Grandpa’s Indian Summer – Jamila Garvin <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Poetry - The Bug Chant • ‘Matilda’ by Hilaire Belloc •Indian Brochure •Street Children •The Iron Man – Ted Hughes •The Present – short film •The Girl who Stole an Elephant – Nizrana Farook •Class reader - The Wizards of Once <p>Essential Spellings - Year 4 Plan</p>	<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •Kensuke’s Kingdom •Running Wild <p>Writing inspired by –</p> <ul style="list-style-type: none"> •The Green Ship – Quentin Blake: Stories with an imaginative setting. •Non –chronological Report – Animal of their choice •The Door •Recount of Hudnall •Romans in Britain: •Speech writing with a historical focus •Chelonian Green and One Tiny Turtle •Class reader – Same as GR to finish book. <p>Essential Spellings - Year 4 Plan</p>

Hartsfield Year 4 Curriculum

Year 4 MFL (French) – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Introduce	Revisit	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Introduce	Revisit	Revisit
speak in sentences, using familiar vocabulary, phrases and basic language structures			Introduce
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences	Introduce		
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly			

Hartsfield Year 4 Curriculum

describe people, places, things and actions orally and in writing			
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.	Introduce	Revisit	Revisit
Year 4 MFL (French) - Curriculum			
	<p>La phonétique deux</p> <ul style="list-style-type: none"> • Next 4 French phonemes • Accents on letters <p>Je me Présente</p> <ul style="list-style-type: none"> • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. <p>Les Couleurs et les nombres</p> <ul style="list-style-type: none"> • Learn the colours and numbers to 20 	<p>Chez Moi</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home 	<p>La Famille</p> <ul style="list-style-type: none"> • Continue applying the knowledge, skills and understanding of the language covered in unit one. • Say the nouns in French for members of their family. • Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> • Change adjective depending on whether than noun is masculine or feminine 	<p>Les Formes</p> <ul style="list-style-type: none"> • Name and recognise up to 10 shapes in French. • Attempt to spell some of these nouns • Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'. • Have an opportunity to revise numbers 	<p>students to say the age of various family members.</p> <ul style="list-style-type: none"> • Understand the concept of mon, ma and mes in French. <p>Les Romains</p> <ul style="list-style-type: none"> • Tell somebody in French the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in French and learn how these are related to the Roman gods and goddesses. • Tell somebody in French what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in French. (Language Angels)
--	--	---	---

Hartsfield Year 4 Curriculum

Year 4 Geography – Learning Objectives	Autumn	Spring	Summer
Locational Knowledge <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	Introduce		Revisit
<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Introduction		
<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	Introduce		
Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	Introduce		
Human & Physical Geography Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and 	Introduce	Revisit	Revisit

Hartsfield Year 4 Curriculum

the distribution of natural resources including energy, food, minerals and water.			
Geographical Skills & Fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	Introduce	Revisit	
Year 4 Geography - Curriculum	Autumn	Spring	Summer
	Why did Egyptians love it when The River Nile flooded? <ul style="list-style-type: none"> •Locate world rivers •Understand what a river is Locate River Nile and be able to discuss why it was important to the Ancient Egyptians. <ul style="list-style-type: none"> •Do we live near rivers in England like the Egyptians live near the River Nile? •Identify the stages of a river. Discuss the reasons for and against the building of the Aswan Dam.	Why do so many people in India live in cities? <ul style="list-style-type: none"> •Discuss climate regions and geographical regions of India. •Identify human and physical features on a detailed map of India. •Use atlases with a key to locate deserts, mountains, plains, plateau, rivers and major cities. •Discuss city life in India. •What makes a city? •What was important to the location of major cities in India? 	Rainforests <ul style="list-style-type: none"> • Recognise what a rainforest is and locate the world's rainforests. • Recognise different layers in a rainforest. • Recognise the features that make up a rainforest. • Describe the characteristics of the Congo. • Describe and explain the impact of the

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> • Reflect on flooding in other parts of the world. • Recognize local features in our environment. • Draw and annotate a map of field trip – local river walk. • Use Digi maps to locate The River Ivel and familiar Baldock landmarks. • Understand and recognize key features in environment. 	<ul style="list-style-type: none"> • Who lives there and why? Why are things like that?? • Compare to Chembakolli – village life – wants and needs of that population. • Look at features of village. • What is the main type of work in Chembakolli?? Compare to Mumbai. • Where would you rather live? • Understand the relationship between location and economic activity. • Compare city and village life and compare to population distribution. 	<p>deforestation of the rainforests.</p> <ul style="list-style-type: none"> • Explain the importance of the Amazon rainforest.
--	--	---	---

Hartsfield Year 4 Curriculum

Year 4 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			Introduce
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			Introduce
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	Introduce		
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of 			

Hartsfield Year 4 Curriculum

Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			
Year 4 History - Curriculum	Autumn	Spring	Summer
	<p>The Egyptians</p> <ul style="list-style-type: none"> •Where Egypt is? •What can we learn about Ancient Egypt from one object? •Why it is important for historians to consider a wide range of sources of information. •Describe artefacts •Research an aspect of Ancient Egyptian life •Recognise that lives of the wealthy and lives and deaths of the poor were very different •Discuss the mummification process •Discuss how we know About the lives of the Ancient Egyptians •Look at the 3 case studies •Give some reasons for main events, such as pyramid building and changes •Use evidence to reconstruct Life in Ancient Egypt 		<p>The Romans have invaded!</p> <ul style="list-style-type: none"> •Why did the Romans invade Britain? •Who was Caesar and what did he do? •Who was Claudius and what did he do? •Why was Boudicca a rebel? •Why were Claudia and Sulpician living at Vindolanda? •Who was St Alban and why do we remember him? •How do we know so much about the towns the Romans built in Britain?

Hartsfield Year 4 Curriculum

Maths - Learning Objectives YEAR 4	Autumn	Spring	Summer
	<p>Number and place value Read & write 4 digit numbers. Subtract by counting up to finding the difference. Learn multiplication facts 6 and 9 times table. Add 3 digit numbers using column method. Double and halve 3 digit numbers.</p> <p>Measurement Use of time and calculate time intervals. Measure in metres, cm & mm; record using decimal notation. Use of kg and litres read scales to nearest 100ml estimate capacity draw bar charts</p> <p>Fractions Revise fractions and reduce fraction to its simplest form. Use of word problems.</p>	<p>Number and place value Place 4 digit numbers on landmarked lines. Round numbers to nearest 10, 100 & 1000. Use mental multiplication and division strategies. Understand how to divide 2digit and 3 digit numbers. Find equivalent fractions and use them to simplify fractions. Add amounts of money.</p> <p>Geometry Recognise and compare acute, right and obtuse angles. Draw lines of a given length. Recognise symmetry in shapes. Draw shapes with given properties. Use of 24 hour clock. Use of word problems. Measure and calculate perimeters.</p>	<p>Number and place value Read, write and compare 4 digit numbers. Find 1000 more or less than a given number. Use and compare negative numbers in the context of temperature. Multiply and divide numbers including decimals. Round decimals to nearest whole number. Learn 11 & 12 times table. Recognise Roman numerals.to 100.</p> <p>Geometry Name and classify 2D and 3D shapes and their properties. Understand, read and write 2 place decimals. Use co-ordinates to draw polygons. Find co-ordinates of shapes. Draw and interpret graphs.</p>

Hartsfield Year 4 Curriculum

Year 4 Music - Learning Objectives	Autumn	Spring	Summer
<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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music 		Introduce	
<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 		Introduce	
<ul style="list-style-type: none"> • use and understand staff and other musical notations 		Introduce	
<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Introduce		
<ul style="list-style-type: none"> • develop an understanding of the history of music. 			
Year 4 Music - Curriculum	Autumn	Spring	Summer
	<p>Singing – Egyptian songs/ Christmas performance</p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To rejoin the song if lost. • To listen to the group when singing. 	<p><u>Charanga – Glockenspiels</u></p> <ul style="list-style-type: none"> • Exploring and developing playing skills using the glockenspiel 	<p>Roman songs</p> <p><u>Lean on me</u></p> <ul style="list-style-type: none"> • To listen and appraise • To Identify musical instruments in a piece of music • Find the pulse • Using instruments, listen and play one note.

Hartsfield Year 4 Curriculum

	Mamma Mia		
Year 4 PE - Learning Objectives	Autumn	Spring	Summer
• use running, jumping, throwing and catching in isolation and in combination	Introduce	Revisit	Revisit
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Introduce	Revisit	Revisit
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Introduce	Revisit	Revisit
• perform dances using a range of movement patterns	Introduce	Revisit	
• take part in outdoor and adventurous activity challenges both individually and within a team			
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Introduce	Revisit	Revisit
Swimming & Water Safety <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	Introduce		
Year 4 PE - Curriculum	Autumn	Spring	Summer
	Fitness <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and strength. 	Netball <ul style="list-style-type: none"> • To develop passing and moving and play within the footwork rule. 	Cricket <ul style="list-style-type: none"> • To develop overarm throwing and catching.

Hartsfield Year 4 Curriculum

	<p>Swimming</p> <ul style="list-style-type: none"> • Pupils are grouped according to ability and will spend ten ½ an hour lessons working towards an increasingly challenging set of objectives suited to their experience and ability. <p>All pupils will cover:</p> <ul style="list-style-type: none"> • Basic skills in water safety and floating. • Techniques for personal survival. <p>For the other ½ an hour at the pool, pupils receive 10 yoga sessions</p> <p>Yoga</p> <ul style="list-style-type: none"> • To explore connecting breath and movement. • To explore new yoga poses and begin to connect them. • To explore gratitude when remembering and repeating a yoga flow. • To develop flexibility and strength in a positive summer flow. • To develop flexibility in an individual yoga flow. <p>To develop confidence and strength in arm balances.</p> <p>Dance</p> <p>THEME: The Spy</p>	<ul style="list-style-type: none"> • To develop passing and moving towards a goal. • To develop movement skills to lose a defender. • To be able to defend an opponent and try to win the ball. • To develop the shooting action. • To develop playing using netball rules. <p>Gymnastics</p> <ul style="list-style-type: none"> • To develop individual and partner balances. • To develop control in performing and landing rotation jumps. • To develop the straight, barrel, forward and straddle roll. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements. • To be able to create a partner sequence to include apparatus. <p>Dance</p> <p>THEME: Bollywood</p> <ul style="list-style-type: none"> • To copy and repeat a set phrase of movement in a Bollywood theme showing energy and rhythm. 	<ul style="list-style-type: none"> • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket. <p>Tennis</p> <ul style="list-style-type: none"> • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going. • To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others. <p>Athletics</p>
--	---	---	--

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> • To copy and create actions in response to an idea and be able to adapt this using changes of space. • To choose actions which relate to the theme. • To develop a dance using matching and mirroring <p>THEME: The Carnival</p> <ul style="list-style-type: none"> • To learn and create dance moves in the theme of carnival • To develop a carnival dance using formations, canon and unison. • To develop a dance phrase and perform as part of a class performance. <p>Tag Rugby</p> <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. • To develop an understanding of tagging rules. • To begin to use the ‘forward pass’ and ‘off side’ rule. • To dodge a defender and move into space when running towards the goal. • To develop defending skills and use them in a game situation. • To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<ul style="list-style-type: none"> • To understand how dynamics, space and relationships can be used in Bollywood dance. • To learn and perform a partner dance in a Bollywood style. • To develop my own Bollywood inspired dance using changes in relationships. • To develop a dance phrase and perform as part of a class performance. <p>Indoor athletics (Fundamentals)</p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. • To understand how to change speed and be able to demonstrate good technique when running at different speeds. • To develop technique and control when jumping, hopping and landing. • To develop skipping in a rope. To apply fundamental skills to a variety of challenges. • To continually try and improve and beat personal challenges 	<ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. <p>Golf</p> <ul style="list-style-type: none"> • To explore hitting technique and aiming towards a target. To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game.
--	--	---	---

Hartsfield Year 4 Curriculum

PSHE – Learning Objectives

Me and My Relationships

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.
- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Valuing Difference

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word respect and demonstrate ways of showing respect to others' differences.

Hartsfield Year 4 Curriculum

- Understand and identify stereotypes, including those promoted in the media.

Keeping Myself Safe

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
Suggest simple strategies for managing risk.
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Rights and Responsibilities

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Define the word influence;
- Recognise that reports in the media can influence the way they think about an topic;

Hartsfield Year 4 Curriculum

- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.

Being My Best

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).

Growing and Changing

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.
- Name some positive and negative feelings;
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways they can cope better with periods.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Hartsfield Year 4 Curriculum

PSHE - Curriculum	Autumn	Spring	Summer
	<p>Healthy lifestyle: -Making choices</p> <p>Keeping safe:</p> <ul style="list-style-type: none"> - Danger, risk or hazard? - Who helps us stay healthy and safe? - Picture Wise - Keeping ourselves safe. - Medicines: Check the label. - When feelings change - Under pressure. 	<p>Growing and changing :</p> <ul style="list-style-type: none"> -An email from Harold. -Moving House -All Change -What makes me ME? <p>Healthy relationships:</p> <ul style="list-style-type: none"> -Ok or not ok. -Islands -Human Machine -Can you sort it? -Together. -Different feelings. <p>Caring for the environment:</p> <ul style="list-style-type: none"> -Logo Quiz. -Volunteering is cool. 	<p>Valuing difference: Friend or acquaintance? What would I do?</p> <p>Rules, Rights and responsibilities: How do we make a difference? IN the news! The people we share our world with. Safety in numbers. That's such a stereotype. It's your right. Basic first aid.</p> <p>RSE week: Growing and changing . Puberty. Puberty changes and reproduction.</p>

Hartsfield Year 4 Curriculum

Year 4 RE – Learning Objectives	Autumn	Spring	Summer
Beliefs and practices <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce		
Sources of wisdom <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduction	Revisit
Symbols and actions <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
Prayer, worship and reflection <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Introduce	Revisit	Revisit
Identity and belonging <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	Introduce	Revisit	
Ultimate questions <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth	Introduce	Revisit	
Human responsibility and values <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. Respond	Introduce		

Hartsfield Year 4 Curriculum

thoughtfully to ideas about values, respect and human responsibility			
Justice and fairness <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce		
RE - Curriculum	Autumn	Spring	Summer
	<p>Making Connections</p> <ul style="list-style-type: none"> •Describe, make connections and reflect upon different features of the religions and worldviews. •Find out who Sikhs are and what they believe. •Sikh people use the 5K's to express commitment to their faith? •Place of worship and why it is significant in a religious community. •What meanings and significances are attached to special places including a Masjid (Mosque) and the Musulla (prayer space) and a church? •Understand the importance of rules for living •Illustrate how diverse communities can live together •Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. 	<p>Hinduism, Sikhism and Christianity</p> <ul style="list-style-type: none"> •Examine why belonging to religious communities may be valuable to followers •Understand the challenges of individual commitment to a community of faith or belief. •Examine the role of religious leadership •Observe and understand varied examples of how people of faith communicate their beliefs through prayer •Interpret a range of sources of wisdom including prayers 	<p>Special Books</p> <ul style="list-style-type: none"> •What special books do we have? What makes them special? •Examine a book special to someone religious, e.g. old family Bible. Why are the words contained important to a member of that faith group? •Discuss difference between special and sacred. (E.g. holy because the word of God) <p>Some books are special because they teach us things, we learn important skills.</p> <ul style="list-style-type: none"> •Make the connection that the special,

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> •Develop an understanding of the impact on individual believers •Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections. 	<ul style="list-style-type: none"> •Describe why and where worshippers connect to prayer and worship •Observe how people of faith communicate beliefs through sacred spaces and worship. •Discuss and present thoughtfully their own and others views about meaning, purpose and truth. •Consider the value of belonging to a religious community 	<p>sacred/holy books for Christians, Hindus and Sikhs</p> <ul style="list-style-type: none"> •How is the Bible regarded and handled by Christians? •What do we learn about Jesus/God through stories? •What is faith? •What is temptation?
--	--	---	--

Hartsfield Year 4 Curriculum

Y4 Science - Learning Objectives	Autumn	Spring	Summer
Working Scientifically (Lower Key Stage 2) <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 	Introduce	Revisit	Revisit
Living Things and their Habitats <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways 		Introduce	Revisit

Hartsfield Year 4 Curriculum

•Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		Introduce	Revisit
•Recognise that environments can change and that this can sometimes pose dangers to living things		Introduce	Revisit
Animals (including humans) •Describe the simple functions of the basic parts of the digestive system in humans	Introduce		
•Identify the different types of teeth in humans and their simple functions	Introduce		
•Construct and interpret a variety of food chains, identifying producers, predators and prey	Introduce	Revisit	
States of matter •Compare and group materials together, according to whether they are solids, liquids or gases		Introduce	
•Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)		Introduce	
•Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		Introduce	
Sound •Identify how sounds are made, associating some of them with something vibrating	Introduce		
•Recognise that vibrations from sounds travel through a medium to the ear	Introduce		
•Find patterns between the pitch of a sound and features of the object that produced it	Introduce		

Hartsfield Year 4 Curriculum

•Find patterns between the volume of a sound and the strength of the vibrations that produced it	Introduce		
•Recognise that sounds get fainter as the distance from the sound source increases	Introduce		
Electricity •Identify common appliances that run on electricity			Introduce
•Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers			Introduce
•Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery			Introduce
•Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			Introduce
•Recognise some common conductors and insulators, and associate metals with being good conductors			Introduce

Y4 Science - Curriculum	Autumn	Spring	Summer
	Animals (Including Humans) <ul style="list-style-type: none"> •Identify the main organs of humans •Draw and label organs •Make a model of the digestive system in humans. •Study different types and functions of teeth in humans and build up a picture. 	States of Matter <ul style="list-style-type: none"> •Solids, liquids & gases, investigate with a variety of materials. •Investigating gases using fizzy drinks. •Melting and cooling points using chocolate. 	Living things and Habitats <ul style="list-style-type: none"> •Identify large and micro habitats •Identify and classify animals •How humans can pose a danger to environments. •Effects on food chains such as producer dying out

Hartsfield Year 4 Curriculum

	<ul style="list-style-type: none"> •Effects of diet on our teeth. Teeth hygiene. <p>Sound</p> <ul style="list-style-type: none"> •Identify how sounds are made (vibrating) using rulers, tuning forks etc. •Investigate drums and percussion instruments that vibrate. Patterns between the pitch and volume of a sound and features of the object that produced it. •Make sound sandwiches How sound travels through a solid object, gas and a liquid. •Make and play own instruments using what they have found about pitch and volume. 	<ul style="list-style-type: none"> •Investigating the 3 states of water •Evaporation and condensation (the water cycle). <p>Living things and Habitats</p> <ul style="list-style-type: none"> •Classification keys to group and identify a variety of living things. •Environmental changes: how this can pose dangers to living things. 	<ul style="list-style-type: none"> •Chemicals from fertilizers and weed killers can pollute streams, rivers and the coastline and kill fish, water plants and invertebrates. <p>Electricity:</p> <ul style="list-style-type: none"> •Look at everyday devices that use electricity. •Understand that electricity needs a circuit and a source. •Construct a simple series circuit. •Identify and name basic part of electrical circuit & how a switch works. •Recognise common conductors and insulators.
--	---	---	--