



## Year 4

### RE:

- What are your rules for life? Buddhism, Islam, Christianity.

### English:

- Key genres: Letters, persuasive writing, stories with direct speech.
- Key Texts: Vajak Paw, The Iron Man, The Lost Thing

### Maths:

- Shape, statistics and position and direction. Times tables and Fluent in 5 to practice and consolidate prior learning.

### DT:

#### Electrical Systems:

- Simple programming and control
- Using Lego WeDo to make and program a robot.

### Music—

- Cathedral Choir—workshops and singing, understanding pitch and dynamics.

### Science:

#### WATER CYCLE & CHANGING STATES

- Compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature and dangers to living things.

## Rivers

**How does the journey of a river affect the way we use the land?**

### French:

- Food glorious food

### PE:

- Orienteering
- Tennis

### PSHE—3D PSHE

- Strengths,
- setting goals.

### Computing:

- Programming and control using Lego WeDo.

### Geography: Rivers

- Physical geography, including: rivers and the water cycle
- The journey of a river
- Water Cycle
- Estuaries and deltas
- Rivers of the World
- Local study—The River Eden



# Year 4

## Music:

- Cathedral Choir—workshops and singing, understanding pitch and dynamics.

## English:

- Key genres: non-chronological report, dilemma stories
- Key texts: Arthur and the Golden Rope
- Viking Myths and Legends

## Maths:

- Decimals, money, time. Fluent in 5 to practice and consolidate prior learning.

## Science:

### SOUND

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it

## History:

### VIKINGS AND ANGLO SAXONS

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking Raiders and Invaders
- Anglo Saxon Kings
- Dane Geld
- Viking Life
- Law and Justice
- The Last Anglo Saxon Kings
- Runes
- Longboats
- Longhouses, Food and drink

## How and why did the Anglo Saxons and Vikings come to Britain?

## PE:

- Rounders
- Athletics

## Art:

### LANDSCAPES—Textiles

- Exploring work of landscape artists e.g. Monet, Turner etc.
- Weaving landscapes

## PSHE—3D PSHE

- Connections,
- family links,
- celebrating diversity,
- money choices,

## RE:

- What does 'Love Thy Neighbour' mean?

## Computing:

- Audio editing— Using Audacity to edit audio recordings.



# How can I explore this at home?

## Books:

- Song of the Dolphin Boy by Elizabeth Laird and Peter Bailey
- The River Singers by Tom Moorhouse
- The Saga of Erik the Viking by T. Jones and M. Foreman
- Viking Boy by T. Bradman
- The Vikings: Raiders, Traders and Adventurers! By M. Williams
- Defenders: Killing Ground by T. Palmer

## Websites:

- <https://www.curriculumvisions.com>

(username: highhesket/0001 password: jungle)

- <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>

## Visits:

- Lancaster and Penny Street Basin— <https://canalrivertrust.org.uk/places-to-visit/lancaster-and-penny-street-basin>
- Lune Aqueduct—<https://canalrivertrust.org.uk/places-to-visit/lune-aqueduct>
- The Jorvik Viking Centre, York
- Holy Island of Lindisfarne, Northumberland

### **Rivers**

**How does the journey of  
a river affect the way we  
use the land?**

**How and why did the Anglo  
Saxons and  
Vikings come to Britain?**