MEIR HEATH ACADEMY

'Happy, Hardworking and Caring'

Thematic Plan
Year Four
Autumn Term

Topic Name	Autumn 1 *The Romans*	Autumn 2 *Rivers*
Whole Class Text	Romans on the Rampage A Roman Soldier's Handbook Diary of a Slave Escape from Pompeii	The Wind in the Willows
Hook and Trips	Dewa Trip to Chester	
Outdoor learning	Roman Timeline activity	
English Writing Units	Pompeii Narrative Roman Soldier's Handbook non-chronological report First person diary entry (diary of a slave)	Third-person and first-person narratives River poem Polar Express

GPS	**Grammar, punctuation, vocabulary and spellings** • Nouns and adjectives • Adverbs and verbs • Expanded noun phrase • Preposition • Pronouns • Choice of pronoun or noun • Present perfect instead of simple past • Tenses • Standard English was, were • Subordination • Fronted adverbial • Statement, question, command, exclamation • Conjunctions and time conjunctions • Determiners • Possessive apostrophe – plural and singular • Apostrophe in contraction • Capitals, full stop, question mark, exclamation mark, inverted commas, commas in lists • Word Families • Noun forming prefixes – sub, inter, super, anti, auto • Suffixes • Homophones and other confusable words • Different forms of prefix • Spelling word list and common exception words
History **(Keystage History)**	**Roman Britain and the Roman Empire** • The Roman Empire and its impact on Britain • Julius Caesar's attempted invasion (55 – 54BC) • The power of the Roman Army and what made them successful. • Successful invasion by Claudius • Boudicca as an example of British Resistance

Geography (Oddizzi)	**Rivers** • Describe and understand key aspects of physical geography, including rivers and the water cycle. • Describe and understand human geography, including types of settlement, land use, economic activity, including trade links and the distribution of natural resources • Name and locate key topographical features of the UK (including rivers and land use patterns) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art & Design		
Design & Technology (Kapow)	**Pavilions** **Design** • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics **Evaluate** • 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. **Technical Knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Music	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations.	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations.

Religious Education	• Explore religious cultural stories and teachings about the environment and identify and reflect their impact on behaviour.	• Investigate the importance of ceremonies in which special moments in the life cycle are marked.
Computing (Magpie)	**Computing Systems and Networks** • Use technology safely, respectfully and responsibly. • Recognise acceptable and unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. • Understand computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities that they offer for communication and collaboration.	**Computing Systems and Networks** • Use technology safely, respectfully and responsibly. • Identify a range of ways to report concerns about content and contact. **Creating Media** • Design and create a range of programs, systems and content that can accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Spanish (Language Angels)	**Regular Verbs** • 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 and 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 and using familiar words and phrases. • Present ideas and information orally to a range of audiences.	**The Seasons** • 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 and 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 and using familiar words and phrases. • Present ideas and information orally to a range of audiences.

Physical Education	**Netball** • Play competitive games modified where appropriate and applying basic principles, suitable for attacking and defending. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Netball** • Play competitive games modified where appropriate and applying basic principles, suitable for attacking and defending. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHE **(Jigsaw)**	**Being Me in My World** • I know that my attitudes and actions make a difference to the class team. • I understand who is in my school community, the roles that they play and how I fit in • I understand that my actions affect myself and others. • I understand how groups come together to make decisions. • I understand how democracy and having a voice benefits the school community.	**Celebrating Difference** • I understand that sometimes we make assumptions based on what people look like • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on. • I can tell you why witnesses sometimes join in the bullying and sometimes don't tell. • I can identify what is special about me and value the ways in which I am unique. • I can tell you a time when my first impression of someone changed and I got to know them.
Science **(Switched on 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. • Recognise that sounds get fainter as the distance from the sound source increases.	**States of Matter** • Compare and group materials together according to whether they are solid, liquid or gas. • Observe that some materials change state when they are heated or cooled. • Measure or research the temperature and which this happens in degrees celsius • Identify the part played by evaporation and condensation in the water cycle and associate rate of evaporation with temperature.

Thematic Plan
Year Four
Spring Term

Topic Name	Spring 1 *Rainforests*	Spring 2 *Vikings*
Whole Class Text	The Great Kapok Tree The Nutcracker	Viking Boy
Hook and Trips	New Vic theatre trip Drama Workshop	
Outdoor learning		
English Writing Units	Reply to author's note Persuasive piece for why we should save rainforests Non-chronological report on rainforests	Third person narrative Diary entry

GPS	**Grammar, punctuation, vocabulary and spellings** • Nouns and adjectives • Adverbs and verbs • Use of modifying adjectives, nouns and preposition phrases • Expanded noun phrase • Preposition • Pronouns • Choice of pronoun or noun • Present perfect instead of simple past • Tenses • Standard English did, done • Subordination • Fronted adverbial with a comma • Statement, question, command, exclamation • Matching verb forms to singular/plural nouns • Co-ordinating conjunctions • Determiners • Possessive apostrophe – plural and singular • Apostrophes for singular proper nouns ending in s e.g. James's toy • Apostrophe in contraction • Capitals, full stop, question mark, exclamation mark, inverted commas, commas in lists, capitals for names and sentences • Word Families • Noun forming prefixes – sub, inter, super, anti, auto • Suffixes • Spelling word list and common exception words
History **(Keystage History)**	**Anglo-Saxons** • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. • Anglo-Saxon invasions, settlement and kingdoms and village life. • Viking raids and invasion. • Resistance by Alfred the Great.

Geography **(Oddizzi)**	**Rainforests** • Recognise what a rainforest is and locate the world's rainforests on a map. • Recognise the different layers of life in a rainforest. • Recognise the features that make up a rainforest. • Describe the key characteristics of the Congo. • Describe and explain the impact of the deforestation of the rainforests. • Explain the importance of the Amazon rainforest.
Art & Design	
Design & Technology **(Kapow)**	**Torches** **Design** • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics **Evaluate** • 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. • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** • Understand and use electrical systems in their products [for example, series circuits in

Music	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations.	• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression.
Religious Education	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives	Research some key events in the development of a religious tradition and explain the impact on believers today
Computing (Magpie)	**Creating Media** • Use technology safely, respectfully and responsibly. • Recognise acceptable and unacceptable behaviour. • Identify a range of ways to report concerns about content and contact.	**Data and information – Data logging** • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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 • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns
Spanish (Language Angels)	**Language Angels** **Early language teaching** -Greetings - Shapes	**Language Angels** **Moving Up** -Little Red Riding Hood

Physical Education	**Clown (Dance and gymnastics)** • Perform dances using simple movement patterns • Develop flexibility, strength, technique, control and balance [for example, through	**Swimming** • 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.
PHSRE (Jigsaw)	**Dreams and Goals** • I can tell you about my hopes and dreams • I understand that sometimes hopes and dreams do not come true that this can hurt • I know that reflecting on positive and happy experiences can help me to counteract disappointment • I know how to work out the steps to take to achieve a goal even if I have been disappointed • I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	**Healthy Me** • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations • I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations • I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong

	Power it Up	**The Big Build**
Science (Switched on Science)	• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp or light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors.	• Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries: comparative and fair tests. • Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment. • Gather, record, classify and present data in a variety of ways to help them in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support their findings.

Thematic Plan
Year Four
Summer Term

Topic Name	Summer 1 *Day of the Dead*	Summer 2 *Proud Potters*
Whole Class Text	Day of the Dead Frida Kahlo Coco (film)	
Hook and Trips		Gladstone Pottery Museum
Outdoor learning	Go Outdoors	
English Writing Units	Non-chronological report Diary entry	Newspaper article Biography

GPS	**Grammar, punctuation, vocabulary and spellings**
	• Labelling word classes
	• Nouns and adjectives
	• Adverbs and verbs
	• Use of modifying adjectives, nouns and preposition phrases
	• Expanded noun phrase
	• Preposition
	• Possessive pronouns
	• Choice of pronoun or noun
	• Sentence and clauses
	• Present perfect instead of simple past
	• Tenses – tense consistency
	• Standard English did, done, was were
	• Noun phrase
	• Subordination
	• Fronted adverbial with a comma
	• Statement, question, command, exclamation
	• Matching verb forms to singular/plural nouns
	• Co-ordinating conjunctions
	• Determiners
	• Possessive apostrophe – plural and singular
	• Apostrophes for singular proper nouns ending in s e.g. James's toy
	• Apostrophe in contraction
	• Capitals, full stop, question mark, exclamation mark, inverted commas, commas in lists, capitals for names and sentences
	• Word Families – prefixes, suffixes
	• Suffixes – ous, -ation, -ly, -ous
	• Adding suffixes beginning with vowel letters
	• Spelling word list and common exception words
	• Spellings syllables written but not pronounced

History (Keystage History)	**Mayan Civilisation** • Why do we study the Mayan civilization in school? • Why did the Mayan Empire grow to be so powerful? • How different was life for the rich and poor at the height of Mayan civilisation? • How can we possibly know what it was like there 1000 years ago? • If the Maya were so civilised, why then did they believe in human sacrifice? • How can we solve the riddle of why the Mayan empire fell so suddenly?
Geography (Oddizzi)	
Art & Design	
Design & Technology (Kapow)	**Slingshot Cars** **Design** • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics **Evaluate** • Understand how key events and individuals in design and technology have helped shape the world. • 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. **Technical knowledge** • Understand and use mechanical systems in their products.

Music	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Listen with attention to detail and recall sounds with increasing aural memory	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Develop an understanding of the history of music. • Improvise and compose music for a range of purposes using the inter-related dimensions of music
Religious Education	Identify some of the ways in which religions name and describe attributes of God and make links with belief.	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.
Computing	**Repetition in shapes** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns about content and contact.	**Repetition in games** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	**Language Angels** **Moving Up** -Animals -Sé — I know how to…	**Language Angels** **Intermediate Teaching** -The Weather

Physical Education	**Swimming** • 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.	**Swimming** • 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.
PHSRE (Jigsaw)	**Relationships** • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that is I now longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	**Changing Me** • II understand that some of my personal characteristics have come from my birth parents • I can correctly label the internal and external parts of male and female bodies • I can describe how a girl's body changes for her to be able to have babies • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class
Science (Switched on Science)	**Living Things** • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things	**Teeth and Eating** • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.