



Year 4 - Autumn MTP

Subject	Geography Au2: UK Counties	History Au1: Anglo Saxons to 1066	RE Who were the Northern Saints?	PSHCE Au1: How do we treat each other with respect? Au2: What strengths, skills and interests do we have?	Science Au1: Sound Au2: States of matter
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Name and locate counties and cities of the UK, identifying human and physical characteristics, topographical features and land use patterns. Understand how some of these aspects have changed over time <input type="checkbox"/> Describe and understand key aspect of human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <input type="checkbox"/> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots <input type="checkbox"/> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> <input type="checkbox"/> The significance of Durham Cathedral (and other important Christian places in the North East) as a place of worship, pilgrimage and understanding of Christian heritage <input type="checkbox"/> Commitment shown through life in a monastic community/ religious order <input type="checkbox"/> How Christian faith impacted on the lives of the northern saints and the significance of their lives then and now 	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <input type="checkbox"/> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <input type="checkbox"/> The importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how sounds are made, associating some of them with something vibrating <input type="checkbox"/> Recognise that vibrations from sounds travel through a medium to the ear <input type="checkbox"/> Find patterns between the pitch of a sound and features of the objects that produced it <input type="checkbox"/> Find patterns between the volume of a sound and the strength of the vibrations that produced it <input type="checkbox"/> Recognise that sounds get fainter as the distance from the sound increases <input type="checkbox"/> Compare and group materials together, according to whether they are solids, liquids or gases <input type="checkbox"/> 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 <input type="checkbox"/> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Intent	Settlements through time—how/ why counties were divided and what they're known for	Second step in the journey through the history of the British Isles	How to become a saint and their significance to Christians. NS miracles.	Au1: Personal qualities Au2: Manners and how behaviour affects others	Au1: How sounds are made and travel to the ear Au2: Solid, liquid or gas and how materials change
Proposed sequence— not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> How and why counties were divided (Anglo Saxons) <input type="checkbox"/> General overview and county facts (largest, smallest, highest income, most populous, etc.) <input type="checkbox"/> County Durham—where, size, population, county and a city, what it's known for, symbolism within shield, etc. <input type="checkbox"/> Using a compass (practical) - link to compass on a map <input type="checkbox"/> Our border counties—relationships between counties, directions and compare <input type="checkbox"/> Key counties/ regions linked to produce/ trade (farming, steel, modern trade) <input type="checkbox"/> Counties in the other British Isles 	<ul style="list-style-type: none"> <input type="checkbox"/> AD and BC—Britain before and after the arrival of the Anglo-Saxons <input type="checkbox"/> Anglo-Saxon life (rich/ poor, men/ women/children, clothing, jobs, etc.) <input type="checkbox"/> Vikings arriving and trading around the world (long ships) <input type="checkbox"/> Wars and battles between Anglo-Saxons and Vikings <input type="checkbox"/> Farmers and craft workers (do they deserve their reputation?) COVERED AT DANELAW <input type="checkbox"/> Different laws and punishments (compare to modern day) <input type="checkbox"/> How it all ended ... 	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of 'monk', 'nun', and 'saint' <input type="checkbox"/> Aiden, Oswald, Boisil and Finan (growing popularity of Christianity) <input type="checkbox"/> Aelffaed and Hilda (female saints) <input type="checkbox"/> Eadfrith and the Lindisfarne Gospels <input type="checkbox"/> Cuthbert's life and the raid on Lindisfarne <input type="checkbox"/> Saint Bede and Aethelweald (academics) <input type="checkbox"/> Saint Godric (much later) 	<ul style="list-style-type: none"> <input type="checkbox"/> Our behaviours and situational behaviours <input type="checkbox"/> Our rights and responsibilities <input type="checkbox"/> How our behaviour, rights and responsibilities affect others <input type="checkbox"/> Discrimination <input type="checkbox"/> Response to behaviours, including reporting and aggression <input type="checkbox"/> What are personal qualities? Which are good and which are bad? <input type="checkbox"/> What is self-esteem? Skills attributes, strengths and interests <input type="checkbox"/> Achievements and self worth <input type="checkbox"/> Goal setting <input type="checkbox"/> Set-backs 	<ul style="list-style-type: none"> <input type="checkbox"/> What is sound? (explore) <input type="checkbox"/> Parts of the ear <input type="checkbox"/> What can go wrong with the ear? (teams given an 'ear issue' and they need to diagnose, explain and treat) <input type="checkbox"/> How sound travels (story of a soundwave) <input type="checkbox"/> Volume—link to sound wave (experiment to show how volume fades with distance) <input type="checkbox"/> Pitch—link to sound wave (draw sound waves to show differences) <input type="checkbox"/> Solid, liquid, gas observations and experiments <input type="checkbox"/> Solid, liquid, gas explanation <input type="checkbox"/> Reversible changes (melting and cooling) <input type="checkbox"/> Design and carry out own investigation (2 weeks) <input type="checkbox"/> Stages of the water cycle



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Subject	Computing 1: Online safety, 2: Coding, 3: Spreadsheets	D.T. Levers and linkages	Art	Spanish	Music How does music bring us together? How does music connect us to our past?	PE Athletics and OAA (and Rugby)
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Design, write and debug programs to accomplish specific goals <input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output <input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors) <input type="checkbox"/> Understand computer networks, including the internet <input type="checkbox"/> Use search technologies effectively <input type="checkbox"/> Select, use and combine a variety of software on a range of devices <input type="checkbox"/> Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> <input type="checkbox"/> Use research and develop criteria <input type="checkbox"/> Design innovative, functional and appealing products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a wider range of tools, materials and components <input type="checkbox"/> Investigate and analyse a range of existing products <input type="checkbox"/> Consider how to improve work <input type="checkbox"/> Use mechanical systems in products 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply drawing skills to a variety of media, exploring outcomes in an open-ended manner <input type="checkbox"/> Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli. <input type="checkbox"/> Layering of media, mixing of drawing media, 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and show understanding by joining in and responding <input type="checkbox"/> Link the spelling, sound and meaning of words <input type="checkbox"/> Engage in conversations <input type="checkbox"/> Speak in sentences <input type="checkbox"/> Accurate pronunciation and intonation <input type="checkbox"/> Present orally <input type="checkbox"/> Read carefully <input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> Broaden vocabulary, including through using a dictionary <input type="checkbox"/> Write and adapt phrases from memory <input type="checkbox"/> Describe people, places, things and actions orally and in writing <input type="checkbox"/> Understand basic grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Steady beat metre of 4/4 and 2/4 <input type="checkbox"/> Creating and copying rhythmic and melodic patterns: Minims, dotted crotchets, crotchets, quavers and semiquavers and their rests <input type="checkbox"/> The notes F G A B within the key of F major: listening, copying, improvising and composing <input type="checkbox"/> The notes C D E F G in the key of C major <input type="checkbox"/> Playing the notes G A B C# in the key of G major: listening, copying, improvising and composing <input type="checkbox"/> Composing using the notes G A B D E (Pentatonic scale) <input type="checkbox"/> Tempo, allegro, Adagio, Staccato <input type="checkbox"/> Melodic Shape: Intervals and steps <input type="checkbox"/> Dynamics, forte, piano, Solo / lead singer, backing vocals 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> Develop flexibility, strength, technique, control and balance <input type="checkbox"/> Take part in outdoor and adventurous activity challenges both individually and within a team
Intent	Apply skills to a range of software products within Purple Mash	Understand how a range of pop up actions work	Increasingly refined choices in drawing	Be able to speak with increasing fluency using full sentences.	Interesting time signatures Combining elements to make music	Develop a range of skills in track and field events and understand how to use a compass
Proposed sequence - not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> know what 'phishing' means and how to avoid scams online <input type="checkbox"/> Identify risks of installing free and paid for software <input type="checkbox"/> Difference between research and plagiarism <input type="checkbox"/> Give reasons for limiting screen time <input type="checkbox"/> Create a scene and algorithm <input type="checkbox"/> Create a program that includes IF statements <input type="checkbox"/> Use the X and Y in coding <input type="checkbox"/> Create a program that includes IF/ ELSE <input type="checkbox"/> Use variables when programming <input type="checkbox"/> Make a playable game <input type="checkbox"/> Formula wizard and formatting cells <input type="checkbox"/> Using the timer and spin buttons <input type="checkbox"/> Line graphs <input type="checkbox"/> Using a spreadsheet for budgeting <input type="checkbox"/> Exploring place value with a spreadsheet 	<ul style="list-style-type: none"> <input type="checkbox"/> What pop up card and books are <input type="checkbox"/> To experiment with tools and materials, making levers and linkages <input type="checkbox"/> To design the product using the brief <input type="checkbox"/> How to make the product <input type="checkbox"/> How to test and evaluate their own product 	Jaberwocky <ul style="list-style-type: none"> <input type="checkbox"/> Explore imagery within poetry. Explore illustrated pieces e.g. pieces by Chris Riddell, Tove Jansson <input type="checkbox"/> Explore how text and images can combine, building on Typography work from Year 3 <input type="checkbox"/> Experiment with mediums: wax crayons, paint, charcoal, pencil, pen, ink <input type="checkbox"/> Create personal response to imagery within the poem Mixed media <ul style="list-style-type: none"> <input type="checkbox"/> Explore work in a multi-media style, using foam - board, wax and ink to create pieces. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parts of the body (adjectives and gender) <input type="checkbox"/> Zoo animals and alphabet <input type="checkbox"/> Members of the family (short role play) <input type="checkbox"/> Pets (singular and plural) <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Hobbies <input type="checkbox"/> Revision of hobbies and me gusta and no me gusta <input type="checkbox"/> Recognise positive and negative statements in English and Spanish <input type="checkbox"/> Transport 	How does music bring us together? (Interesting time signatures) <ul style="list-style-type: none"> <input type="checkbox"/> Hoedown (part 1 and 2) <input type="checkbox"/> I'm always there (part 1 and 2) <input type="checkbox"/> Martin Luther King How does music connect us to our past? (Combining elements to make music) <ul style="list-style-type: none"> <input type="checkbox"/> Looking in the mirror (part 1 and 2) <input type="checkbox"/> Take time in life (part 1 and 2) <input type="checkbox"/> Scarborough Fair 	<ul style="list-style-type: none"> <input type="checkbox"/> Javelin <input type="checkbox"/> Shot putt <input type="checkbox"/> Discus <input type="checkbox"/> Long jump <input type="checkbox"/> Triple jump <input type="checkbox"/> Disability sports <input type="checkbox"/> Sprinting <input type="checkbox"/> Hurdles <input type="checkbox"/> Relay <input type="checkbox"/> Long distance running <input type="checkbox"/> Please see PE progression document for specific skills taught (OAA)