



Topic and Year Group

Year 4 – Oh the Places You’ll Go!- North America

English

Persuasive Letter Writing

- To identify the features of a persuasive letter
- To plan and write a persuasive letter with clear arguments and a strong conclusion
- To use persuasive techniques such as emotive language and logical reasoning

Fact Files

- To identify the features of a fact file
- To research key facts and information about a chosen topic (e.g., a country, city, animal)
- To plan a fact file, including headings, bullet points, and visuals
- To write and present a well-structured and informative fact file

Narrative Writing

- To explore story structures (beginning, middle, end) and character development
- To plan and write a narrative story with a clear plot and engaging characters
- To use descriptive language and varied sentence structures to create an engaging story

Calligrams

Maths

Money

- To solve problems with money

Time

- To understand years, months, weeks, and days
- To measure hours, minutes, and seconds
- To convert between analogue and digital times
- To convert to the 24-hour clock
- To convert from the 24-hour clock

Shape

- To understand angles as turns
- To identify angles
- To compare and order angles
- To classify triangles
- To classify quadrilaterals
- To identify and compare polygons
- To identify lines of symmetry

Position and Direction

- To describe position using coordinates
- To plot coordinates
- To draw 2-D shapes on a grid
- To translate shapes on a grid
- To describe translation on a grid

Statistics

- To interpret charts
- To calculate comparison, sum, and difference
- To interpret line graphs
- To draw line graphs
- To apply real-life data and statistics

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.
- Recognise that sounds get fainter as the distance from the sound source increases.
- 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.

Electricity

- 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.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- 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.



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RE

- **Christianity:**
Do people need to go to church to show they are Christians?
- **Humanism:**
What motivates Humanists to lead good lives?

Spanish

Unit 3: Esta es mi familia / This is my family

- Family members
- What I like to do (verbs + vocabulary)
- Feelings and emotions (adjectives)
- Express location
- Project: Create a family poster and present it to an audience

Spanish-speaking countries: Cuba

Geography/History

- To identify the different countries in North America
- To investigate and compare climates in North America
- To explore geographical features of North America
- To explore North American capital cities
- To learn about North America native people:
 - i) Mayas
 - ii) Inuit
 - iii) Cherokee

Art/D&T

- Myths and Legends

Trips/Events

- British Library
- World Fair
- Sports Day
- Summer Pudding
- ‘Little Big Me’ Day
- Happiness Day

PSHE/RSE

Relationships

- Jealously
- Loss
- Memories
- Getting on and Falling out
- Girlfriends and Boyfriends

Changing Me

- Unique Me
- Having a Baby (Alternative lesson for Piece 2)
- Girls and Puberty
- Circles of Change
- Accepting Change
- Looking Ahead



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STEAM

Interactive posters. Posters that can interact with people.

- Develop ideas for posters that can interact with people through sound, text and movement (outputs)
- Develop ways for people to activate the poster (inputs).
- Build and test posters.
- Display posters around the school.

Environmental sensors. Exploring sensors and building a monitoring device.

- What kind of environmental factors can we sense?
- How environmental sensors work.
- How is data presented and what does it tell us
- Build an environmental sensor unit using the Micro:bit.

Computing

Making an App

- Create an app using MIT App Inventor.
- Develop their knowledge of block programming
- Develop their knowledge and understanding of Graphic User Interfaces.

Coding environmental sensors

- Explore the Micro:bit environment sensor kit.
- Code the Micro:bit to sense environmental factors and produce data through graphs.
- Analyse the data and make inferences and predictions.

PE

- Athletics
- Cricket
- Sports Day practice

Drama/Dance

This term in **Dance** they will be consolidating their knowledge of patterning and spatial awareness, whilst continuing to work on the contrast of dancing in unison and canons. They will be implementing the technique they have learnt over the past 2 years and will be showcasing this in their dances for Summer Pudding.

Music

- Summer Pudding Preparation

Yoga

Yoga - consolidating previous moves – downward facing dog, butterfly, cat, soaring bird, kicking horse. Focusing on stillness during breath control.