



Merton Bank Autumn 2 Plan - Year 4



Subject		
	National Curriculum	Activities
History	N/A – Geography based term	
Art	<ul style="list-style-type: none"> • Uses line, tone and shade to represent things seen, remembered or imagined. • To develop block screen printing using more than one colour. • Explain choices of tools / materials using annotation reflecting on prior knowledge / experimentation • Annotation preference notes give reasons and show progression as a result 	Christmas Card Art Project – Block printing
Computing	<ol style="list-style-type: none"> 1. To create, modify and present documents for a particular purpose 2. To give constructive feedback to my friends to improve their work and refine my own work 3. To use photos, video and sound to create an atmosphere when presenting to different audiences. 4. To use an appropriate tool to share my work and collaborate online 5. To be confident at exploring new media to extend what I can achieve <p>Moviemaker</p> <ul style="list-style-type: none"> • Know how to combine and split video clips • Know how to - add titles, add transitions, add effects • Know how to add narration to a video • Know how to manage the sound (in both video clips and additional types) • Know how to preview your movie and make final adjustments • Know how to publish your movies – to a website (such as YouTube), to an external drive, DVD etc. • Understand the different types of video files e.g. MP4, Mov, WMV 	Moviemaker
Geography	<ul style="list-style-type: none"> • Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities. • Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. 	<p>Decide on the next Olympic host city</p> <p>Explore different major cities in different European countries</p> <p>Debate Write a letter to the Olympic Committee</p>

DT	<ul style="list-style-type: none"> • Gather information / research to inform their design and make sure it will be fit for purpose. • Model ideas using prototypes to meet an agreed design criteria. • Meets their own design criteria. • Can list and follow their own safety procedures once checked by adults. • Uses measuring skills to inform and aid their joining and assembling techniques. • Evaluate their ideas and products against a design criteria and consider the views of others to improve their work. • Talk about improvements that were made in the making process. • Adding circuits, bulbs and switches to a design. 	Create a city skyline with a bulb and switch
Science	<ul style="list-style-type: none"> • States of matter (• Can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, conductivity and response to magnets. • Knows that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Can demonstrate that dissolving, mixing and changes of state are reversible changes. • Can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible including changes associated with burning. • Can describe the simple physical properties of a variety of everyday materials.. • Can compare and group materials together, according to whether they are solids, liquids or gases. • Can 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. • Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Variety of experiments to observe properties changing</p> <ul style="list-style-type: none"> • Sieving • Evaporating • Condensation • Heating • Freezing
Music	<ul style="list-style-type: none"> • Rehearse and sing a song they have written. • Sing confidently, accurately and with an awareness of the audience. • Learn and perform a song with confidence and accuracy and memorised lyrics. • Play an instrumental accompaniment part on pitched percussion (glockenspiel), keyboards and own instruments during the instrumental part of a song. • Listen to a variety of songs and compositions, and each other's song verses. • Listening back to own an others work and giving feedback. • Listen to each other's improvisations and also to a variety of improvised music. • More focus on - • Sing confidently, accurately and with an awareness of the audience. • Learn and perform a song with confidence and accuracy and memorised lyrics. 	<p>Weekly Ukulele lesson</p> <p>Artist of the month</p> <p>Artist of the week</p> <p>Learn a Christmas song/create a music video</p> <p>Play instruments to the tune/beat</p>
PE	<ul style="list-style-type: none"> • Use a range of handling skills and begin to perform techniques for passing controlling, dribbling and scoring. • Begin to mark opponents and support players who are in defence. • Use attacking tactics and successful attack the opposition. • Begin to show signs of defending and attacking. • Can understand the rules of the game and adhere to them. 	Hockey

<p style="text-align: center;">PSHE</p>	<ul style="list-style-type: none"> • Extend strategies to cope with risky situations and personal safety • Developing confidence and responsibility and making the most of their abilities • Identify the range of skills needed in different jobs • Realise the nature and consequences of negative behaviour • Able to identify strategies to respond to negative behaviour constructively and ask for help • Develop skills needed for relationships e.g. listening, supporting and showing care • To understand the different strategies available in school and the wider community to support people with physical disabilities • Developing confidence and responsibility and making the most of their abilities • Be able to explain their views on issues that affect the school environment • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others 	<p>Bonfire night safety</p> <p>Anti-bullying week</p> <p>Road safety week</p> <p>Christmas activities/celebrations</p>
<p style="text-align: center;">RE</p>	<ul style="list-style-type: none"> • Explore different Christian beliefs about the Bible as the word of God • Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • Describe why some Christians might view the Bible as an important source of authority and moral guidance • Explain why Christians might have different views about how to interpret and apply the Bible • Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) • Discuss why people might have different views about what is right and wrong – and where these views might come from • Reflect on their own understanding of morality and where it comes from • Raise questions and discuss responses to different ideas about how to live well and the different sources of authority that humans might look to when making decisions about how to live their lives 	<p>Explore the Bible</p> <p>Discuss authority figures/why we follow these</p> <p>Discussions surround the celebration of Christmas</p>