















## Year 4

Year 4						
<b>Topic/Theme</b>	<b>Autumn:</b> Groovy Greeks		<b>Spring:</b> Traders and Raiders		<b>Summer:</b> What a Wonderful World	
<b>Knowledge Organiser</b>	<a href="#">Y4 KO Aut 1</a>	<a href="#">Y4 KO Aut 2</a>	<a href="#">Y4 KO Spr 1</a>	<a href="#">Y4 KO Spr 2</a>	Y4 KO Sum 1	Y4 KO Sum 2
<b>MTP</b>	<a href="#">Y4 MTP Aut 1</a>	<a href="#">Y4 MTP Aut 2</a>	<a href="#">Y4 MTP Spr 1</a>	Y4 MTP Spr 2	Y4 MTP Sum 1	Y4 MTP Sum 2
<b>Stunning Start:</b>	Scavenger hunt - at each spot they find a greek artefact with a letter of the Greek alphabet. Decode the word		Learn a viking chant - BBC Viking saga songs		Science experiment - land ice vs sea ice	
<b>Marvellous Middle</b>	Basileo & the labyrinth - play game & make a labyrinth <a href="https://intheplayroom.co.uk/2015/02/25/greek-mythology-inspired-labyrinth-cr aft-to-go-along-with-basileo-and-the-labyrinth/">https://intheplayroom.co.uk/2015/02/25/greek-mythology-inspired-labyrinth-cr aft-to-go-along-with-basileo-and-the-labyrinth/</a>		Viking Feast		Make a water cycle in a bag and tape to the window.	
<b>Fantastic Finish:</b>	Hold an Ancient Greek olympics		Dress up Day		Information morning for parents	
<b>English - writing</b>	<b>Year 4 Suggested Progressive Sequence</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
	<b>The Whale</b>	<b>Leaf</b>	<b>Arthur and the Golden Rope</b>	<b>The Lost Happy Endings</b>	<b>The Journey</b>	<b>Manfish</b>
						
	<b>Writing Outcome &amp; Writing Purpose</b>					
	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Outsider Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Myth Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Twisted Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Refugee Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Invention Narrative <b>Purpose:</b> To narrate
	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Information:</b> Polar Bears <b>Purpose:</b> To inform	<b>Information:</b> Defeating a Viking monster <b>Purpose:</b> To inform	<b>Persuasion:</b> Letter <b>Purpose:</b> To persuade	<b>Recount:</b> Diary <b>Purpose:</b> To recount	<b>Recount:</b> Jacques Cousteau Biography <b>Purpose:</b> To recount
<b>Curriculum Topic Driver</b>						
<b>Science:</b> Living things / Habitats / Animals		<b>History:</b> Vikings		<b>Geography:</b> Europe		



<p><b>Guided Reading</b></p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               The Girl who stole an Elephant - Nizrana Farook           </div> <div style="text-align: center;">               The Girl who stole an Elephant - Nizrana Farook           </div> <div style="text-align: center;">               How to Train your Dragon - Cressida Cowell           </div> <div style="text-align: center;">               How to Train your Dragon - Cressida Cowell           </div> <div style="text-align: center;">               The Lion, the Witch and the Wardrobe - C.S Lewis           </div> <div style="text-align: center;">               The Lion, the Witch and the Wardrobe - C.S Lewis           </div> </div>					
<p><b>Maths (Statistics must link to a science topic &amp; properties of shape should be Summer Term)</b></p>	<p>Place value (4 weeks)  Addition &amp; Subtraction (3 weeks)</p>	<p>Measurement Length &amp; perimeter (2 weeks)  Multiplication &amp; Division (3 weeks)</p>	<p>Multiplication &amp; Division (3 weeks)  Measurement: Area (1 week)  Fractions (1 week)</p>	<p>Fractions (3 week)  Money (2 weeks)  Measurement – Time (2 weeks)</p>	<p>Decimals (6 weeks)</p>	<p>Properties of shape (2 weeks)  Position and direction (2 weeks)</p>
<p><b>Science</b></p>	<p><b><u>Animals including humans:Teeth &amp; digestion</u></b> Children will describe the simple parts of the digestive system, identify teeth and their functions in humans and construct/interpret a variety of food chains.</p>	<p><b><u>Sound</u></b> _Children will identify how sounds are made, recognise the vibrations from sound and find patterns between volume, pitch and sound.</p>	<p><b><u>States of Matter</u></b> _Children will compare and group materials, identify solid/liquid/gas and understand evaporation/condensation in the water cycle.</p>	<p><b><u>Living things and their habitats</u></b> _Children will use classification keys to group living things in a variety of ways and recognise that environments/habitats can change - causing danger.</p>	<p><b><u>Electricity</u></b> -Children will Identify common appliances that run on electricity, construct a simple electrical circuit, conduct simple experiments and answer a series of investigative questions.</p>	<p><b><u>Scientists &amp; inventors</u></b> -Ask relevant questions and use an understanding of different types of scientific enquiries to best answer them. - Set up simple practical enquiries, comparative and fair tests. - Identify differences, similarities or changes related to simple scientific ideas and processes.</p>



	<b><u>Health and wellbeing</u></b>	<b><u>Relationships</u></b>	<b><u>Living in the wider world</u></b>
<b>P.S.H.E</b>	<ul style="list-style-type: none"> <li>Physical health and Mental well being</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>
<b>P.S.H.E - Cross curricular</b>	<ul style="list-style-type: none"> <li>Rich or Poor? How does this change our outlook on life? What could we do if we weren't as lucky as we are now?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>Identify difference between ways of lives</li> <li>What were homes like?</li> </ul>	<ul style="list-style-type: none"> <li>Wider impact on climate change, what is going to happen if we don't change something?</li> <li>Physical and personal changes/challenges</li> </ul>
<b>Geography</b>	<p><b><u>Autumn 2</u></b> Children will look at pictures and diagrams of cities in Greece in the past and be able to identify the different hemispheres as well as describing the main physical differences between cities and villages. They will use recognised symbols to mark out different physical and local areas on a map.</p>	<p><b><u>Spring 2</u></b> Children will understand and use compass points and be able to locate areas. They will look at settlements throughout the UK and compare Scandinavia to UK/Qatar. Children will compare human and physical features of these countries.</p>	<p><b><u>Summer 1</u></b> Children will locate the Tropic of Cancer/Capricorn and understand what is meant by the terms Longitude and Latitude. They will identify the term 'Climate zone' and research about global warming, climate change and recycling. Children will investigate how plants are used in mega diverse countries and how important they are to our sustainability.</p>
<b>History</b>	<p><b><u>Autumn 1</u></b> Children will learn about greek civilization and be able to place periods of history on a timeline, asking questions when necessary. They will research what it was like for men, women and children in the past and compare it with life now in Qatar.</p>	<p><b><u>Spring 1</u></b> Children will use a timeline to order events that happened in the past. They will look at the viking/anglosaxon impact on the UK and look at invasions. Children will compare and contrast evidence through the viking laws and justice systems and compare them to now.</p>	<p><b><u>Summer 2</u></b> Children will research the history of recycling and order them correctly into the correct time periods. They will use literacy and computing skills to communicate information about the past. Children will research the life of David Attenborough and look at the changes he has made in history.</p>
<b>Art</b>	<p><b><u>Autumn 1</u></b> <b><u>Artist Research</u></b> Children will learn about Antoni Gaudi and compare his work with modern artist, Elaine Goodwin. They will use inspiration from famous artists to replicate their own mosaic or vase painting in the style of Greek Art.</p>	<p><b><u>Spring 2</u></b> <b><u>Painting, Sculpture and Printing</u></b> Children will look at the technique of printing by using different colours, and different materials. They will use clay to create Anglosaxon brooches (The Pitney Brooch) and use recycled materials for a viking shield. Drawing/painting skills develop through viking art.</p>	<p><b><u>Summer 1</u></b> <b><u>Observational Drawings</u></b> Children will develop their technique of observational drawings of sea shells inspired by Georgia O'Keeffe and Amiria Gale. They will use research to inspire their drawings and explore the relationships between patterns and shapes.</p>
<b>DT</b>	<p><b><u>Autumn 2</u></b> <b><u>Materials &amp; Textiles</u></b> Children will create greek clothes for a family, designing their own patterns and</p>	<p><b><u>Spring 1</u></b> <b><u>Structures, Construction &amp; Mechanism</u></b> Children will create their own 3D Viking ship,</p>	<p><b><u>Summer 2</u></b> <b><u>Cooking/Nutrition</u></b> Children will grow their own cress and decide how to use their fresh food in a meal.</p>



	sewing using different techniques such as blanket stitch and a running stitch.		evaluate their design and explain how to strengthen and improve their design.		Discussion about the process of growing food and the benefits of being self sufficient will be discussed. Discuss what items are grown here in Qatar and learn about Qatar's local produce.	
<ul style="list-style-type: none"> <li>●Computer science</li> <li>●Information technology</li> <li>●Digital Literacy</li> <li>●E-Safety</li> </ul>	<p><b>Safe</b></p> <p>● ●</p> <p>Being safe, responsible digital citizens</p>	<p><b>iData</b></p> <p>●</p> <p>Introduction to data representation</p> <p>Hour of Code</p>	<p><b>iMail</b></p> <p>● ●</p> <p>Communicating and collaborating via email</p> <p>Safer Internet Day</p>	<p><b>iProgram Unit 1</b></p> <p>● ●</p> <p>Making shapes and navigating mazes</p>	<p><b>iProgram Unit 3</b></p> <p>●</p> <p>Programming puzzles with LightBot Laptops</p> <p>Digital Literacy Lesson</p>	<p><b>iAnimate</b></p> <p>● ●</p> <p>Introduction to animation Laptops</p>
PE	<p><b>Indoor Athletics &amp; Football</b></p> <p>To coincide with squads &amp; ECAs in preparation for upcoming fixtures. Indoor Athletics to focus on events in fixtures.</p>	<p><b>Football &amp; Health Related Fitness</b></p> <p>Understanding diet &amp; the importance of exercise. Study of heart rate &amp; the impact HIIT can have on HR.</p>	<p><b>Basketball &amp; Outdoor Athletics</b></p> <p>To coincide with squads &amp; ECAs in preparation for upcoming fixtures.</p>	<p><b>Gymnastics &amp; Dance</b></p> <p>Balance and sequential performance in gymnastics. Creating sequence in dance, use of the body and beat to inform choreography.</p>	<p><b>Badminton &amp; Volleyball</b></p> <p>4 shot types within volleyball. Team games. Working individually and in doubles with badminton.</p>	<p><b>Teambuilding</b></p> <p>Solving problems, assault courses/ obstacle courses. Developing tactics is a key focus.</p>
Music	<p>Learn songs about the Greeks</p> <p>Singing in 2/3 parts in simple triple time</p> <p>Compose a group piece with structure</p> <p>Listen to music describing the Greek Gods/Goddesses</p> <p>Compose their own piece describing a Greek God/Goddess with a Leitmotiv</p>		<p>Songs about the Vikings/Anglo Saxons</p> <p>Reading and playing Reading, playing and understanding</p> <p>Crotchet/Quaver/Minim/Semibreve notation using mnemonics</p> <p>Creating and notating own rhythms</p>		<p>Exploring the pentatonic scale</p> <p>Reading graphic notation</p> <p>Developing listening skills</p> <p>Describing music using musical and non-musical terms</p> <p>Composing and notating pentatonic melodies</p> <p>Improvising melodies to a backing track</p> <p>Combining tuned, untuned percussion and singing</p>	
Arabic	<p><b>Reading Topics:</b></p> <p>My Allah protects Sheikh Tamim (poetry), The Falcon, Enjoyable Trip to Souq</p>	<p><b>Reading Topics:</b></p> <p>At the end of the term there are assessments in Reading, writing and listening.</p>	<p><b>Reading Topics:</b></p> <p>The old Flashlight, My Arabic Language (poetry), How to borrow a</p>	<p><b>Reading Topics:</b></p> <p>The Museums, Compelling Impossible (Ghanem AL-Muftah), The</p>	<p><b>Reading Topics:</b></p> <p>My computer (poetry). My favorite Hobby, The Sun</p>	<p><b>Reading Topics:</b></p> <p>Beautiful Feathers (story), Leopard and Hippo (story). In the end of the term there are</p>



	Alwakrah.		book.	youngsters Creators, In the end of the term there are assessments in Reading, writing and listening.		assessments in Reading, writing and listening In the end of the term there are assessments in Reading, writing and listening.
<b>Spanish</b>	<p><b><u>Free time</u></b></p> <p>This module takes place over the Autumn term and by the end, learners will be able to talk about what they do in their free time, looking at sports, electronics and reading. They will also look at the weather and talk about how the weather affects the activities that they do.</p> <p><b>Grammar focus:</b> explicit understanding of gender in Spanish</p> <p><b>Assessment:</b> KUS Autumn term</p> <p><a href="#">Knowledge organiser Term 1</a></p>	<p><b><u>Food Healthy living</u></b></p> <p>This module takes place over the Spring term and by the end, learners will have spent more time consolidating their knowledge of gender and plurals through giving opinions about different types of food and if it is healthy. They will also be able to describe painting with shapes and colours.</p> <p><b>Grammar focus:</b> verb/noun/adjective plurals</p> <p><b>Assessment:</b> KUS Spring term</p> <p><a href="#">Knowledge organiser Term 2</a></p>	<p><b><u>Home and city</u></b></p> <p>This module takes place over the Summer term and by the end, learners will confidently be able to use adjectival agreement to be able to physically and characteristically describe themselves and people in their families. They will also be able to describe their homes and bedrooms with the correct adjectives</p> <p><b>Grammar focus:</b> adjectival agreement</p> <p><b>Assessment:</b> KUS Summer term</p> <p><a href="#">Knowledge organiser Term 3</a></p>			
<b>Qatar History</b>	<p><b><u>Ancient History of Qatar and the Arabian Gulf region</u></b></p> <p>Ancient civilisation and the history of Qatar</p>	<p><b><u>Islam in the Arabian Gulf region</u></b></p> <p>The rise of Islam in the Arabian Peninsula and Qatar's role in the movement of Islamic conquests</p>	<p><b><u>The Arab-Islamic identity</u></b></p> <p>The Arab-Islamic identity and The State of Qatar's role in preserving this identity</p>			
<b>Cross-Curricular Writing Opportunities</b>	<p>Diary of a greek child showing how life used to be (H)</p> <p>Postcards between Qatar and Greece (H)</p> <p>Information piece about the different hemispheres (G)</p>	<p>Diary entry from a viking about when they invaded Britain. (H)</p> <p>Information poster about settlements in the UK - advertisement? (G)</p> <p>Information Booklet about Britain (H/G)</p>	<p>History of Recycling (H)</p> <p>Informative Google Slide about Global Warming/Coral Bleaching (G)</p> <p>Informative Posters about the conditions of the world (H)</p>			



	<p>Recorded news article about the difference between a village and a city (H)</p> <p>A visitor's guide to Athens (H/G)</p> <p>Fact File about Greek Gods/Goddesses (H)</p>	<p>Create their own viking dessert recipe (D&amp;T)</p> <p>Instruction writing for Anglosaxon brooch (Art)</p>	<p>Fact file about Grete Thunberg/David Attenborough (G)</p> <p>Create a rap about recycling and video to share with other classes.</p>
<b>Cross-Curricular Maths Opportunities</b>	<p>Design a greek counting system</p> <p>Greek mathematics</p> <p>Create a greek house using area and perimeter and measuring to scale</p> <p>Work out how many years ago greek civilization was a thing and create a timeline of events</p>	<p>Viking runes</p> <p>Create word problems using viking runes and alphabet.</p> <p>Calculate the area and perimeter of a settlement in the UK. Create own viking settlements to find the area and perimeter of.</p> <p>Roleplay - buying and selling using money</p>	<p>Percentage of global warming - converting to decimals</p> <p>Investigating the shapes of countries/oceans</p> <p>Creating compass' for people to use</p> <p>Locate countries using direction - blindfold game</p>

Trips, Visitors & Enrichment Opportunities (Can we include an outdoor adventure visit)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic related:</b> Souq - Geography based - map skills	<b>Cross curricular:</b> Camp out and Aspire Park		<b>Cross curricular:</b> Sheikh Faisal Museum	<b>Topic related:</b> Beach Clean up	<b>Cross curricular:</b> Kidzania