

**Year 4 Enquiry  
Term 1-3**

Enquiry question	What is the difference between sound and noise? (Term 1)	Why do we live here? (Term 2)	What is creativity? (Term 2)	Why are more people becoming vegetarian? (Term 3)
<b>Number of weeks</b>	6	4	3	6
<b>Lead state of being &amp; coverage</b>	<p><b>Scientist -</b> identify how sounds are made, recognise that vibrations from sounds travel through a medium to the ear.</p> <p><b>Working Scientifically -</b> setting up simple practical enquiries, comparative and fair tests. - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p><b>Geographer -</b> locate the world's countries, identify latitude, longitude, equator, Tropics of Cancer, hemispheres, Arctic Circle. Describe the key aspects of physical geography. Geographical skills - use maps, atlases etc. Fieldwork - observe, measure and record</p>	<p><b>Artist -</b> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay- learn about great artists, architects and designers in history.</p>	<p><b>Scientist-</b> Animals, including humans            - 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.</p> <p><b>Working Scientifically -</b> identifying differences, similarities or changes related to simple scientific ideas and processes</p>

Supporting states of being & coverage	<p><b>Musician</b> - play and perform, improvise and compose, listen and recall with increasing aural memory</p> <p><b>Engineer</b> - design, research and develop, make and evaluate</p>	<p><b>Historian</b> - historical skills, note connections, contrasts and trends, address and devise historically valid questions, construct informed responses, understand how our knowledge of the past is constructed from a range of sources. Historical knowledge- the achievements of the earliest civilizations – an overview of where &amp; when the first civilizations appeared &amp; an in-depth study of one: the Indus Valley/Ancient Sumer/Shang Dynasty</p> <p><b>Artist</b> - improve their mastery of art techniques, learn about great artists, designers and architects</p>	<p><b>Engineer</b> - T evaluate - understand how key events and individuals in DT have helped shape the world.</p> <p><b>Musician</b> - improvise and compose, listen with attention, appreciate and understand a wide range of music.</p>	<p><b>Engineer</b> - DT cookery: healthy diet, prepare and cook savoury dishes using a range of cookery techniques. Understand seasonality and where food comes from.</p>
<b>Wider experiences (trips, outdoor learning, visitors)</b>	STEM ambassador	Local area walk	Local artist visit	STEM ambassador
<b>International Learning opportunities</b>		Diwali & celebration of world music		
<b>50 Experiences linked to Enquiry</b>	Play a new Instrument (39)	Use a map to find somewhere in Chippenham	Create a piece of wild art	Grow a vegetable in the school garden

**Year 4 Enquiry  
Term 4-6**

Enquiry question	Who stood here before us? (Term 4)	How can we switch off? (Term 5)	Where does our water come from? (Term 5 &6)	What should you flush down the loo? (Term 6)
Number of weeks	6	4	4	6
Lead state of being & coverage	<p><b>Historian</b> -History skills: - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; - note connections, contrasts and trends over time; Investigating different sources of information used to inform us about the past.</p>	<p><b>Scientist</b> - identify common appliances that run on electricity; - construct a simple series electrical circuit.</p> <p><b>Working Scientifically</b> - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p><b>Scientist</b> - States of matter - compare and group materials together, according to whether they are solids, liquids or gases;</p> <p><b>Working Scientifically</b> - asking relevant questions and using different types of scientific enquiries to answer them. - setting up simple practical enquiries, comparative and fair tests.</p>	<p><b>Scientist</b> - - 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.</p> <p><b>Working Scientifically</b> - using straightforward scientific evidence to answer questions or to support their findings.</p>

Supporting states of being & coverage	<p><b>Artist</b> - improve their mastery of techniques: sculpture. Learn about great artists, designers and architects</p> <p><b>Working Scientifically</b> - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	<p><b>Geographer</b> - describe and understand key aspects of human geography: the distribution of natural resources inc energy, locate countries, describe land use patterns.</p> <p><b>Engineer</b> - understand and use electrical systems in their products</p>	<p><b>Geographer</b> - name and locate counties and cities of the UK, geographical regions, human and physical characteristics (hills, coasts and rivers), describe key aspects of physical geography (water cycle), use 8 points on a compass symbols and keys to build knowledge of the UK and the wider world. <b>Artist</b> - improve their mastery of art and design techniques, learn about great artists.</p>	<p><b>Engineer</b> - evaluate a range of existing products, evaluate ideas against a design criteria, consider the views of others to make improvements.</p> <p><b>Geographer</b> - locate world countries (Europe inc Russia). N and S America, concentrate on environmental regions, key physical and human characteristics, countries and major cities.</p>
<b>Wider experiences (trips, outdoor learning, visitors)</b>	Local speaker	STEM ambassador	Trip to local river	Environmental protest
<b>International Learning opportunities</b>				
<b>50 Experiences linked to Enquiry</b>	Visit a local historical site	Visit a woodland in each season	10. Taking a stroll by the River Avon	Take a stroll by the River Avon

**Year 4 Discrete Teaching  
Terms 1-3**

	<b>Term 1 (Autumn 1)</b>	<b>Term 2 (Autumn 2)</b>	<b>Term 3 (Spring 1)</b>
<b>Computing</b>	<b>Online safety</b> - Digital literacy and online safety	<b>Collaborative learning</b> - Digital literacy and online safety	<b>Computational Thinking</b> -
<b>RE (Discovery)</b>	<b>Judaism</b> - How special is the relationship Jews have with God?	<b>Christianity</b> - What is the most significant part of the Nativity story for Christians today?	<b>Judaism</b> - How important is it for Jewish people to do what God asks them to do?
<b>PSHE (Jigsaw)</b>	Being me in My World	Celebrating difference	Dreams and Goals
<b>Music (Charanga)</b>	<b>Charanga:</b> Mamma Mia - Listen with attention to detail.	<b>Charanga</b> - Glockenspiel 2 - Play and perform, use and understand notation.	<b>Charanga</b> - Stop! - appreciate music from different traditions.
<b>French / Spanish</b>	Parts of the body	Zoo animals	My family
<b>PE Indoors</b>	Fundamentals	Real PE – gymnastics	Real PE – dance
<b>PE Outdoors</b>	Hockey	Netball	Handball

<b>English - writing</b>	Talk 4 Writing Adventure at Sandy Cove - Finding Story	Talk 4 Writing - writing fiction	Talk 4 Writing - Non Chronological report writing.
<b>English - Reading</b>	Varmints by Helen Ward - Link it and Compare it (compare and contrast with other books by the same author). Tin Forest and The Boat - Helen Ward	Firework makers daughter by Phillip Pullman - Understand it, predict it! Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Respond to it!	Bean to bar chocolate text - Understand it! Find it! Retrieve and record information from non-fiction accurately
<b>Maths</b>	Number: place value,  Number: Addition and subtraction	Measurement: length and perimeter  Number: multiplication and division	Measurement: length and perimeter  Number: multiplication

**Year 4 Discrete Teaching  
Terms 4-6**

	<b>Term 4 (Spring 2)</b>	<b>Term 5 (Summer 1)</b>	<b>Term 6 (Summer 2)</b>
<b>Computing</b>	<b>Investigating weather</b> - Computational thinking/Digital literacy & online safety	<b>Further Scratch coding</b> - Computational thinking	<b>Website design/html</b> - digital literacy, online safety and computational thinking
<b>RE (Discovery)</b>	<b>Christianity</b> - Is forgiveness always possible?	<b>Judaism</b> - What is the best way for a Jew to show commitment to God?	<b>Christianity</b> - Do people need to go to church to show they are Christians?
<b>PSHE (Jigsaw)</b>	Healthy me	Relationships	Changing me
<b>Music (Charanga)</b>	<b>Charanga:</b> Lean on Me - listen with attention to detail and recall sounds with increasing aural memory	<b>Charanga:</b> Blackbird - play and perform in solo and ensemble contexts, using their voices.	<b>Charanga:</b> Rewind and replay - develop an understanding of the history of music.
<b>French / Spanish</b>	Pets and Easter	Hobbies	Holidays and exploring France/Spain
<b>PE Indoors</b>	OAA	Golf	Athletics
<b>PE Outdoors</b>	Basketball	Rounders	Tennis
<b>English - writing</b>	Talk 4 Writing - Diary writing.	Talk 4 Writing - writing instructions.	Talk 4 Writing - Letter writing

<b>English - Reading</b>	Romulus and Remus - Read it! Think about it! Diary of a Roman Slave - Think about it & compare to other diaries (Anne Frank etc.)	Iron Man - Read it! Think about it! Summarise it! Understanding the meaning of vocabulary in context (reading around the word for meaning) -Justifying predictions and inferences with evidence from the text. - Comparing how different characters feel towards the same event.	The rhythm of rain - Predict it! Butterfly Lion by Michael Morpurgo - Respond to it! Author use of language. Understanding Vocabulary Understanding Character choices, emotions and thoughts.
<b>Maths</b>	Number: Fractions  Number: Decimals	Number: Decimals  Measurement: Money  Measurement: Time	Statistics,  Geometry: Properties of Shape  Geometry: Position and Direction