

English

Story - Historical setting
Diary Entry - Guard sees ghost
Informal Letter - from Hamlet to Friend
Play Script - Missing Scene from Hamlet
Non-chronological Report - Shakespeare's life

Maths

Following scheme but looking at centuries within History and measure in DT.

Science

Sound

- To describe how sound is made.
- To explain how sound travels from a source to our ears.
- To explain the place of vibration in hearing.
- To explore the correlation between pitch and the object producing a sound.
- To explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- To describe what happens to a sound as it travels away from its source.

Animals, including humans

- To identify and name the parts of the human digestive system.
- To describe the functions of the organs in the human digestive system.
- To identify and describe the different types of teeth in humans.
- To describe the functions of different human teeth.
- To use food chains to identify producers, predators and prey.
- To construct food chains to identify producers, predators and prey.

Geography - Tudor exploration

To carry out research to discover features of villages, towns and cities.
To plan a journey to a place in England.
To collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
To explain why people may be attracted to live in cities.
To explain why people may choose to live in one place rather than another
To locate the Tropic of Cancer and Tropic of Capricorn.
To explain the difference between the British Isles, Great Britain and the United Kingdom
To know the countries that make up the European Union.
To find at least six cities in the UK on a Map.
To name and locate some of the main Islands that surround the United Kingdom.
To name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

Key question

Year 4 Autumn 2017
What would life be like in
Shakespearean Hull?

History - Tudor life

To plot events on a timeline using centuries.
To use my mathematical skills to round up time differences into centuries and decades.
To explain how the lives of wealthy people were different from the lives of poorer people.
To explain how historic items and artefacts can be used to help build up a picture of life in the past.
To explain how an event from the past has shaped our life today.
To research two versions of an event and explain how they differ.
To research what it was like for children in a given period of history and present my findings to an audience.

Art - Tudor portraits

Art

To explain some of the features of art from historical periods.
To show facial expressions and body language in sketches and paintings.
To use marks and lines to show texture in my art.

Design Technology

To use ideas from other people when I am designing.
To produce a plan and explain it.
To evaluate and suggest improvements for my designs.
To measure accurately.
To know how to be both hygienic and safe when using food.

Computing

We will learn to write code to create effects and movements for sprites and objects.

We will study online safety and its implications for us.

We will begin working with data manipulated through spreadsheets.

Music

Wider Opportunities
Brass lessons

Listening and appraising Tudor music

R.E

Why is light important in festivals of different religions?

We will look at similarities and differences between celebrations and festivals from various religions.

P.E

Football
Rugby

Creativity Driver

Creative writing,
Acting,
Art and DT

Social and Emotional Well-being Driver

First impressions of the characters in Hamlet.

Enterprise Driver

Selling Tudor foods

Basic Skills Driver

Children will access different types of text through reading and writing.