**History**

**The Americas**

- To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.

- To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.

- To research some countries and cities in North and South America, and identify similarities and differences.

- To be able to name, locate and describe some of the main environmental regions of North and South America

- To research the historic Route 66 and some of the cities it went/goes through

- To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation

**Maths**

**Number: Place Value**

**Number: Addition and Subtraction**

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Science**

**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. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

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**Art**

**Sketching:**

- Collect visual images of famous styles/buildings

- Create sketch books to record observations and use to review and revisit ideas

- Annotate sketches to explain and elaborate. Discuss improvement and demonstrate development

- Use of viewfinders

- Use shading to show light and shadow in different media - Improve mastery in range of materials (pencil, charcoal, pastel)

**English**

**Genres to cover:**

- Story with PSHE links

- Narrative – stories with familiar settings

- Poetry - Poetic forms, list poems

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Year 4 Overview**

 ***Autumn 1***



**Computing**

**Music Technology**

• Learn about the genre of EDM and the characteristics  that make up this genre

• Learn the meaning of the term Sub-genre and focus on  3 sub genres of EDM - House, Dubstep and

Drum&Bass and their characteristics

• Strong focus on drums and rhythm and how different  rhythmic patterns at different tempos are key to  making sub genres of EDM

• Further develop skills on garage band introducing the  drum machine and synthesisers, the fx and basic  mixing skills to produce a song of each sub genre

**PE**

**Fundamentals:**

**-** To develop balancing and understand the importance of this skill.

- To understand how to change speed and be able to demonstrate good technique when running at different speeds.

- To develop technique and control when jumping, hopping and landing.

- To develop skipping in a rope.

**Athletics:**

- To develop stamina and an understanding of speed and pace in relation to distance.

- To develop power and speed in the sprinting technique.

- To develop technique in jumping for distance

 - To develop power and technique when throwing for distance.

- To develop a pull throw for distance and accuracy.

- To develop officiating and performing skills.

**Spanish**

**Areas to cover:**

- Let’s start!

- Countries that speak Spanish

- Classroom instructions

**Trips and Visits**

**Music**

-Performing as a Year group choir.

-Practice in small group lessons and orchestra,

-Reading new rhythms, faster “tika-tikas” and longer “two” beat notes.

-Confidently read notes on our music clefs - C (viola) G (violin) or F (cello) for the different instruments.

**PSHE**

**Identity, society and equality: Democracy**

- Learn about Britain as a democratic society

- Learn about how laws are made

- Learn about the local council