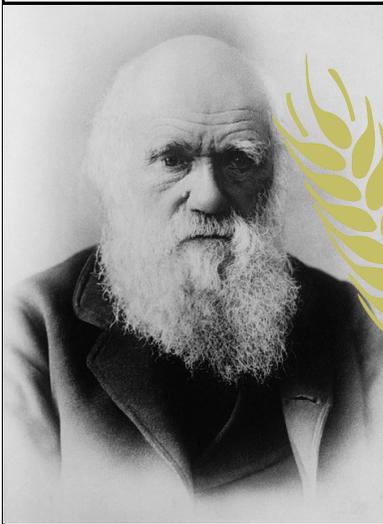


**Year 4:** Autumn Term  
**Topic Title:** A Night at the Museum  
**Inspiration Day:** Stone Age Day! TBC  
**End Product:** A museum featuring all of our artwork, history displays and science activities.



## Core Areas of Learning

### Writing

Transcription: To present neatly  
 To spell correctly  
 To punctuate accurately  
 Composition: To write with purpose  
 To use imaginative description  
 To organise writing appropriately  
 To use paragraphs  
 To use sentences appropriately  
 Analysis and presentation: To analyse writing  
 To present writing

### Reading

To read words accurately  
 To understand texts  
 To infer meaning from both fiction and non fiction texts.

### Mathematics

To know and use numbers  
 To add and subtract  
 To order numbers to 10,000  
 To round to the nearest 10, 100 and 1000  
 To multiply and divide  
 To measure the perimeter  
 To understand and use negative numbers  
 To understand Roman Numerals

### Science

By working scientifically to answer questions, we will compare and group together different kinds of rocks on the basis of their simple, physical properties. We will also relate the simple physical properties of some rocks to their formation (igneous or sedimentary). We will learn to describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. We will also learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

### Computing

To learn how to create our own games using Scratch and iPad apps.  
 To use technology safely, respectfully and responsibly.  
 To use sequence, selection, and repetition in programs.  
 To work with variables and various forms of input and output.

### Communication

To listen carefully and understand  
 To develop a wide and interesting vocabulary  
 To speak with clarity  
 To tell stories with structure  
 To hold conversations and debates

## Essentials for Learning

### Art & Design

We will use still life as a focus for mastering the skills of drawing and painting. We will develop our initial sketches into more developed still life arrangements finished with watercolour. We will take inspiration from Henri Matisse to help us master collage and printing when use a water colour wash and overlay a natural shape collage from cut out paper and add to this by using natural materials for printing.

### Music

We will perform by learning songs. We will do this by learning to sing from memory with accurate pitch, sing in tune and maintain a simple part within a group. We will learn to pronounce words within a song clearly, show control of voice and perform with control and awareness of others. We will learn to describe music, including the use of the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.

### Geography

Geography is not covered during this topic.

### History

We will learn about early human settlements and how hunter-gatherers gradually became farmers. We will also examine the history of Darwin and his fossil discoveries and consider where all of these events and periods fit in time. We will use a range of different methods to share our historical knowledge , including videos and oral presentation.

### Religious Education

RE is not covered during this topic.

### Physical Education

For our orienteering lessons we will use maps, compasses and digital devices to orientate ourselves.

For our invasion games lessons, we will learn to choose appropriate tactics to cause problems for the opposition. follow the rules of the game and play fairly. We will also develop our skills to pass to team mates at appropriate times and lead others and act as a respectful team member.

### Cooking

We will learn to prepare ingredients hygienically using appropriate utensils. We will measure ingredients to the nearest gram accurately and follow a recipe.

### Design & Technology

We will find out about the invention of the wheel and consider how Stone Age people lived before wheels were invented. We will design and construct a moving cart for the Neolithic period. We will take inspiration from historical designs to make and then evaluate our own models of what these cart might have looked like to form part of a display for our final museum.

### Personal Development

In the area of relationships, we will learn to explain and weigh up different points of view people may hold and can take these into account when expressing and justifying our own opinions and feelings. We will think about how our lives will change by explaining the changes that we are looking forward. We will try to identify which changes are within our control and how we can prioritise the changes we would like to make and the approaches we will use to tackle these changes.

## Curriculum Drivers

### Social & Emotional Welbeing

As people concerned with being confident in ourselves we will:

- Speak clearly to communicate our historical and scientific findings to the rest of the class.
- Take a lead role within a group when we are working collaboratively to investigate , design or create something.

### Possibilities

As people who like to consider different possibilities we will:

- Think about how, by investigating the past, we can consider how best to shape our future.
- Use our experiences as scientists, geologists, palaeontologists and museum curators to think about what we might like to be in the future.

### Outdoor Learning

As people who enjoy learning in the environment around us we will:

- Consider the importance of the outdoor world for early human hunter-gatherers and how their ability to understand and manipulate their environment led to the development or farming.
- Think about our responsibility for looking after the environment around us, especially as we have the power to shape and manipulate it.

### Enquiry

As people interested in asking questions about our learning we will:

- Think about how, as historians and scientists, we can frame questions that we can use as a starting point for our enquiry.
- Consider how, by using a questioning approach, historians are able to reach conclusions about historical events and artefacts. We will then use this to arrive at our own conclusions about historical ideas.