

# Thorpepark Academy MTP Learning objective mapping



Year: 4

Class: PF AR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic/Theme</b>	The Romans	What's on the menu?	Colour extravaganza	Water, water everywhere	Ancient Egypt	Ancient Egypt Electricity	
<b>Science</b>		<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>*compare and group materials together, according to whether they are solids, liquids or gases</li> <li>*observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>*identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Investigation Skills</b></p> <ul style="list-style-type: none"> <li>*asking relevant questions and using different types of scientific enquiries to answer them</li> <li>*setting up simple practical enquiries, comparative and fair tests</li> <li>*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>*reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>*identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>*using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<p><b>Living things in their habitat</b></p> <ul style="list-style-type: none"> <li>*recognise that living things can be grouped in a variety of ways</li> <li>*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>*recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>*describe the simple functions of the basic parts of the digestive system in humans</li> <li>*identify the different types of teeth in humans and their simple functions</li> <li>*construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Investigation Skills</b></p> <ul style="list-style-type: none"> <li>*asking relevant questions and using different types of scientific enquiries to answer them</li> <li>*setting up simple practical enquiries, comparative and fair tests</li> <li>*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>*gathering, recording, classifying and presenting data in a variety of ways to help in answering 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sound and the strength of the vibrations that produced it</li> <li>*recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>*identify common appliances that run on electricity</li> <li>*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>*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</li> <li>*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>*recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Investigation Skills</b></p> <ul style="list-style-type: none"> <li>*asking relevant questions and using different types of scientific enquiries to answer them</li> <li>*setting up simple practical enquiries, comparative and fair tests</li> <li>*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>*reporting on findings from enquiries, including oral and written explanations, displays or</li> </ul>

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						<p>presentations of results and conclusions *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>*identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>*using straightforward scientific evidence to answer questions or to support their findings.</p>
<b>History</b>	The Roman Empire and its impact on Britain					The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt
<b>Geography</b>		<p><b>Locational knowledge</b> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Geographical skills and fieldwork</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure</p>		<p><b>Locational knowledge</b> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> To describe and understand key aspects of physical geography,( including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)</p> <p>To describe and understand key aspects of human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p><b>Place knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	

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		grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider World		resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider World		
<b>Computing</b>	*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

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<p><b>Art</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint]</p>		<p>To improve their mastery of art and design techniques, including drawing, painting including a range of materials [for example, charcoal]</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>	
<p><b>DT</b></p>		<p><b>Cooking and nutrition</b>                  To understand and apply the principles of a healthy and varied diet                  To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques                  To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Design</b>                  To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b>                  To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately                  To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b>                  To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work                  To understand how key events and individuals in</p>	<p><b>Design</b>                  To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>Make</b>                  To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate</b>                  To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical knowledge</b>                  To apply their understanding of how to strengthen, stiffen and reinforce more complex structures                  To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p><b>Design</b>                  To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b>                  To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b>                  To understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b>                  To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>

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			design and technology have helped shape the world			To apply their understanding of computing to program, monitor and control their products.
<b>RE</b>	<p><b>Belief in the community (Christianity)</b></p> <ul style="list-style-type: none"> <li>-explore religious stories that identify how believers are expected to behave</li> <li>-explain the significance and use of symbols and artefacts in rites of passage</li> <li>-consider how they are expected to behave and where these rules come from -compare the symbolism associated with rites of passage in three faiths.</li> </ul>	<p><b>Saints and heroes (Christianity/ Hinduism)</b></p> <ul style="list-style-type: none"> <li>-describe the effect of life-changing events on the commitment of significant people of faith</li> <li>-describe the teachings of significant religious people, identifying some similarities and differences</li> <li>-share ideas as to how the lives of significant people of faith have affected the lives of others</li> <li>-reflect on the teachings of significant religious people and how these teachings impact on society</li> </ul>	<p><b>Our World (Buddhism)</b></p> <ul style="list-style-type: none"> <li>-compare different faith beliefs about how the universe began</li> <li>-give reasons why people of faith have a sense of awe and wonder about the Earth</li> <li>-explore religious teachings to see how faith members should care for the Earth</li> <li>-investigate how faith members show care for the environment</li> <li>-express thoughts and beliefs about how the universe began</li> <li>-share feelings about the sense of awe and wonder in the natural world</li> <li>-share thoughts on how and why religions treat the world with respect</li> <li>-show understanding of stewardship and suggest actions everyone can take</li> </ul>			
<b>Jigsaw</b>	Being me	Anti- Bullying Week Celebrating difference	E safety Week Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music *listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music *listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music *listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music *listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

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					develop an understanding of the history of music.	
<b>PE</b>	play competitive games, [for example, <u>badminton</u> ] and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	*use running, jumping, throwing and catching in isolation and in combination  *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	*swim competently, confidently and proficiently over a distance of at least 25 metres  *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  *perform safe self-rescue in different water-based situations	*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  *perform dances using a range of movement patterns  *compare their performances with previous ones and demonstrate improvement to achieve their personal best.	*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<b>Thorpepark 50</b>	Play an instrument  Take part in a democratic vote	Play an instrument	Play an instrument  Learn to swim	What can you do in your local area?  Play an instrument  Meet a penguin at the deep	Writing name in Egyptian  Play an instrument  Take part in a democratic vote	Music event  Play an instrument