

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Topic and Question: I am warrior! What makes a warrior? (see Traders and Raiders document also)		Topic and Question: Burps, bottoms and Bile – What happens to the food we eat?		Topic and Question: Flow- What journey does water take?			
	Hook: Dress up day as warrior		Hook: Create a life-size human body		Hook: Pond dipping			
	Visit: Jorvik York		Visit: Thackeray museum		Visit: Magna			
	Exhibition: Warrior fashion show		Exhibition: Quiz – how much sugar in which drinks? Sort these into food groups		Exhibition: Class size water cycle			
P.S.H.E	Be the best you can be The caring school Y4 objectives Aspiration	Feelings, friends and friendships Y4 objectives Wellness	Respecting the difference between people Y4 objectives Social Awareness	Respecting the difference between people Y4 objectives Social Awareness	How do rules and laws affect me? Y4 objectives Social Awareness	<ul style="list-style-type: none"> • Drugs • SRE (Taught in split – Y3 – Y4) Wellness		
R.E	What matters most to Christians and humanist? Y4 objectives Social awareness and Wellness		Christian and Hindu questions on life’s journey Y4 objectives Aspiration		Worship and community: Hindu and Christian Y4 objectives Social awareness			
French	Getting to know you (Y3) Hello Name How are you? Goodbye 1-10 How old are you?	All about Me (Y3) Classroom instructions Body Actions Colour Clothes	Time (Y3) 11-31 Days Months Birthdays Date Yesterday, today and tomorrow	Counting 1-10 (Getting to know you Y3) 11-31 (Time Y3) Counting in tens (All around town Y4) Counting to 100 (All around town Y4)	Food Greedy Dog Please may I have...? Preference What colour is it? I’m hungry What did he eat?	Going shopping Fruit Vegetables Clothes Where can I buy? French money Let’s go shopping	Family and Friends Meet my family Pets Alphabet What’s his name? How do you spell your name? My home	Our School What’s in the classroom? What’s in the pencil case? Subjects P.E Around school What do you like to do?
Music	<ul style="list-style-type: none"> ▪ Develop an understanding of the history of music. Study the historical periods of music with famous composers: Renaissance, Baroque, Classical. <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ‘When good King Arthur ruled this land.’ Create verse. (Pitch, duration, dynamics, tempo, timbre, texture) <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Playing 3 notes on a recorder with a degree of accuracy and composing bars of music. Aspiration		<ul style="list-style-type: none"> ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music The sounds of a piece of food at each stage of the digestive system. Write a funny song about the bodily functions to a familiar tune. (Pitch, duration, dynamics, tempo, timbre, texture) Wellness		<ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory Sounds linked to water. <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Create a soundscape of a waterfall. (Pitch, duration, dynamics, tempo, timbre, texture) <ul style="list-style-type: none"> ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Famous composers Study work by Mozart.			

	Stave, Minim, Crochet, Semi-breve, Sections, Harmonies, Quaver Accuracy Fluency Control		Reviewing, Adapting, Beat, Texture, Different traditions		Live music, Famous composers, Musicians, Contemporary music, Ensemble contexts, Musical notation, Expression	
P.E	Indoor: Bench ball Outdoor: Tag Rugby *Swimming Y4	Indoor: Dance (Warrior) Outdoor: Netball	Indoor: Gymnastics Outdoor: Hockey	Indoor: Gymnastics Outdoor: Outdoor Adventure	Indoor: Dance (Water) Outdoor: Cricket	Indoor: Athletics Outdoor: Rounders
heart rate oxygen blood working muscles warm up injury – pulled muscles sprains strains breathing rate perspiration lifestyle pulse rate recovery rate demonstrate improvement critique achieve reaction time athlete sportsmanship honourable nutrition special	Competitive, attacking, defending, hand-eye co-ordination, agility swim water safety confidence front crawl, backstroke breaststroke length width safe self-rescue reaction time	Competitive agility co-ordination hand eye co-ordination extend	Competitive agility co-ordination hand eye co-ordination extend, flexibility, strength, technique	Competitive agility co-ordination hand eye co-ordination extend, flexibility, strength, technique	Competitive agility co-ordination hand eye co-ordination extend	Competitive agility co-ordination hand eye co-ordination extend, athletics, athlete, reaction time
Wellness	Competitive, attacking, defending	Competitive, attacking, defending	Competitive, attacking, defending	Competitive,	Competitive, attacking, defending	Competitive attacking, defending
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 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 recognise some common conductors and insulators, and associate metals with being good conductors		Animals inc humans Y4 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	Living things and their habitat 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	States of Matter compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Sound identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases
Conclusions Fair test Naturally Occurring Pattern Scientific enquiry Primary Source Secondary source Practical Enquiry Process Systematic Labelled Diagram Standard Units	Circuit Cell Wire Bulb Switch Buzzer Motor Conductor Insulator component		Nutrition Food Group Carbohydrates Fibre Dairy Protein Grain Poultry Skeleton Muscles Vertebrate	Function Requirements Nutrients Variety/Vary Transported Reproduction	Solids Liquids Gases Heated Cooled Evaporation Condensation Iron Oxygen Substance	Vibration Travel Medium Faint Volume Sound Source

<p>Key Bar Chart Prediction Evidence Similarities Differences Data Factors Effects <u>Equipment</u> Thermometer Data Logger</p>		<p>Invertebrate Nature reserves Ecologically planned Population Litter Deforestation Digestive system (mouth, tongue, teeth, oesophagus, stomach, small and large intestine) Teeth names Producers Predators Prey Food Chain</p>			
<p>Computing</p>	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Being safe online.</p> <ul style="list-style-type: none"> 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 <p>How to use internet explorer effectively?</p> <p>Researching using a search engine.</p> <ul style="list-style-type: none"> 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 <p>Stop frame animation of King Arthur.</p> <p>Virtual museum of artefacts.</p> <p>Social Awareness</p>	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <p>Flow chart of the digestive system.</p> <ul style="list-style-type: none"> 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 <p>Photo of teeth and black teeth out using software.</p> <p>Create a video of their learning and edit using simple software.</p> <p>Wellness Aspiration</p>		<ul style="list-style-type: none"> 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 <p>Email about the project.</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Research about river dolphins and create a presentation.</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts/use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Create a journey for a fish down a river using Spheros.</p>	
<p>Art and design</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>Sketches of Boudicca</p> <p>Sketches of Viking Gods</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Charcoal drawings of Roman coins exploring patterns, clay coins, mosaic collage of designs/gladiator scenes, Roman bead jewellery</p> <p>Anglo Saxon patterns using print blocks</p>	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Textiles: Create an apron of the digestive system using a range of media including sewing and painting.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>Observational drawings of tooth</p> <p>Wellness</p>		<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"> about great artists, architects and designers in history <p>Hokusai-The Japanese Wave</p> <p>Paint over a river image with paint tones to create abstract piece.</p>	

	Aspiration		
	Sculptors Hatching Cross hatching Sketch	Back stitch Cross stitch Padding	Secondary colours Scale Blend Washes Consistencies Foreground Background Watercolour
DT	<ul style="list-style-type: none"> 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/ investigate and analyse a range of existing products <p>Research, design and make a shield.</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Models of Anglo-Saxon homes. Anglo-Saxon charms.</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Make a simple porridge or bread linked to a poor Roman family.</p> <p>Social Awareness</p>	<ul style="list-style-type: none"> 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>Poo experiment</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately/ 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/ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Wearable digestive system (See Art)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet <p>Study sugar content on packaging</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Healthy snack</p> <p>Wellness</p>	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures/ understand how key events and individuals in design and technology have helped shape the world <p>Build a bridge.</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Water wheel hydropower</p>
Design brief Criteria Innovative Appealing Annotated Investigate	Sweet Savoury Sour Salty Bitter Spicy Fry Bake Roast Grill Boil Existing products Analyse Functionality Functional Crafts people	Sweet Savoury Sour Salty Bitter Spicy Fry Bake Roast Grill Boil Functionality Functional	Accurate Accurately Strengthen Re-enforce Fine tune Challenges Gears Cams Mechanism Cross sectional

<p>History</p>	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain <p>timelines, Boudicca, life of a gladiator, famous gladiators, everyday life of a Roman child, what did the Romans do for us?</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p>Timelines, St Bede, everyday life of Anglo Saxon settlers.</p> <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Who were the Vikings? Research an aspect of Viking life, beliefs about death and after life, Alfred the Great's battle against the Viking army, add Kings of England after Alfred to the timeline.</p> <p>Aspiration</p>	<ul style="list-style-type: none"> A local area history study. <p>Study Kimberworth and the changes throughout history in the area including land use.</p> <p>Social Awareness</p>	<ul style="list-style-type: none"> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <p>Study the history of people settling by rivers and the impact this may have had.</p> <p>History of pollution. What has caused pollution to the air and rivers throughout history?</p> <p>Wellness</p>
	<p>Rome Empire Emperor Colosseum Dictator Noble Warrior Battle Centurion</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<p>Geography</p>	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Ariel images of sites of Celtic hill forts. Make a sketch map.</p> <ul style="list-style-type: none"> 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>Maps of Rome to locate significant geographical features.</p> <ul style="list-style-type: none"> 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>Differences between Italy and Britain. Compare and contrast.</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water/ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Settlement of Romans, Anglo-Saxons and Vikings, Links for trade between Saxons and Vikings,</p>	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>A local area study using map symbol. Create a map of the area surrounding school.</p> <p>Wellness</p>	<ul style="list-style-type: none"> 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/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)/ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Name major rivers. Identify.</p> <p>Compare and contrast.</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Animations of the water cycle and re-create.</p> <p>Raging rivers quiz.</p> <ul style="list-style-type: none"> 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 <p>Use ordnance survey map to locate a river and follow its course. Explore a compass.</p> <ul style="list-style-type: none"> use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including

			<p>sketch maps, plans and graphs, and digital technologies</p> <p>Draw a river profile.</p> <p>Explore how the physical features of rivers are formed. Prepare presentation.</p> <ul style="list-style-type: none"> 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>Information about a world river.</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Impact of leisure activities on local communities. Positive and negative.</p> <ul style="list-style-type: none"> 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>Why have people historically settled by rivers? Use maps to explore a city near a river.</p>			
<p>Artefacts</p> <p>Historical figures</p> <p>Chronological</p> <p>Dates</p> <p>Time period</p> <p>Era</p> <p>Chronology</p> <p>Nation</p> <p>Chronology</p> <p>Century</p> <p>Decades</p>	Settlements	NE, NW, SE, SW	<p>Northern and southern hemisphere</p> <p>River</p> <p>Water cycle</p>			
50 Things	<p>Build a tower</p> <p>Know the capital cities of 20 countries</p> <p>Make something to sell</p> <p>The Lord's prayer</p> <p>Aspiration</p>	<p>Write a thank you letter</p> <p>Run around in the rain</p> <p>Play a board game</p>	<p>Discover what is in a pond</p> <p>Vote within an election</p> <p>Find your way with a map of compass</p> <p>Freeze something</p> <p>Social Awareness</p>			
Enterprise	<p>Collaboration</p> <p>Create</p> <p>Communicate</p>	<p>Account</p> <p>Plan</p>	<p>Initiate</p> <p>Venture</p>	<p>Persuade</p> <p>Analyse</p>	<p>Design</p> <p>Vision</p>	<p>Impact</p> <p>Energy</p>
Core Stories	Erik the Viking	Demon Dentist	Swallows and Amazons			