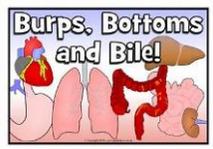


Year Group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real Projects 6 week max on any topic	Burps, Bottom and Bile 	Victorians 	Powerful potions 	Romans 	Habitats (local and afar) 	Blue Abyss 
Hook	Eureka £15.60 per child	Wilderspin Victorian Classroom Price TBC Carols by candlelight Carol singing for OAPs	Science Day Small contribution (£2)	Roman Visitor (in school) £4 per child	Walk in the local area Meersbrook Park and Graves Park FREE!	The Deep £18.00 per child
Writing	Explanation – Digestive System and Teeth Debate – Healthy Eating vs. Unhealthy Persuasion – letter to Mr Digby re. school meals creating a balanced diet Formal/informal	Narrative – Oliver Twist Recounts – Diary entry of being in a workhouse Debate – Rich vs. Poor Biography – Queen Victoria	Poetry – The Magic Box Instructional Writing – Design their own potion and write instructions on how to make it Persuasion – “Buy my potion” children to advertise their own potions	Recount – Boudicca diary entry Non-Chronological report – Gladiator booklets Instructional Writing – Roman Bread	Narrative – Tadpoles Promise Recount – Magazine article (based on wildlife found in the park) Persuasion – Stopping deforestation	Persuasion – saving the oceans from pollution, Debate – keeping animals in captivity Poetry - Under the sea Persuasion – Great Barrier Reef leaflets

Spelling	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)	Personalised Spelling Words and Y3/Y4 Statutory Word List. (5 words) and personalised words (4 words)
Reading	Demon Dentist – David Walliams	Oliver Twist – Charles Dickens	Harry Potter and the Philosopher’s Stone – J.K Rowling Poetry – The Magic Box	Tiger Tiger - Lynne Reid Banks	Sky Dancer – Gill Lewis Tadpole’s promise	Song of the Dolphin Boy – Elizabeth Laird
Maths Ensure application/investigation/ REASONING	Place Value (4 weeks) Addition and Subtraction (3 weeks) Measurement – length and perimeter (1 week)	Multiplication and Division (3 weeks) Measurement – Area (1 week) Fractions (2 weeks)	Multiplication and Division (4 weeks) Measurement – Money (1 week) Measurement – Time (1 week) Consolidation (1 week)	Fractions (2 weeks) Decimals (2 weeks) Consolidation (1 week)	Decimals (2 weeks) Time (2 weeks) Position and Direction (2 weeks)	Shape (3 weeks) Statistics (2 weeks) Measurement – Money (1 week)

<p>Computing Select, use and combine a variety of software 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</p> <p>From Sheffield scheme.</p>	<p>How do I use the computer as an artist? Learn how to create digital artwork; organise and store images for specific purpose/audience; understand how the size of an image affects quality</p>	<p>What makes an excellent multi-media story? Evaluate animations; storyboard a given theme and create resources; review and discuss how to improve work by adding titles, music and effects.</p>	<p>How is data shared online? Learn about simple networks in school; how the internet shares information quickly; learn about data logging; set up simple experiments and draw conclusions</p>	<p>How do I write efficient programs in Logo and Scratch? Learn to break problems into smaller parts to make it easier to solve; use repetition and procedures to make programs efficient</p>	<p>How do I use interaction in Scratch to tell stories? Use conditional loops developing repeating procedures to show interaction; develop skills of debugging and decomposition; ways to write a program to achieve the same goal</p>
<p>Science</p>	<p>Animals, including humans Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans Digestive diagram using the outline of children Representation of digestive system using everyday items</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions Explanation texts in English Disclosing tablets</p>	<p>Light (revisit and consolidate knowledge from Y3)</p> <ul style="list-style-type: none"> Recognise they need light in order to see things and that dark is the absence of light. <p>LINKS TO HISTORICAL AND SCIENTIFIC IMPACT OF VICTORIAN ERA</p>	<p>States of Matter Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases Identifying a range of solids, liquids and gases known to the children</p> <p>Sc4/3.1b observe that some materials change state when they are heated or</p>	<p>Sound Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Rice on drum skin</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear Metal slinky investigations Cup telephones</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound</p>	<p>All living things – Covered in Summer 1 and 2 across two half terms. Sc4/2.1a recognise that living things can be grouped in a variety of ways Venn diagrams on playground</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Wildlife hunt in local area (park + wildlife garden)</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things. Walk around Meersbrook Park + Graves Park Deforestation in English Plastic pollution of the oceans – English</p> <p>Animals, including humans Sc4/2.2c construct and interpret a variety of food</p>

	<p>Effect of fizzy drinks on teeth</p>	<p>(INVENTIONS, E.G. EDISON).</p>	<p>cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Making ice cream Changing state of water observations</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Evaporation investigations: Kettle, water vapour and metal tray The effect of salt on ice The effect of steam on ice</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests Sc4/1.6 reporting on findings from enquiries, including oral and</p>	<p>and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p>Sound hunt around school</p>	<p>chains, identifying producers, predators and prey. Covered in workshop at The Deep</p>
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			written explanations, displays or presentations of results and conclusions Measuring the weight of gas using fizzy drinks + dancing raisins			
RE	Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world		Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?		Inspirational people from long ago: What can learn from inspiring leaders who started religions? <i>Moses, The Buddha, Jesus and Muhammad</i>	
PE	Swimming + Dance (Wolves + Foxes) Tag Rugby + Dance (Badgers)	Swimming + Gymnastics (Wolves + Foxes) Football + Gymnastics (Badgers)	Swimming + Dance (Wolves + Foxes) Red tennis + Dance (Badgers)	Swimming + Gymnastics (Badgers) Becky leading Gym Football + Gymnastics (Wolves + Foxes) Becky leading Gym	Swimming + Kwik Cricket (Badgers) Andy KC Kwik Cricket + Red Tennis (Wolves + Foxes)	Swimming + Outdoor Athletics (Badgers) Outdoor Athletics + Tag Rugby (Wolves + Foxes)
Art	Andy Warhol – pop art 1. Create a class piece of art using canvas on a wooden frame and repeated lino printed images. D&T link. 2. Black and white photos of children, copied onto x4 different coloured card to make pop art style portraits.	Lowry Victorian Silhouettes Looking at a range of images of men, women and children and trying to identify the clear features of each.	Observational drawings (Potion bottles)	Roman Sculptures based on sport (javelin etc.)	Observational Drawings (Park + Wildlife Garden) John Dyer – Eden Project	Hokusai – The Great Wave and Koi fish

<p>Design and Technology</p>	<p><u>Making a healthy snack</u></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Children carry out research on healthy snacks and create their own for a pop-up café</p>	<p><u>Victorian Christmas crackers</u></p> <p>DT2/1.1 Design DT2/1.1a 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>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Design, make, test and evaluate Christmas crackers, ensuring they are strong enough to contain sweets, yet</p>	<p><u>Potion Bottles</u></p> <p>DT2/1.1 Design DT2/1.1a 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>DT2/1.1b 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><u>Roman Bread</u></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Following instructions and making traditional Roman bread (all objectives covered)</p>	<p><u>Recycling challenge</u></p> <p>DT2/1.1 Design DT2/1.1a 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>DT2/1.1b 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>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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><u>Textile Fish</u></p> <p>DT2/1.1 Design DT2/1.1a 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>DT2/1.1b 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>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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>
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	<p>for their parents. (all objectives covered)</p> <p>Healthy snacks to include healthy pizza toppings, soups, vegetable curries.</p> <p>Link to Jamie Oliver's healthy schools campaign.</p>	<p>can be weakened to break when pulled.</p>	<p>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>Design, make and evaluate objects fit for purpose in school. Litter pick in local area to gather recycling resources.</p> <p>Pupil voice – children survey other pupils and respond to research and design accordingly.</p> <p>Maths data-handling link</p>	<p>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>Design, make and evaluate a textile fish (sewing)</p>
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			<p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>Creating potion bottles using paper mache (all above objectives covered)</p>			
<p>Geography</p>				<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a 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>Ge2/1.1b 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><u>Locate Rome on a map / atlas.</u> <u>Calculate distance from UK.</u></p>	<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a 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>Ge2/1.1b 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</p>	<p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Google Earth + Skitch app to locate countries</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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 Map work around the local area Follow maps in the park</p>

					<p>aspects have changed over time</p> <p>Ge2/1.1c 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>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b describe and understand key aspects of 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> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and</p>	
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					<p>graphs, and digital technologies.</p> <p>Ge2/1.2 Place Knowledge Ge2/1.2a 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 in North or South America</p>	
<p>History</p>			<p>Local history study British history beyond 1066</p> <p>Victorian classroom experience (school trip) Differences between modern day school and Victorian Industrial revolution</p>	<p>The Roman Empire and its impact on Britain</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. Julius Caesar's attempted invasion in 55-54 BC b. the Roman Empire by AD 42 and the power of its army c. successful invasion by Claudius and conquest, including Hadrian's Wall d. British resistance, for example, Boudica e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		

				Covered by the Roman visitor		
PSHCE/British Values	Community Rule of law	Health Democracy (British Parliament Week)	Differences Individual Liberty	Privacy Mutual Respect	Safety Tolerance of different faiths and their beliefs	Relationships Good To Be Me
MfL	Colours numbers Body parts	Zoo animals Body parts	Family members pets	Pets colours numbers	Weather expressions	Clothes colour numbers
Music						
Parental Engagement	<p>Link to DT – making healthy snacks – invite parents in to try snacks – Healthy snack café. w/c 21.10.19</p> <p>Parents to complete evaluation form created by children – Date TBC</p> <p>Eureka – TBC by Isabelle</p>	<p>Spelling + Timestables zappers workshop – Date TBC</p> <p>Parents evening 19th and 21st November</p> <p>Wilderspin Victorian classroom 18th November</p>	<p>Science day 3rd February</p> <p>Formal written methods</p> <p>Parents English Workshop 18th October</p>	<p>School production ??? TBC by Adrian</p> <p>STEM week 3rd-7th Feb</p>	<p>Reciprocal Reading Workshop</p> <p>Maths workshop 3rd March</p> <p>Parents evening 17th and 19th March</p> <p>Roman Visitor 19th March</p>	<p>The Deep – date TBC by Gail</p>