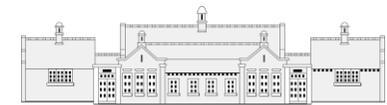




Subject	Autumn Term 1 st Half	Autumn Term 2 nd Half	Spring Term 1 st Half	Spring Term 2 nd Half	Summer Term 1 st Half	Summer Term 2 nd Half
Topic	Ancient Egypt		The Romans		The Wild	
English	Krindlekrax <i>Philip Ridley</i>	Poetry <i>Benjamin Zephaniah / Carol Ann Duffy</i>	Romans On The Rampage <i>Jeremy Strong</i>	Wolf Brother <i>Michelle Paver</i>	<i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>	<i>Animals Of Farthing Wood</i> <i>Colin Dann</i>
Science	<p>Electricity</p> <ul style="list-style-type: none"> I can identify common appliances that run on electricity I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers I can 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 I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I can recognise some common conductors and insulators, and associate metals with being good conductors. <p>Sound</p> <ul style="list-style-type: none"> I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases. 		<p>States Of Matter</p> <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases I can 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) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<p>Living things and their habitats</p> <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals (including humans)</p> <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple function. I can construct and interpret a variety of food chains, identifying producers, predators and prey. Healthy eating/ balanced diets 	
Geography	<p>Place knowledge</p> <ul style="list-style-type: none"> Study a region of the UK (not local area). 		<p>Location knowledge</p> <ul style="list-style-type: none"> Locate world's countries, focussing on Europe 		<p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer 	



	<ul style="list-style-type: none"> • Compare places. <p style="text-align: center;">Human/ Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc. • Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest). 	<p>and Americas focus on key physical and human features</p> <p style="text-align: center;">Human and Physical geography</p> <ul style="list-style-type: none"> • Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc. 	<p>mapping (Google Earth) to locate countries and describe features studied</p> <ul style="list-style-type: none"> • To make maps and plans using symbols. • Learn the eight points of a compass, four-figure grid references. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History	<p style="text-align: center;">Broader History – Ancient Egypt</p> <ul style="list-style-type: none"> • Place events from the period studied on a time line. • Use terms related to the period and begin to date events. • Identify key features and events of the period studied. • Look for links and effects in the period studied. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture on one aspect of life in time past 	<p style="text-align: center;">British History – Roman Empire</p> <ul style="list-style-type: none"> • Place events from the period studied on a time line. • Use terms related to the period and begin to date events. • Identify key features and events of the period studied. • Use evidence to reconstruct life in the period studied. • Look for links and effects in the period studied. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture on one aspect of life in time past. 	<p style="text-align: center;">British History – Roman Empire</p> <ul style="list-style-type: none"> • Look at evidence available. • Begin to evaluate the usefulness of different sources. • Use text books and historical knowledge. • Offer an explanation for events.
Art	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Egyptian gods – drawings • Drawing tools (building on previous years) - different grades of pencils (2B – HB) to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). <p style="text-align: center;">3d Work</p> <p style="text-align: center;">Paper mache death mask</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculptures. 	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. • Encourage accurate drawings of whole people, to include proportion, placement and shape of body. <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • Painting mediums (building on previous years) – introduce watercolours. • Mix colours effectively. • Use a number of brush techniques using thick 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> • Selects and arrange materials for striking effect. • Ensures work is precise. • Uses tessellation, paper and foam mosaic and montage <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Make precise repeating patterns. • Replicate patterns observed in the natural or built environments.



	<ul style="list-style-type: none"> Make a simple paper mache object. <p style="text-align: center;">Artist Study</p> <ul style="list-style-type: none"> LS Lowry 	and thin brushes to produce shapes, textures, patterns and lines.	
DT	<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble and cook a variety of ingredients <p style="text-align: center;">Electricals</p> <ul style="list-style-type: none"> Understand electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. 	<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble and cook a variety of ingredients <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. <p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Understand the need for a seam allowance. 	<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble and cook a variety of ingredients <p style="text-align: center;">Construction</p> <ul style="list-style-type: none"> Choose suitable techniques (drilling, screwing, gluing and nailing) to construct products or to repair items. Strengthen materials using suitable techniques (see above). <p style="text-align: center;">Mechanisms</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
Forest Schools	N/A	Forest Schools (Mr Maher)	Forest Schools (Mr Maher)
Computing	<p style="text-align: center;">Multimedia</p> <ul style="list-style-type: none"> Stop frame animation <p style="text-align: center;">Programming</p> <p style="text-align: center;">Scratch Jr -</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling 	<p style="text-align: center;">Online</p> <ul style="list-style-type: none"> Email and online communication <p style="text-align: center;">Programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems 	<p style="text-align: center;">Programming</p> <ul style="list-style-type: none"> Scratch Jr <p style="text-align: center;">E-Safety</p> <ul style="list-style-type: none"> Children understand the need for rules to keep them safe when exchanging ideas online. Children understand that an adult needs to



	<p>or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputs. <p style="text-align: center;">E-Safety</p> <ul style="list-style-type: none"> Children understand the need for rules to keep them safe when exchanging ideas online. Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use. Children recognise the need to protect their devices from viruses. Children understand that any personal information they put online can be seen and used by others 	<p>by decomposing them into smaller parts</p> <ul style="list-style-type: none"> 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 <p style="text-align: center;">E-Safety</p> <ul style="list-style-type: none"> Children understand the need for rules to keep them safe when exchanging ideas online. Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use. Children recognise the need to protect their devices from viruses. Children understand that any personal information they put online can be seen and used by others 	<p>know what they are doing online and understand how to report concerns, including cyberbullying.</p> <ul style="list-style-type: none"> Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use. Children recognise the need to protect their devices from viruses. Children understand that any personal information they put online can be seen and used by others Children recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. Children recognise the effect their writing or images might have on others.
PE	<p>Swimming</p> <p>Invasion games</p> <ul style="list-style-type: none"> Hockey 	<p>Swimming</p> <p>Dance</p> <ul style="list-style-type: none"> The Haka 	<p>Gymnastics</p> <ul style="list-style-type: none"> Rotation <p>Dance</p> <ul style="list-style-type: none"> Cold Places
MFL	<ul style="list-style-type: none"> Understand a range of familiar statements initially following a model and/or known language structures. Pronounce words accurately using a model. Speak and respond using a range of set phrases and vocabulary Show understanding of simple written words and sentences on a wider range of topics given in a familiar context. Read and understand a children’s story using 	<ul style="list-style-type: none"> Understand a range of familiar statements initially following a model and/or known language structures. Pronounce words accurately using a model. Speak and respond using a range of set phrases and vocabulary Show understanding of simple written words and sentences on a wider range of topics given in a familiar context. Read and understand a children’s story using 	<ul style="list-style-type: none"> Understand a range of familiar statements initially following a model and/or known language structures. Pronounce words accurately using a model. Speak and respond using a range of set phrases and vocabulary Show understanding of simple written words and sentences on a wider range of topics given in a familiar context. Read and understand a children’s story using



	cognates and known language to support their understanding. e.g. Le Corbeau et le Renard	cognates and known language to support their understanding. e.g. Le Corbeau et le Renard <ul style="list-style-type: none"> Understand basic grammar e.g. simple plurals, tu and vous 	cognates and known language to support their understanding. e.g. Le Corbeau et le Renard <ul style="list-style-type: none"> Understand basic grammar e.g. simple plurals, tu and vous
Music	Charanga Music Scheme – Year 4 <ul style="list-style-type: none"> Mamma Mia / Glockenspiel 	Charanga Music Scheme – Year 4 <ul style="list-style-type: none"> Stop! / Lean On Me 	Charanga Music Scheme – Year 4 <ul style="list-style-type: none"> Blackbird / Reflect, Rewind and Replay
RE	Buddhism <ul style="list-style-type: none"> What do Buddhists believe? Where do Buddhists worship? Manjushri Kadampa Temple visit 	Christianity <ul style="list-style-type: none"> Christianity across different cultures and traditions within our community. 	Judaism <ul style="list-style-type: none"> Jewish life including: The Shema, Teffilins, Tallit, family life and the Shabbat.
PSHE	Health and wellbeing	Living in the wider world	Relationships
Cross Curricular Maths Links	<ul style="list-style-type: none"> Ancient Egyptian number system 	<ul style="list-style-type: none"> Understanding Roman numerals Social media statistics and data handling 	<ul style="list-style-type: none"> SAFE Maths – Position and direction – Steps 22-25 – Maps/ co-ordinates SAFE Maths – Diagrams and Tables – Step 24 – Data analysis – Animal numbers
Other Experiences	<ul style="list-style-type: none"> FESP Building My Skills project Manjushri Kadampa/ Woodland walk Palace Theatre, Manchester – Matilda 	<ul style="list-style-type: none"> FESP Building My Skills project Springfield Woods walk 	<ul style="list-style-type: none"> FESP Building My Skills project Visit from the Traffic police/ PCSO