

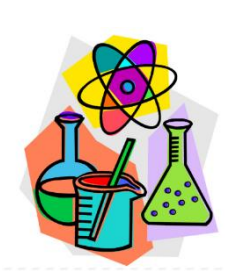











| | Autumn Topic | | Spring Topic | Summer Topic | |
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| The 'Big Question'  | Why did the Romans come to Britain and what did they leave behind? | | Why are Rivers important? | Who was involved in the struggle for the Kingdom of England? | |
| Rationale (Why this/Why now?)  | <p>This topic continues chronologically along the British Historical timeline and moves on from the Iron Age and into the start Roman Empire. Children learn about how the Romans changed Britain and begin to see how different civilisations have shaped the country in which they live.</p> <p>This provides children with an opportunity to learn about the countries that make up Europe and explore Italy in more detail using and building on map skills from previous years. There is also more opportunity to explore why people may have chosen to settle in countries that are not their own through push and pull factors.</p> | | <p>Children have touched on the importance of rivers during topics such as Ancient Egyptians in Y3 and The Great Fire of London/Explorers in Y2 for trade, transport and water supply. This will be looked at in detail during this topic.</p> <p>They will complete some local fieldwork and visit the River Tees allowing an opportunity to apply some of their map reading skills to a familiar location that they have visited.</p> <p>World knowledge will continue to build as they learn about the locations of mountains and rivers of the world and will develop and build their knowledge of climatic zones by comparing their own climate with that of the mountains.</p> | <p>This topic continues chronologically along the British Historical timeline and children now learn about what happened in Britain after the Roman occupation and the fighting between the Anglo Saxons and Vikings for overall control. Push and Pull Factors are explored and children begin to question historical sources and reliability when looking at the information we can gain.</p> <p>This provides children with a strong foundation of British chronology so that in Upper Key Stage 2, comparisons between the Ancient Greeks and Ancient Maya can take place and help them to understand that historical periods often overlap and do not simply take place one after the other.</p> | |
| Enrichment | Segadunum Cinema | | Tees Barrage | Jorvik | |
| Science  | Living Things and Their Habitats <p>Group living things in different ways</p> <p>Identify and sort animals using a classification key</p> <p>Recognise types of leaves and which tree they belong to</p> <p>Design a classification key to identify plants and animals.</p> | States of Matter <p>Understand the properties of solids, liquids and gases</p> <p>Understand the characteristics of molecules in a solid, liquid and gas and to sort and classify solids, liquids and gases</p> <p>Investigate and research melting and freezing points</p> | Animals including Humans <p>Identify the different types of teeth in humans and their simple functions</p> <p>Investigate the effects of different drinks on our teeth</p> <p>Create a model of the digestive system and explain how it works</p> <p>Identify and explain the function of each organ involved in the digestive system</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> | Sound <p>Investigate that sound is made by vibrations.</p> <p>Investigate how sound travels.</p> <p>Investigate pitch</p> <p>Measure sound in decibels</p> <p>Investigate the relationship between distance and volume.</p> | Electricity <p>Identify appliances that run on electricity and understand the difference between mains electric and batteries.</p> <p>Identify the different components of a circuit and their symbols</p> <p>Investigate conductors and insulators and what they do.</p> |

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| | Research an environmental issue and learn about climate change | Plan a fair test | | | Understand the dangers of electricity. |
| <p>Geography</p>  | <p>Let's Explore Europe</p> <p>Compare Italy with the United Kingdom</p> <p>Use maps to identify European countries and their capital cities.</p> <p>Explain the geographical similarities and differences between a region in a European country and the UK</p> <p>How and why did the Roman Empire grow</p> | | <p>Rivers and Mountains</p> <p>Identify the main stages of the water cycle and explain how it works</p> <p>Use Maps, atlases and globes to locate rivers and learn some of their physical features</p> <p>Know the main features of a river and how they are formed</p> <p>Learn about the River Tees and identify geographical features</p> <p>Understand why rivers are important and what we use them for</p> <p>Water Safety</p> <p>Identify the world's major mountain ranges</p> <p>Describe how a mountain is formed</p> <p>Describe a mountain climate</p> | <p>Anglo Saxons and Vikings</p> <p>Where the Anglo Saxons arrived from and when his happened</p> <p>Why the Anglo Saxons chose to settle here in Britain.</p> <p>Where the Vikings first invaded and why</p> <p>The location and importance of Lindisfarne</p> | |
| <p>History</p>  | <p>Romans</p> <p>Learn when the Romans invaded Britain, how long they stayed and where they came from</p> <p>Understand why the Romans invaded and settled in Britain</p> <p>Learn about the Celts and why the resisted invasion</p> <p>Learn about Boudica's life and rebellion</p> <p>Understand how history can be interpreted differently</p> | | | <p>Anglo Saxons and Vikings</p> <p>Find out who the Picts and Scots were and where they lived</p> <p>Explore the features of an Anglo-Saxon Settlement</p> <p>Understand how archaeologists and artefacts are helping us to build up an accurate picture of how people lived in the past.</p> <p>Explore the significance of Sutton Hoo.</p> <p>When the Vikings began to invade Britain and why</p> | |

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| | <p>Understand the effectiveness of the Roman Army</p> <p>How the Roman's changed Britain during their occupation</p> <p>Find out what can be learnt from what the Roman's left behind</p> | | <p>Explore Viking life</p> <p>Consider why King Alfred is remembered as 'Alfred the Great'</p> <p>Understand what happened to the Anglo Saxon and Vikings</p> <p>Learn about The Battle of Hastings</p> |
| <p>Art</p>  | <p>Mosaic Masters</p> <p>To understand what a mosaic is</p> <p>Use preliminary sketches to communicate an idea or experiment with a technique</p> <p>Practise using a range of visual elements including line, colour, shape, pattern and tone to make a mosaic</p> <p>Evaluate and makes suggestions for ways to adapt and improve a piece of artwork</p> | <p>Sculptures - Can We Change Places?</p> <p>Investigate how the environment affects how we feel about a place and how art can be used to improve a place</p> <p>Collect visual information and to explore ideas for a site-specific sculpture</p> <p>Design a site-specific sculpture</p> <p>Use 'found' materials to create a sculpture</p> <p>Use finishing techniques to complete a sculpture</p> <p>Evaluate a finished piece of artwork</p> | <p>Laurence Lowry</p> <p>Learn about LS Lowry and analyse his paintings</p> <p>Explore Lowry's figures and crowds in his paintings</p> <p>Explore colour mixing, tints, tones and shades</p> <p>Explore the foreground, mid-ground and background of a landscape painting</p> <p>Create a composite picture in the style of LS Lowry</p> |
| <p>Design and Technology</p>  | <p>Textiles – 2D Shape to a 3D Product</p> <p>Understand how a product is assembled and how it has to be fit for purpose</p> <p>Develop sewing skills with some accuracy and understand how to join fabrics together</p> <p>Understand the purpose of the fastenings. Which one is most suited to the purpose and user</p> | <p>Textiles – 2D Shape to a 3D Product</p> <p>Produce annotated sketches, prototypes, final product sketches</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities</p> <p>use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate ideas and products against design criteria</p> | <p>Electrical Circuits – Programming and Control</p> <p>Investigate and analyse a range of existing battery-powered products</p> <p>Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating bulbs, switches, buzzers</p> |

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| <p>Computing</p>  | <p>Information Technology - The Internet</p> <p>Describe networks and how they work</p> <p>Understand what the internet is and the types of services it provides</p> <p>Understand the rules to protect website content</p> <p>Think carefully before sharing content or media online</p> | | <p>Computer Science – Programming A</p> <p>Program a computer by typing demands</p> <p>Write and test an algorithm</p> <p>Use a loop</p> <p>Design a program that includes count-controlled loops</p> <p>Develop a program through debugging</p> | | <p>Information Technology – Photo Editing</p> <p>Identify changes that we can make to an image</p> <p>Explain what has changed in an edited image</p> <p>Choose effects to make an image fit a scenario</p> <p>Give example of positive and negative effects that retouching can have on an image</p> <p>Sort images into 'fake' or 'real' and explain my choices</p> | | <p>Computer Science – Data and Information</p> <p>Choose a data set to answer a given question</p> <p>Suggest questions that can be answered using a given data set</p> <p>Use data from a sensor to answer a given question</p> <p>identify a suitable place to collect data</p> <p>Import a data set</p> <p>Use a data logger to collect data</p> | | <p>Information Technology – Audio Editing</p> <p>Identify digital devices that can play audio, record sound, or do both</p> <p>I can use a device to record audio and play back sound and suggest how to improve it.</p> <p>Plan and write the content of a podcast</p> <p>Save and open a digital recording from a file</p> <p>Edit sections of an audio recording and evaluate</p> | | <p>Computer Science – Programming B</p> <p>Predict the outcome of a snippet of code</p> <p>Modify loops to produce a given outcome</p> <p>Chose when to use a count-controlled and an infinite loop</p> <p>Explain the outcomes of a repeated action</p> <p>Develop my own game design</p> <p>Refine the algorithm in my design</p> | |
| <p>PE</p>  | <p>Invasion Games</p> | | <p>Health Related Fitness</p> | | <p>Gymnastics: Partner Work – Pushing and Pulling</p> | | <p>Swimming at Neptune</p> | | <p>Athletics</p> | | <p>Tag Rugby</p> | |
| <p>PSHE</p>  | <p>Lessons</p> <p>Families and Getting on with Our Families</p> | | <p>Theme Days/Celebrations</p> <p>Harvest Festival</p> <p>Parliament Week</p> <p>Black History Month</p> <p>Remembrance Day</p> | | <p>Lessons</p> <p>Body Care</p> <p>Is it Risky?</p> | | <p>Theme Days/Celebrations</p> <p>World Religion Day</p> <p>Children's Mental Health Week</p> <p>Internet Safety Day</p> | | <p>Lessons</p> <p>My Personal and Private Body Parts and Keeping Safe</p> | | <p>Theme Days/Celebration</p> <p>NSPCC: Speak Out and Stay Safe – Good Touch/Bad Touch</p> <p>Refugee Week</p> <p>Sports Week</p> | |

Year 4

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| | | Interfaith Week Anti-bullying Week | | | | |
| RE  | Key Question 2.3: Why is Jesus inspiring to some people? | Key Question 2.6: Why do some people think that life is a journey? What significant experiences mark this? | Key Question 2.5 Why are festivals important to religious communities? | Key Question 2.9 What can we learn from religions about deciding what is right and wrong? | Key Question 2.8: What does it mean to be a Hindu in Britain today? | |
| Music  | Sing Education Performing: Reading Notation – Rythm Reading Notation 2: 2, 3 and 4 Time | Sing Education Performing: Reading Notation – Pitch Exploring Staff Notation 2: Follow the Score (Glockenspiel) | Sing Education Performing: Instrumental Performance Ensemble Skills 2: Melody and Accompaniment (Glockenspiel or Recorder) | Sing Education Composing and Improvising Composition Skills 2: Pentatonic Phrases and Rhythm Sequences | Sing Education Creating and Performing Exploring Classical Music 1: Legato and Staccato | Sing Education Musicianship: Singing and Listening Becoming Musicians 2: Major and Minor |
| | 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 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 | | | | | |
| MFL | Unit 7: Encore! | Unit 8: Quelle heure est-il? | Unit 10: Où vas-tu | Unit 9: Les fêtes | Unit 11: On mange! | Unit 12: Le cirque |
| | Listen attentively to spoken language and show understanding by joining in and responding | | | | | |

Year 4



Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally and in writing