



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	6 weeks and 4 days	7 weeks	7 weeks	5 weeks	6 weeks	7 weeks
Topics	Greeks		Rampaging Romans		The Great outdoors	
Texts that link	Greek Myths and Legends	Who Let the Gods out? - Maz Evans	Escape from Pompeii - Christina Balit Alice in Wonderland - Whole school	Tiger, Tiger - Lynne Reid Banks	Sky Hawk - Gill Lewis	When the Mountains Roared - Jess Butterworth
Tillington Wishes	Make a Greek Pot		Theatre visit - Alice in Wonderland Historical Place - Wroxeter		Working in the community - Litter Picking Learn to catch a bus	Visit to Chase Water - mapwork
	Learn to swim					
Parental Engagement	Meet the Teacher	Christmas crafts	Alice in Wonderland Production		Father's Day breakfast Class Assembly	Sports Day
Cultural Capital	National Poetry Day 6-th October (One week English) World Mental Health Day - 10 th Oct. 1 PSHE lesson Geography Fieldwork week 18 th Oct - DLP lessons. Black History Month- 17 th Oct. English 1 week cycle + 1 DLP lesson Harvest - Assembly	Anti-Bullying week 14-18 th Nov. 1 PSHE lesson. Remembrance Day 11 th Nov Children in Need 18 th November Road Safety Day 14-20 th November Christmas Parties	Chinese New Year - January World Religion Day 16 th Jan NSPCC Number Day - 3 rd Feb Children's Mental Health Awareness Week 6-12 th Feb Safer Internet Day 14 th Feb	World Book Day 2 nd March Science Week (STEM) March 10-19 th March Autism Awareness 2 nd April Red Nose Day 15 th March	VE Day 8 th May Red Cross First Aid week - 8 th May	NSPCC day 10 th June Father's day Breakfast National Sport week - June

		World Cup - 21 st Nov - 18 th Dec. Christingle assembly w/b 12 th Dec				
History		Ancient Greece - a study of Greek life, achievements and their influence on their western world. (H11)	The Roman Empire and its impact on Britain. (H6)			
Geography	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Athens/Greece and the UK. (G14) G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>G15a physical geography, including: climate zones,</p> <p>Contrasting Locality - Place in Europe</p>			<ul style="list-style-type: none"> G15a physical geography, including: climate zones and mountains, G15b 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 G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G17 use 4- and references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom <p>Leisure and Mountains</p>		
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> 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. 		<p>Electricity</p> <ul style="list-style-type: none"> 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. 		<p>States of Matter</p> <ul style="list-style-type: none"> 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) 	

	<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. Link to Greeks and need to keep fit. <p>Living things in 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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Sound</p> <ul style="list-style-type: none"> 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
Art	<p>Design and make a Greek Vase</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history 	<p>Art in the local community & Bas clay relief sculptures</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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>about great artists, architects and designers in history</p> <p>Enrichment: Roman Mosaics</p>	<p>Mapping it out - Sketching towns & 3D Models of local area.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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>about great artists, architects and designers in history</p>
DT	<p>Food Tech Y3 and Y4 Healthy and varied diet <i>Design and Make a varied Pizza!</i></p> <p>Design</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>Y4 Simple Circuits and Switches https://www.bbc.com/bitesize/clips/z28b4wx <i>E.g. siren for a toy vehicle; reading light; noise-making toy;</i> <i>nightlight; illuminated sign; torches; table lamp; lighting for display;</i> <i>hands-free head lamp; buzzer for school office</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are 	<p>Textiles Design and Make a cushion STEM unit</p> <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> • 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>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • 	<p>fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Music</p>	<p><u>Greeks</u></p> <ul style="list-style-type: none"> • Food and drink • Building • Sounds • Ancient worlds <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 • improvise and compose music for a range of purposes using the interrelated 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 	<p><u>The Romans</u></p> <ul style="list-style-type: none"> • In the past • Time • Poetry • Recycling <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 • improvise and compose music for a range of purposes using the interrelated 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 <p>develop an understanding of the history of music</p>	<p><u>The Great Outdoors</u></p> <ul style="list-style-type: none"> • Communication • Singing Spanish • Around the world • Environment <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 • improvise and compose music for a range of purposes using the interrelated 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 <p>develop an understanding of the history of music</p>

MFL	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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
Computing	<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 	<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 	<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 sequence, selection, and repetition in programs; work with variables and various forms of input and output

	<ul style="list-style-type: none"> • 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 	<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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
RE	<p>Judaism: How special is the relationship Jews have with God?</p> <p>Christianity: What is the most significant part of the nativity story for Christians today?</p>	<p>Judaism: How important is it for Jewish people to do what God asks them to do?</p> <p>Buddhism: Can the Buddha's teachings make the world a better place?</p> <p>Christianity Is forgiveness always possible for Christians?</p>	<p>Judaism: What is the best way for a Jew to show commitment to God?</p> <p>Buddhism: What is the best way for a Buddhist to lead a good life?</p> <p>Judaism: What is the best way to show commitment to God?</p> <p>Christianity: Do people need to go to church to show they are Christians?</p>
PE	<p>Swimming Football & Fitness Circuits</p> <ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Swimming Tag Rugby and Cricket</p> <ul style="list-style-type: none"> • 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 	<p>Swimming Volleyball & Quidditch</p> <ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

