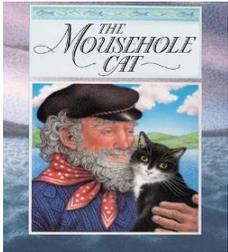
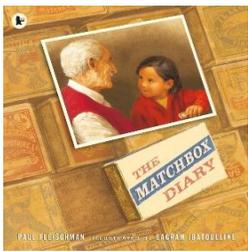
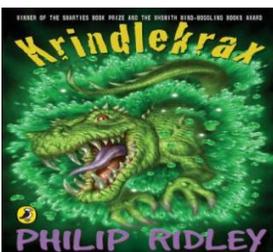
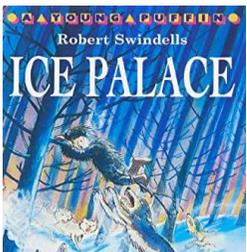
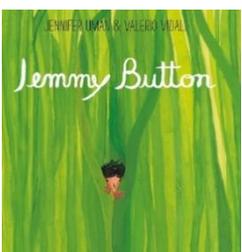


Year group: 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The UK (Geog)	The Romans (Hist)	The Romans (Geog)	Water (Geog)	The Americas (Hist)	Anglo Saxons & Vikings (Hist)
Key Idea	"If it can be thought, it can be done, a problem can be overcome." – The importance of resilience	"No culture can live if it attempts to be exclusive." – Being inclusive to all.	"Don't judge a book by its cover." – Not judging others based on appearance.	"In our journey of life, we can't always be looking behind when trying to move forward." – Life is a journey	"The love for all living creatures is the most noble attribute of man." – Charles Darwin	"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles."
Core Texts	<p>Mousehole Cat – Ann Giles</p>  <p>Additional text: Billy and the Minpins – Roald Dahl</p>	<p>Matchbox Diary – Paul Fleischman</p>  <p>Additional text: Escape from Pompeii – Christina Ballit</p>	<p>Krinklekrax – Philip Ridley</p>  <p>Additional text: The Miraculous Journey of Edward Tulane</p>	<p>Ice Palace – Robert Swindells</p>  <p>Additional text:</p>	<p>Jemmy Button – Jennifer Uman</p>  <p>Additional text: Journey to the River Sea – Eva Ibbotson</p>	<p>Arthur &amp; the Golden Rope – Joe Todd Stanton</p>  <p>Additional text: Beowulf Thor and the Serpent of Midgard</p>
Suggested Progression of Themes	<p>UK countries and counties Landmarks and well-known locations UK climate/ weather, storms Coastal defences Traditional jobs/ fishing villages Traditions celebrated annually</p> <p>PE – Invasion Games RE- Creation What do Christians learn from the Creation story?</p>	<p>Changes in our lives Leaving home/ Emigration Settling into a new home, town/ new friendships etc. Heritage/ traditions</p> <p>PE – Dance</p> <p>RE- Incarnation What is the trinity?</p>	<p>Friendship Community and helping one another 'Don't judge a book by its cover', heroes Responsibility</p> <p>PE – Gymnastics</p> <p>RE- Gospel What kind of world did Jesus want?</p>	<p>Importance of family Supporting one another and effective communication Trust/ Stranger Danger Survival in the winter</p> <p>PE – Net and Wall</p> <p>RE- Salvation What do Christians call the day Jesus died 'Good Friday'?</p>	<p>The positives of where we live Wanting to explore/ discover different parts of the world Scientific discoveries/ anthropology Cultural differences and 'fitting in'</p> <p>PE – Striking and Fielding</p> <p>RE- Hinduism What does it mean to be a Hindu in Britain today?</p>	<p>Stories form the past, passed down through families Special artefacts through history and recognising their significance Myths and Legends Being brave, proving yourself to others Being resourceful</p> <p>PE - Athletics</p> <p>RE- Why do some people think that life is a journey and what significant experiences mark this?</p>

<p>Current affairs/wider world opportunities)</p>	<p>Global warming Climate change Sustainable fishing</p>	<p>Racism Bullying Migration Languages</p>	<p>Migration Culture Slavery Human rights Windrush era Indigenous communities</p>	<p>Global warming Climate change Saving water Survival in challenging environments Water charities</p>	<p>Differing beliefs</p>	<p>Bullying Friendships Differences</p>
<p>Cross-Curricular Links</p>	<p><b>PE –</b> Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group. Adding scores in the tournament to get a final placing. Creating goals set distances apart. Estimating distances away from a partner.</p>	<p><b>PE –</b> Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, relationships Understand and follow instructions Communication with a partner and group to express an idea Counting to stay in time with music and a group Using distances to create accurate formations</p>	<p><b>PE –</b> Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges</p>	<p><b>PE –</b> Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful Adding numbers in ‘Rally for points’</p>	<p><b>PE –</b> Learning of key vocabulary - Fielders, batters, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful Counting the number of objects thrown on each side of the court Keeping the score Degrees of release in throws and bowling Creating goals set distances apart Exploring overarm throwing and discussing their findings relating to technique and accuracy</p>	<p><b>PE-</b> Learning of key vocabulary - Power, speed, strength, vertical, progressive Adding metres thrown to get a total Recording data Analysing data Timing partner in events Measuring distances with cones Understanding the effect exercise has on the body Learning the names of muscles Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power in throws</p>

	<p><b>Science</b> – Water cycle/ Forces</p> <p><b>Art</b> - <b>Painting Watercolour</b> – landscapes Constable/Turner. Create sketchbooks, record observations. Improve mastery of art &amp; design techniques. Learn about great artists.</p>	<p><b>Science</b> – Raw and synthetic materials</p> <p><b>DT</b> – <b>Clay Pots, Roman shields and Mosaics</b>- Improve mastery of art &amp; design techniques.</p>	<p><b>Science</b> – Evolution, Living things and their habitats, Transport</p> <p><b>DT</b> – structures – junk modelling of Roman aqueducts.</p>	<p><b>Science</b> – States of matter</p> <p><b>Art &amp; DT</b> – Andy Warhol printing Learn about great artists. DT – piñata Improve mastery of art &amp; design techniques.</p>	<p><b>Science</b> – Animals including humans</p> <p><b>Art</b> - Watercolour landscapes/Monet Learn about great artists.</p>	<p><b>Science</b> – Living things and their habitats</p> <p><b>DT</b> – Viking longboats. Improve mastery of art &amp; design techniques.</p>
	<p><b>PSHE</b> – Water Safety, Helping others, Healthy eating</p> <p><b>Geog</b>– The UK, Oceans, Water</p>	<p><b>PSHE</b> – Belonging, Racism, New circumstances, Liberty, Separation</p> <p><b>History</b> – Romans, Invasions Settlers, Julius Caesar and Boudicca. Roman soldiers, Roman life.</p>	<p><b>PSHE</b> – Freedom, Human rights, Slavery, Family, Culture</p> <p><b>Geography</b> – Roman empire and its impact on Britain. Theme that extends knowledge beyond 1066</p>	<p><b>PSHE</b> – Safety, Strangers, Kidnapping, Survival</p> <p><b>Geog</b> – Water, Rivers, Oceans, Water Treatment, Glaciers, Flooding, human and physical aspects</p>	<p><b>PSHE</b> – Determination, Perseverance,</p> <p><b>History</b> – Theme in British History that extends knowledge beyond 1066. The expansion of the British Empire and its impact on Native American Indians.</p>	<p><b>PSHE</b> – Responsibilities, Jobs, People around us, Friendships, Popularity, Empathy, Respect</p> <p><b>History</b> – Anglo Saxons &amp; Vikings, Mythology, Scandinavia, Gods &amp; Goddesses.</p>
	<p><b>Science</b> – Sound</p> <p><b>Computing</b> – Coding</p>	<p><b>Science</b> – Raw and Synthetic Materials</p> <p><b>Computing</b> – Online safety</p>	<p><b>Science</b> – Electricity</p> <p><b>Computing</b> – Spreadsheets</p>	<p><b>Science</b> – States of Matter</p> <p><b>Computing</b> – Writing for different audiences Making music</p>	<p><b>Science</b> – Animals including humans</p> <p><b>Computing</b> – Logo Animation</p>	<p><b>Science</b> – Living things and their habitats</p> <p><b>Computing</b> – Effective searching Hardware investigators</p>

<p><b>Skills</b></p>	<p><b>Science –</b> Describe a range of sounds and explain how they are made.</p> <p>Associate some sounds with something vibrating.</p> <p>Compare sources of sound and explain how the sounds differ.</p> <p>Explain how to change a sound (louder/softer).</p> <p>Recognise how vibrations from sound travel through a medium to an ear.</p> <p>Describe the relationship between the pitch of the sound and the features of its source/object that produces it.</p> <p>Find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source.</p> <p>Investigate how different materials can</p>	<p><b>Science -</b> Understand most material derives from Earth</p> <p>To group and sort familiar objects</p> <p>To work collaboratively by discussing and deciding on a sorting criteria</p> <p>Name synthetic materials and identify how synthetic materials are used.</p> <p>Explain synthetic materials are raw materials that have been changed by humans</p> <p>Identify the properties of materials by investigating the strength of materials</p> <p>Describe the process of ways synthetic materials are made from raw materials</p> <p>Understand the term recycle to investigate which materials can be recycled</p>	<p><b>Science –</b> Identify common appliances that run on electricity</p> <p>Construct a simple series electric circuit</p> <p>Identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers</p> <p>Recognise symbols to represent simple series circuit diagrams</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit</p> <p>Associate a switch opening with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators</p>	<p><b>Science –</b> Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Explain what happens to materials when they are heated or cooled</p> <p>Measure or research the temperature at which different materials change state in degrees Celsius</p> <p>Describe how materials change state at different temperatures</p> <p>Use measurements to explain changes to the state of water</p> <p>Explain everyday phenomena including the water cycle</p> <p>Record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs</p>	<p><b>Science –</b> Identify, name and describe the functions of the basic parts of the digestive system in humans</p> <p>Identify the simple function of different types of teeth in humans</p> <p>Compare the teeth of herbivores and carnivores</p> <p>Identify, construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Identify differences, similarities or changes related to simple scientific ideas or processes</p>	<p><b>Science –</b> Recognise that living things can be grouped in a variety of ways</p> <p>Classify and identify into broad groups</p> <p>Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates)</p> <p>Recognise that environments can change and this can sometimes pose a danger to living things</p> <p>Explain how environmental changes have an impact on living things</p> <p>Record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs</p> <p>Explain their findings in different ways (display, presentation, writing)</p>
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	<p>affect the pitch and volume of sounds.</p> <p>Plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated.</p> <p>Decide which information needs to be collected and decide the best way for collecting it.</p> <p>Evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p><b>Geog –</b>  *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),  *human geography, including: types of</p>	<p>Find ways in which products can be recycled</p> <p>Decide which scientific vocabulary to use to describe raw and synthetic materials: material properties, classify, flexible, durable, insulate, float, examine, compare, buoyancy, sort, reaction</p> <p>Use Scientific investigation language to evaluate and communicate findings: aim, prediction, equipment, method, result, conclusion</p> <p><b>History –</b>  *know and understand significant aspects of the history of the wider world  *understand historical concepts such as continuity and change  *how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Associate metals with being good conductors</p> <p>Plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated</p> <p>Suggest improvements and predictions</p> <p>Ask their own questions</p> <p>Explain their findings in different ways (display, presentation, writing)</p> <p><b>Geog -</b>  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.  *how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Evaluate and communicate their methods and findings</p> <p>Use a range scientific equipment to take accurate measurements or readings</p> <p><b>Geog –</b>  *use world maps, atlases/ globes to identify the UK, as well as the countries, continents and oceans studied at this key stage  *describe features and understand geographical sims and diffs both Human and Physical of a region of the UK and within South America</p>	<p><b>History -</b>  * Theme in British History that extends knowledge beyond 1066.  The expansion of the British Empire and its impact on Native American Indians.  Know and understand significant aspects of the history of the wider world</p>	<p><b>History -</b>  *Britain’s settlement by Anglo-Saxons and Scots  *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  *Viking raids and invasion  *resistance by Alfred the Great and Athelstan, first king of England</p>
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	<p>settlement and land use *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Music</b> learn a musical instrument</p> <p><b>Art</b> -Mix and match colours (create palettes to match images) -Lighten and darken tones using black and white -Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) -Experiment with watercolour, exploring intensity of colour to develop shades -Explore complementary and opposing colours in creating patterns</p> <p><b>PE:</b> Develop passing to a teammate using a variety of techniques</p>	<p>*investigate the Roman Empire and its impact on Britain</p> <p><b>Music</b> learn a musical instrument</p> <p><b>DT</b> - Develop confidence working with clay adding greater detail and texture -Investigate ways of joining clay - scratch and slip</p> <p><b>PE:</b> Respond imaginatively to a range of stimuli related to character</p>	<p>*investigate the Roman Empire and its impact on Britain</p> <p><b>Music</b> learn a musical instrument</p> <p><b>DT</b> Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'Modroc' Create work on a larger scale as a group Mechanisms – pneumatic systems</p> <p><b>PE:</b> Develop the range of shapes they use in their sequences.</p>	<p>*locate North and South America The Amazon River</p> <p><b>Music</b> learn a musical instrument</p> <p><b>Art/DT</b> - Use roller and ink printing. -Use simple block shapes formed by children -Blend two colours when printing -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>PE:</b> Demonstrate increased technique when using shots both</p>	<p>*understand historical concepts such as continuity and change *how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>Music</b> learn a musical instrument</p> <p><b>Art</b> -Experiment with watercolour, exploring intensity of colour to develop shades -Use sketchbooks to record drawings from observation -Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) -Use a variety of brushes and experiment with ways of marking with them -Experiment with different tones using graded pencils and develop shadows</p> <p><b>PE:</b> Develop batting technique consistent</p>	<p><b>Music</b> learn a musical instrument</p> <p><b>DT</b> -Draw on a range of scales -Include increased detail within work -Develop their own design criteria and use these to inform their ideas -Research designs -Share and clarify ideas through discussion - Use annotated sketches, cross-sectional drawings and diagrams -apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>PE:</b> Develop an understanding of</p>
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	<p>appropriate to the game. Develop control whilst dribbling under pressure. Develop decision making around when to pass and when to shoot. Develop defending one on one and know when to win the ball. Move into space to help their team keep possession and score goals.</p>	<p>and narrative. Change dynamics confidently within a performance to express changes in character. Confidently use changes in level, direction and pathway. Use action and reaction to represent an idea. Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Develop strength in bridge and shoulder stand. Develop control and fluency in individual and partner balances. Develop the straight, barrel, forward and straddle roll and perform with increased control. Develop control in performing and landing rotation jumps.</p>	<p>cooperatively and competitively. Develop technique in serving underarm with increased consistency. Develop rallying using both forehand and backhand with increased technique. Begin to use appropriate footwork patterns to move round the court.</p>	<p>with the rules of the game. Develop bowling with some consistency, abiding by the rules of the game. Use overarm and underarm throwing with increased consistency in game situations. Beginning to catch with one and two hands with some consistency in game situations.</p>	<p>speed and pace in relation to distance. Develop power and speed in the sprinting technique. Develop technique when jumping for distance. Explore fluency and technique in the vertical jump. Explore power and technique when throwing for distance in a pull throw.</p>
Experiences	Trip to Hargate Forest to explore UK environment	Roman Day	Trip to Lullingstone Roman Villa	South East Water visitor workshop	America Day	Viking Day with Viking external visitor
Knowledge	<ul style="list-style-type: none"> <li>-UK Geography</li> <li>-British tree identification</li> </ul>	<ul style="list-style-type: none"> <li>-Roman history</li> <li>-What the Romans brought to Britain</li> <li>-Construction techniques and materials' properties for this</li> <li>-Prominence of mosaics and Roman design</li> <li>-Migration/ Emigration/ Immigration</li> </ul>	<ul style="list-style-type: none"> <li>Roman Geography</li> <li>Expansion of the Empire.</li> <li>Effects of invasion and impact on current lives.</li> </ul>	<ul style="list-style-type: none"> <li>-Importance of saving water/ water charity work</li> <li>-The Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>-Work of scientists and anthropologists in history</li> <li>-Differences in habitats</li> <li>-Cultural differences</li> <li>-Migration/ Emigration/ Immigration</li> <li>-Safety in cold climates</li> <li>-Climates of northern Europe/ Scandinavia</li> </ul>	<ul style="list-style-type: none"> <li>-Place names brought to us by the Saxons/ Vikings</li> <li>-Ship design and compatibility for sailing in different waterways</li> <li>-Viking developments and what they brought to Britain</li> <li>-Religious beliefs and impact on power</li> </ul>