

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans- Why were the Romans so powerful and what did we learn from them?	The digestive system- What happens to the food we eat	Egyptians- How can we re-discover the wonders of Ancient Egypt?	City study- Why is the River Dee so important to Liverpool? How would we survive without water?	What is that racket? Why Is Manchester such a cool place to live?	Which plants or animals thrive in your locality?
Quality Text	My Roman invasion	The incredible book eating boy.	Egyptian Cinderella	The Promise	The Pied Piper.	Lion, the witch and the wardrobe.
Hook	Invasion of the classroom	Children to eat a piece of chocolate at the beginning of the day with a view to tracking its journey through the body.	Video of trip down the Nile – children spot as many buildings, uses of land on the banks and uses of the river.	Song and dressing up in the 70s clothes(The Beatles)	Visit to Daisy nook. Abba music (See Cath H)	The entrance to the Den (Almost like a sensory journey)
Curriculum Focus	<p>Science:- (States of matter.) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Observe that some materials change state when they are</p>	<p>Science – (Digestive system, teeth) 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>	<p>History The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang</p>	<p>Science:- Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit,</p>	<p>Science:- Sound and light Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Science: Animals including humans./ working scientifically. Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a</p>

	<p>heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>History :- Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, e.g.</p>	<p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Geography:- Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water.</p>	<p>Dynasty of Ancient China.</p>	<p>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 and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Geography. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Geography:- To use digital/computer mapping to locate countries and describe features studied.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Actually in animals, including humans but seems to fit better here</p> <p>Geography:- Understand geographical similarities and differences through the study of human and physical geography of a region in a</p>
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	<p>Boudicca “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity -the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Geography :- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics.</p>				<p>using a range of methods, including sketch maps and plans.</p>	<p>European country. 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 and plans.</p>
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	Identify the position and significance of latitude, longitude.					
Music Charanga year 4 scheme	<ul style="list-style-type: none"> To 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 □ 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. 					
ICT	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	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

				concerns about content and contact.		evaluating and presenting data and information.
French – Following Catherine Cheater Year 4	<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 					
PE	-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	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]	perform dances using a range of movement patterns	take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	attacking and defending					
Cultural Capital	Artist - Andy Goldsworthy	Classical Novel - Rauhl Dahl	Trip- Egyptian museum Bolton museum	Poems The Dancing Bear - Charles Causley	Classical composer-	Classic Novel

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Cultural Capital:

Trip

Classical composer

Classic novel

Artist

Poem