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| Term | Autumn | | Spring 1 | Spring 2 | Summer | Summer |
| Theme | When in Rome | | That’s Life | Anglo Saxons | Russia Revolution | Under Attack |
| Maths | Place value (incl decimals)  Ordering and comparing  Negative numbers  Rounding  X÷ by 10, 100, 1000  Written + -  Quadrilaterals | Written x ÷  Angles  Measurement conversions  Averages  Line graphs  Coordinates  Simplify fractions  Area and perimeter  3-D shape and nets | Ordering and comparing (incl fractions)  Solving problems  Mental strategies  Measurement conversions  Fractions, decimals and percentages  % of amounts  Time | Practical problems  Angles on a line and at a point  Unknown angles  Bar charts/line graphs  Coordinates  Measurements  Area and perimeter | X÷ by 10, 100, 1000  Decimal place value  Draw shapes  Quadrilaterals  Ratio and proportion  Fractions  Mental strategies | Averages  Pie charts  Translation, rotation and reflection  Roman numerals  Timetables  Calculating with fractions |
| Literacy | * Historical fiction * Discussion | * Legends * Information texts * Poems on a theme | * Explanations * Persuasion | * Novel as a theme * Poems with figurative language | * Fairy/folk tales * Biographies and autobiographies- Famous Russians | * Fantasy * Exploring types of poetry forms/classic-Beowulf |
| Science | (Separate block of lessons)  Light  Light appears to travel in straight lines  Light reflects into our eyes and off objects  Light travels from a source to our eyes  Light travels in a straight line to form a shadow in the shape of the object  Design and make a periscope  Investigate the link between light source, object and shadow  Explore a range of phenomena relating to light (e.g. rainbows) |  | The Human Body  Functions of the digestive system  Types and functions of teeth inc care  Name the main parts of the circulatory system inc heart  Muscles and exercise  Well balanced diet, exercise and drugs  Nutrients and water  Compare teeth of carnivores and herbivores  Find out how to care for teeth  Research the digestive system  Build a model of the circulatory system | (Separate block of lessons)  Electricity  Appliances that run on electricity inc battery  Simple circuits and part names  Whether a lamp will light based on a circuit- faults  Switches  Conductors and insulators  Observe the pattern of adding more cells to a circuit  Circuit drawings  Investigate what conducts and what doesn’t. Are there degrees of conduction/insulation?  Research Benjamin Franklin |  | (Separate block of lessons)  Sound,  How sounds are made-sources  Vibrations travel through a medium to the ear  Change in pitch  Pattern between pitch and the object producing the sound  Patterns between volume and strength of vibrations  Sounds get fainter as distance increases  Make Ear muffs  Design own instruments  Investigate pitch |
| Computing | DL- esafety  Develop the skills to identify risks involved with being online including assessing websites for accuracy and contact with other users. | IT-Presentation  Use PowerPoint to create an interactive multimedia presentation on the Romans. Keep formatting consistent. Include hyperlinks and effective transitions. Recognise and use key layout and design features, e.g., text boxes, columns and borders. Insert and edit simple tables. | CS-Coding  Design programs to accomplish specific tasks or goals and develop systematic strategies that can be used to debug algorithms and programs. Design programs showing appropriate planning and implementing skills. | IT-Data Handling  Search through a large database and solve complex enquiries by processing data and drawing conclusions. Search with more than one enquiry. Create and use a branching database to organise and analyse information to answer questions. | CS-Control  Use Texttease Turtle to write procedures to accomplish specific tasks. Use a sequence of commands to control devices. | IT- Sounds  Record musical and non-musical sounds. Select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience- sound byte or podcast or added to a presentation. Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g., editing a multi-part piece. |
| History  (British history in chronological order- how England was shaped) | The Roman Empire and its impact on Britain.  The invasions by Caesar and Claudius  British Resistance (Caratacus and Boudicca) and conquest (Hadrian’s Wall)  The Romanisation of Britain  What the Romans left behind  Use sources as a basis for research and evaluate them- how they create different versions of the past  Understand how evidence is used to make historical claims.  Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.  Begin to recognise why some events, people and changes might be judged as more historically significant than others.  Use key historical vocab  Communicate work that makes connections, draws contrasts and analyses trends, | |  | Britain’s Settlement by Anglo-Saxons and Scots  Roman’s withdrawal from Britain  Scots and Anglo-Saxon invasions  Anglo-Saxon art and culture  The origins of Christianity  Use sources as a basis for research and evaluate them.  Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history  Begin to recognise why some events, people and changes might be judged as more historically significant than others.  Use key historical vocab  Communicate work that makes connections, draws contrasts and analyses trends, |  | The Struggle for England and how it was created  Viking raids and invasion  Alfred the Great and Athelstan, the first king of England  Edward the Confessor and the Norman Conquest.  Use sources as a basis for research and evaluate them.  Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history  Begin to recognise why some events, people and changes might be judged as more historically significant than others.  Use key historical vocab  Communicate work that makes connections, draws contrasts and analyses trends, |
| Geography | Locate the World’s countries, using maps (actual and digital) to focus on Europe. Compare the Roman Empire with current maps and investigate the change in place names. Use a map of Britain to identify tribes, Hadrians wall, old place names. |  |  | Investigate where the Anglo Saxons came from. What geographical features of Britain appealed to them? | Locate the World’s countries, using maps (actual and digital) to focus on Europe. Mainly Russia, concentrating on their environmental regions, key physical and human characteristics and major cities.  Use map scales to get an idea of size  Collect and display geographical data inc ICT  Use live data to map weather. | Locate cities of the UK in relation to the historical events. The kingdoms of Wessex, East Anglia, Northumbria, Mercia and their current locations. Use maps and atlases. |
| DT | **Construction**  User – a Roman general  Purpose – to fire small pieces of paper across a table  Product – a prototype catapult  Sketch and model alternative ideas.  Decide which design idea to develop.  Exploring levers and strengthen structures. Measuring and cutting wood to size. Use bradawl to mark holes and use a hand drill to make holes.  Use exploded diagrams and cross-sectional diagrams to communicate ideas. |  | **Food**  User – themselves  Purpose –a healthy alternative to icecream  Product – yoghurt  Design a healthy alternative to ice cream by making frozen yoghurt.  Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.  Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).  Follow instructions/recipes.  Join and combine a range of ingredients.  Seasonality | **Mechanisms**  User – themselves  Purpose – to hold treasured items of their choice.  Product – a treasure/ jewellery box.  ( Planning resource – Projects on a Page Y3/4 Shell Structures)  Cut accurately and safely to a marked line  Join and combing materials with temporary, fixed or moving joinings  Use craft knife, cutting mat and safety ruler under one to one supervision if  appropriate  Choose an appropriate sheet material for the purpose |  |  |
| Art  (ongoing sketchbook work) | **3D**  Paper Mache Roman helmets  Use papier mache to create a simple 3D object. | **Collage**  Roman Street Scene/ the vicus. Use collage as a means of collecting ideas and information and building a visual vocabulary. Add painted background.  Use a range of media- colours, techniques, textures  Mosaic  Helmets  Boudicca drawing |  |  | **Painting**  Study of the work of Wassily Kandinsky. Use Squares with Concentric Circles. Mix and use tints and shades. Identify primary, secondary, complementary and contrasting colours. Use a colour wheel.  (Kazimir Malevich) | **Textiles**  Use the Beaux tapestry to develop a story idea. Use printing, dying, weaving to create textural effects, Use different grades of thread. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  Match the tool to the material.  Different grades of threads and needles. |
| RE | Is life like a journey?  Christianity | What do we commit ourselves to on our journey?  Sikhism | What is our map for the journey?  Hinduism | How do religions mark the signposts on the journey?  Christianity | What should our attitude be on the journey?  Islam | Can people change?  Christianity |
| PSHE | New Beginnings | Getting on and falling out | Going for goals | Good to be me | Relationships | Changes |
| PE  (inc swimming) | Invasion games | gymnastics | dance | Net and wall | Striking and Fielding  Rounders | Athletics |
| Music | *Exploring Duration* | *Exploring Pulse and rhythm* | *Exploring Pitch* | *Exploring instruments and symbols* | Exploring timbre, tempo and dynamics | *Exploring Sounds* |
| Foreign Language  (French) | Mrs Mc Elroy teaches French to all the children. She normally chooses the vocabulary to fit in with the theme that the children are following. Children are taught to;   * 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 * understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | | | | | |