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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 comparingNegative numbersRoundingX÷ by 10, 100, 1000Written + -Quadrilaterals | Written x ÷AnglesMeasurement conversionsAveragesLine graphsCoordinatesSimplify fractionsArea and perimeter3-D shape and nets | Ordering and comparing (incl fractions)Solving problemsMental strategiesMeasurement conversionsFractions, decimals and percentages% of amountsTime | Practical problemsAngles on a line and at a pointUnknown anglesBar charts/line graphsCoordinatesMeasurementsArea and perimeter | X÷ by 10, 100, 1000Decimal place valueDraw shapesQuadrilateralsRatio and proportionFractionsMental strategies | AveragesPie chartsTranslation, rotation and reflectionRoman numeralsTimetablesCalculating 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
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| Science | (Separate block of lessons)LightLight appears to travel in straight lines Light reflects into our eyes and off objectsLight travels from a source to our eyes Light travels in a straight line to form a shadow in the shape of the objectDesign and make a periscopeInvestigate the link between light source, object and shadowExplore a range of phenomena relating to light (e.g. rainbows) |  | The Human BodyFunctions of the digestive systemTypes and functions of teeth inc careName the main parts of the circulatory system inc heartMuscles and exerciseWell balanced diet, exercise and drugsNutrients and waterCompare teeth of carnivores and herbivoresFind out how to care for teethResearch the digestive systemBuild a model of the circulatory system | (Separate block of lessons)ElectricityAppliances that run on electricity inc batterySimple circuits and part namesWhether a lamp will light based on a circuit- faults SwitchesConductors and insulatorsObserve the pattern of adding more cells to a circuitCircuit drawingsInvestigate what conducts and what doesn’t. Are there degrees of conduction/insulation?Research Benjamin Franklin  |  | (Separate block of lessons)Sound, How sounds are made-sourcesVibrations travel through a medium to the earChange in pitchPattern between pitch and the object producing the soundPatterns between volume and strength of vibrationsSounds get fainter as distance increasesMake Ear muffsDesign own instrumentsInvestigate pitch |
| Computing | DL- esafetyDevelop the skills to identify risks involved with being online including assessing websites for accuracy and contact with other users. | IT-PresentationUse 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-CodingDesign 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 HandlingSearch 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-ControlUse Texttease Turtle to write procedures to accomplish specific tasks. Use a sequence of commands to control devices. | IT- SoundsRecord 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 ClaudiusBritish Resistance (Caratacus and Boudicca) and conquest (Hadrian’s Wall)The Romanisation of BritainWhat the Romans left behindUse sources as a basis for research and evaluate them- how they create different versions of the pastUnderstand 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 vocabCommunicate work that makes connections, draws contrasts and analyses trends, |  | Britain’s Settlement by Anglo-Saxons and ScotsRoman’s withdrawal from BritainScots and Anglo-Saxon invasionsAnglo-Saxon art and cultureThe origins of ChristianityUse 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 historyBegin to recognise why some events, people and changes might be judged as more historically significant than others.Use key historical vocabCommunicate work that makes connections, draws contrasts and analyses trends, |  | The Struggle for England and how it was createdViking raids and invasionAlfred the Great and Athelstan, the first king of EnglandEdward 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 historyBegin to recognise why some events, people and changes might be judged as more historically significant than others.Use key historical vocabCommunicate 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 sizeCollect and display geographical data inc ICTUse 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 generalPurpose – to fire small pieces of paper across a tableProduct – a prototype catapultSketch 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 – themselvesPurpose –a healthy alternative to icecream Product – yoghurtDesign 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 – themselvesPurpose – 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 lineJoin and combing materials with temporary, fixed or moving joiningsUse craft knife, cutting mat and safety ruler under one to one supervision ifappropriateChoose 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, texturesMosaicHelmetsBoudicca 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 FieldingRounders | 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
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