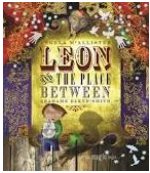

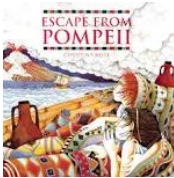
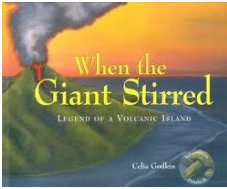
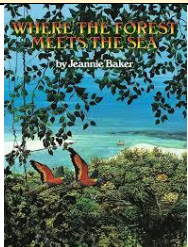
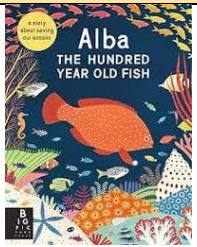
















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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 <p>Leon and the Place Between Recounts and diary writing</p>	 <p>Greek Myths Myth and non-chronological reports about mythical creatures</p>	 <p>Escape from Pompeii Historical Narrative Poetry: Roman Centurian</p>	 <p>When the giant stirred Adventure Story</p>	 <p>Where the Forest meets the Sea Non-chronological report about rainforests Poetry: Haiku</p>	 <p>Alba the hundred year old fish Explanation texts for an aquarium</p>
Guided reading	 <p>Different Text forms</p>	 <p>Geography: Europe</p>	 <p>Classic Fiction</p>	 <p>Myths and Legends</p>	 <p>Different types of Story</p>	 <p>Science: Habitats</p>
Enquiry question	<p>Where in Europe is Greece and what is life like there?</p> 	<p>How did the Ancient Greeks influence us today?</p> 	<p>What did the Romans do for Britain?</p> 	<p>How do natural disasters occur?</p> 	<p>Why do we need to save the rainforest?</p> 	<p>Why is the Amazon important?</p> 
STEAM Outcome	<p>MATHS Can I create and carry out experiments then present my data in a variety of ways?</p>	<p>TECHNOLOGY Can I design and build a structure using my knowledge and understanding of historical periods?</p>	<p>ENGINEERING Can I design and construct a product using my knowledge of the engineering process?</p>	<p>ART Can I create a piece of art based on the geography of a place?</p>	<p>SCIENCE Can I develop an understanding of the world around me?</p>	<p>PERFORMANCE ART Can I explore culture and celebrations from around the world?</p>

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Maths	Place value to 10, 000 Numberlines and rounding Roman Numerals Addition and Subtraction of 4 digit numbers	Measuring area by counting squares Times Tables to 12 x 12 Multiply and divide by 0 and 1 Multiply 3 numbers	Factors Multiply and divide by 10 and 100 Multiply and divide TU/HTU Perimeter of rectangles and other polygons	Comparing and ordering fractions Mixed Numbers Add and Subtract Fractions Equivalent fractions 10 th and 100ths as fractions Dividing by 10/100	Compare and order decimals Adding to 1 whole Rounding Money as decimals Problem solving with money Time	Angles Properties of shapes Triangles and Quadrilaterals Charts and Line graphs Co-ordinates
RE	What does it mean to be called by God?	What do different religions have to say about world poverty?	How do people worship?	How does Jesus change lives?	What values do you consider to be important?	How can I make a difference in the world?
Key Christian themes	Consider what it means to be called by God Consider the responses people have made in the past and still do today when they hear a call from God	Give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place. Give pupils an opportunity to think about the ways in which they can make a difference and make the world a better place	Explore features of the church which are important for worship	Deepen children's insight into the impact Jesus had/has on people's lives. Explain why & how people lives changed when they met Jesus. Describe how Christians live their lives as disciples and choose to follow Jesus.	Explore the Story of David and his strengths and qualities. Read the Psalms and use them to discover more about the nature of God. Identify the values that the pupils consider to be particularly important.	Archbishops Young Leaders' Award
Comparing to Judaism, Islam, Humanism and other worldviews	Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. Recall at least 3 key facts about the story of the 'Night of Power'	Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.	Reflect on why and how Jews worship. Explain key features in a synagogue. Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. Analyse how the main features of a mosque explain Muslim key beliefs.	Explain the importance of the Covenant for Jews	Explore David as King of the Jews, Recognise the symbol of the Star of David	Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other

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Science	Electricity Where does electricity come from and what is it used for? 	Animals, including humans What happens to food when we eat it? 	Sound How do we hear sounds? 	Sound How can sounds be changed? 	States of matter How many states of matter are there? 	Living things and their habitats Is it helpful to group living things? 
Scientists	Benjamin Franklin Eric Bystrup	Pierre Fauchard Zhaoming Liu	Alexander Graham Bell	Jaap Haartsen	Anders Celsius Heston Blumenthal	Carl Linnaeus Vanessa Nakate
Substantive Knowledge	<p>Know where electricity comes from and how it is used.</p> <p>Identify common appliances that run on electricity.</p> <p>Know how to construct a simple series circuit, identifying and naming its basic parts, including a cell, wire, bulb, bulb holder.</p> <p>Identify whether 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>Know that a switch opens and closes a circuit</p>	<p>Know the different types of teeth in humans (incisor, canine, molar, pre-molar) and their simple functions</p> <p>Know the types of teeth (incisor, canine, molar, pre-molar) in different animals (carnivore, herbivore, omnivore) and their simple functions.</p> <p>Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine)</p> <p>Know how to construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Know that sounds are caused by vibrations which travel as waves through solids, liquids or gases</p> <p>Know that the volume of sound depends on the strength (size) of vibrations. Stronger vibrations make louder sounds. Weak vibrations make quieter sounds</p> <p>Know that sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium</p>	<p>Know that some materials absorb sound well e.g. materials with air/space in them as sound vibrations cannot move as quickly or easily through it</p> <p>Know that different objects produce sounds of different pitches - some objects make higher sounds, and some objects make lower sounds.</p> <p>When vibrations are quick, they produce high sounds and when vibrations are slow, they produce low sounds</p>	<p>Know that everything that exists is called matter; mass is the amount of matter in an object.</p> <p>Know that all matter on earth exists in one of three states: solid, liquid or gas.</p> <p>Know that temperature has an effect on substances; heating substances causes them to melt and this is called the melting point.</p> <p>Know most liquids can be frozen to become solids.</p> <p>Know the four stages of the water cycle:</p>	<p>Know that animals can be grouped into vertebrate and invertebrate groups.</p> <p>Know that plants can be grouped into flowering and nonflowering groups</p> <p>Know the names of invertebrates and vertebrates that can be found in the school grounds.</p> <p>Know the purpose of a dichotomous keys</p> <p>Know that humans can have a negative impact on the planet; know that humans can act to protect the planet.</p> <p>Know that the planet is under threat from climate change due to</p>

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	Recognise some common conductors and insulators, and associate metals with being good conductor					deforestation, urbanisation, pollution etc.
Disciplinary Knowledge	<p>Identify how science helps engineers improve the world around us.</p> <p>Sort devices according to whether they use mains or battery electricity.</p> <p>Set up a simple, practical investigation - using all components to light a bulb</p> <p>Set up a comparative test to identify which materials make good electrical conductors and which make good electrical insulators. Use these results to draw simple conclusions, make links and identify patterns.</p>	<p>Set up simple practical enquiries, comparatives and fair tests</p> <p>Collectively observe over time and draw conclusions</p> <p>Make a judgement about an animal's diet by looking at its teeth.</p> <p>Create a model of the stomach</p> <p>Set up a simple practical enquiry</p> <p>Make systematic and careful observations</p> <p>Sort living things according to their role in a food chain and then according to their habitat.</p>	<p>Make careful observations about how we see, hear and feel sound (vibrations).</p> <p>Set up a comparative test to identify how the strength of vibrations affect the volume of a sound.</p> <p>Use these results to draw simple conclusions, make links and identify patterns</p> <p>Make systematic and careful measurements with a data logger.</p> <p>Conduct a fair test with control variables</p>	<p>Independently plan the method and create a results table for a comparative test.</p> <p>Carry out an experiment three times to increase reliability.</p> <p>Use scientific language about pitch and sound waves to explain how to change the pitch of a sound.</p> <p>Draw conclusions about what affects the pitch of a sound.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Group and classify a variety of different materials according to whether they are a solid, liquid or gas.</p> <p>Set up simple comparative and fair tests - explore the effect of temperature on some substances by investigating the temperature at which a range of solids change state and become liquids</p> <p>Report on findings from enquiries in the form of a written conclusion</p> <p>Create a model of the water cycle to understand how condensation forms</p>	<p>Use classification diagrams and careful observation to group living things according to their characteristics</p> <p>Use dichotomous keys to identify living things and draw conclusions about what they are.</p> <p>Identify from observation and reading how environments change over time.</p> <p>Produce a guide book to inform people about the local area and threats it faces</p> <p>Devise a plan of action to protect living things</p>
History	<p>Ancient Greece</p> <p>Understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.</p>		<p>The Romans</p> <p>Develop knowledge of the Roman Empire and its impact on Britain, including significant events and</p>	<p>The Romans</p> <p>Continue to develop knowledge of the Roman Empire through a visit to Chester and an</p>		

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		people from the time and how these shaped future Britain	understanding of impact of the natural disaster at Vesuvius.		
	Know key dates linked to the Ancient Greeks and how this connects on a timeline to other Early Civilizations. Use primary and secondary source information to make inferences about life in Ancient Greece and the beliefs and behaviour of people who lived in this time. Talk about the legacy of the Ancient Greeks. Study of Greek life & achievements and their influence on the western world.	Know dates and terms related to the Romans and know why the Romans invaded and how life changed and what their legacy is. Begin to understand different versions of the same event. Place events, artefacts and historical figures on a time line using dates and the concept of change over time.	Understand the history of Dewa Chester and impact the Roman architecture Use evidence to ask questions and find answers to questions about Mount Vesuvius		
History Skills	Use primary sources to ask and answer questions Ask different types of questions about the past and find answers to questions about the past; Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology; Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - think about how to share this clearly with other people Build an understanding of Britain's past and the wider world Place events, artefacts and historical figures on a time line using dates and the concept of change over time				
Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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, plans and graphs, and digital technologies. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world				
	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on Environmental regions in Greece and Mediterranean Europe and European Cities.		Use map work and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	Use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest Explore the climate zones and vegetation belts of the Amazon Rainforest and the impact these changing conditions have on the animals that call this place home Understand how animals change because of humans. Know how human lifestyle needs to change - reasons for chopping down rainforests. Locate rainforest and the surrounding geography; including changes over time.	

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				Describe and understand key aspects of volcanoes and earthquakes. Identify how volcanoes are formed Identify and label the parts of a volcano Land patterns and settlements	
Art	Drawing/collage Use drawing skills and mix media to create a double page spread exploring the features of Greek Architecture.	Sculpture/ Drawing Through observation and research learn about the patterns, themes and styles of Greek Vases. With this learn create a Greek Vase from clay.	Drawing Experiment with drawing pencils to create different shades and tones. Develop an understand of proportions in drawing faces, then make a Roman portrait.	Painting Inspired by the work of Andy Warhol and Jackson Pollock create paintings of natural disasters such as a volcano eruption.	Collage/mixed media Explore the work of Henri Rousseau and Joseph Cornell to create mixed media works representing the rainforest. Work with water colour, pen & ink, printing and collage.
					 
DT	Electrical Systems Light Up Circus Tent	Structures Ancient Greek Temples	Textiles Roman Sandals		
	Generate, develop, model and communicate realistic ideas through discussion and annotated sketches, cross-sectional diagrams for a circus tent Select from and use tools and equipment to cut, shape, join and finish with some accuracy.	Develop ideas through the analysis of Temple ruins and use annotated sketches and prototypes to model and communicate ideas. Use finishing techniques suitable for a Greek Temple Test and evaluate products against design criteria and historical knowledge	Produce annotated sketches, prototypes, final product sketches and pattern pieces. Plan the main stages of making. Select fabrics and fastenings according to their functional characteristics e.g.		

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	Understand and use electrical systems in products, such as series circuits incorporating switches, bulbs and buzzers Connect simple electrical components and a battery in a series circuit to light up their tent	Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids	strength, and aesthetic qualities e.g. pattern. Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together.			
PE	Gymnastics Movement	Gymnastics Balances	Invasion: Hockey	OAA: communication tactics	Invasion: Basketball	Cricket
	Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps, leaps and rolls Choose effective linking moves to create sequences of movement. Compare performances with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence.	Create shapes and three and four-point balances Work with a partner to create shapes within a gymnastics routine. Use shape, balance and movement to tell a story. Work with a partner to create and perform three and four-point balances and counterbalances.	Pass and receive the ball in hockey. Dribble with the ball in hockey, including learning an Indian dribble. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of dribbling in hockey. Know how to tackle an opponent. Aim for a target.	Take part in outdoor and adventurous activity challenges, both individually and within a team. Work with others, developing problem-solving skills. Communicate effectively with others to complete challenges. Take part in an orienteering exercise Demonstrate different sporting values and qualities.	Dribble with a basketball Use a range of techniques to pass a basketball successfully. Develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball. Use strategies to keep possession of the ball. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Accurately bowl a ball underarm. Catch a ball safely using different techniques depending on its speed, height and direction Grip a cricket bat and perform a batting stance correctly. Perform an effective forward defensive stroke Run between the wickets correctly to score runs. Apply learned batting, bowling and fielding skills in a cricket game scenario
	Swimming	Swimming	Health and Fitness: Circuits	Net/Wall: Tennis	Dance: Cats/animals	Athletics: Throwing and jumping
			Understand the effects of aerobic and anaerobic exercise on the body Recognise the benefits of exercise on the upper and lower body	Understand and practise some of the fundamental skills of tennis. Hit a ball with accuracy using the forehand and backhand technique.	Perform dances using a range of movement patterns in the context of choreographing dances inspired by animals. Show precision and control	Use and apply existing running, jumping and throwing skills. Develop flexibility, strength, technique, control and balance.

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			compare performances with previous ones and demonstrate improvement to achieve their personal best in the context of setting personal targets for different circuit training exercises	Be able to perform an overhead tennis serve. Develop a volley for use in a tennis mini-game. Apply learnt skills in a variety of tennis minigames.	Vary the dynamics of a dance Demonstrate rhythm in a longer dance sequence Use a range of dance vocabulary to describe and improve work.	Compare performances with previous ones and demonstrate improvement to achieve a personal best. Compete in a combined athletics event, aiming to achieve a personal best.
MFL	Welcome to school	My town, Your Town	Alien Faces and Family	Moving our Bodies	Jungle Animals	Summertime
	Asking and responding to questions about themselves Responding to classroom instructions Revisiting and reading number words to 20 Revisiting months of the year Revisiting days of the week Writing names for rooms in a school Saying and writing nouns for classroom objects	Fireworks Revisit and recall colours Write a poem about fireworks using colours Classroom commands Practise classroom instructions Practise writing useful commands Places in town Explore what shopping is like in Spain and similarities and differences between here and Spain Practise asking where something is Respond with the structure 'Here is...' Recognise the names of places in a town written down	Epiphany Find out about Epiphany in Spain Family members Learn the nouns for family members Record personal information about a family member Faces Learn the nouns for parts of the face Learn the plural for parts of the face nouns. Write simple sentences to describe an alien's face.	Body parts Revisit parts of the face Learn nouns for body parts Alien descriptions Learn to use adjectives to describe body parts Gain an understanding of how to form plural nouns and adjectives including some irregular endings. Create own alien and write a description Yoga Learn commands to use with body parts Create own yoga routines using verbs and body parts	Jungle animals Singular nouns for some jungle animals Walking through the jungle Revisit colours Familiar and unfamiliar adjectives to describe animals Follow and understand a simple story Sequence and join in with retelling a story Write simple sentences in Spanish, using nouns, adjectives and the conjunction "and".	Weather Ask, "What is the weather like?" Learn weather phrases. Describe the weather in different parts of Spain. Ice Creams Learn the names of ice cream flavours. Conduct a class survey about favourite ice cream flavours. Express likes and dislikes of ice cream flavours. Create a role-play dialogue at the ice cream van.
Music	What is the pentatonic scale?	Instruments: Ocarinas		The Pink Panther	Composing Colours	
	Explore creating a heptatonic melody and a pentatonic melody Explore Pentatonic Scales on a keyboard Listen to and compare extracts of music based on the pentatonic scale.	Learn the new notes of A, C, F# AND C# Play a range of songs using the full octave Read notes on a staff Recognise and play minims, dotted minims and semi-breves Play songs with rounds and parts		Listen for elements in music that establish mood and character.	Listen to and analyse four pieces of music inspired by colour. Compose music inspired by Mark Rothko's paintings	

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	<p>Improvise and create short pentatonic patterns over an accompaniment</p> <p>Capture creative ideas using graphic symbols and rhythm notation.</p>		<p>Read key signatures for sharps and natural notes</p> <p>Play the D major scale</p> <p>Read and play longer and more complex pieces of music</p>		<p>Compose a sequence of sound effects to accompany a cartoon clip.</p>	<p>Structure pieces of music into a suite inspired by Kandinsky</p>
ICT	Coding	Online Safety	Spreadsheets	Searches	Logo	Animation
	<p>Create an 'If/else' statement.</p> <p>Show how a character repeats an action and explain how they caused it to do so.</p> <p>Make a character respond to user keyboard input.</p> <p>Explain what a variable is when used in programming.</p> <p>Create an algorithm modelling the sequence of a simple event.</p> <p>Make good attempts to break a coding task into smaller achievable steps.</p>	<p>Know that security symbols such as a padlock protect their identity online.</p> <p>Know the meaning of the term 'phishing' and are aware of the existence of scam websites.</p> <p>Explain what a digital footprint is and how it relates to identity theft.</p> <p>Know what a computer virus is.</p> <p>Give reasons for limiting screen time.</p>	<p>Add a formula to a cell to automatically make a calculation in that cell.</p> <p>Use a series of data in a spreadsheet to create a line graph.</p> <p>Use a spreadsheet to check their understanding of a mathematical concept.</p>	<p>Structure search queries to locate specific information.</p> <p>Use search to answer a series of questions</p>	<p>Follow simple Logo instructions to create shapes on paper.</p> <p>Write Logo instructions for a word of four letters.</p>	<p>Put together a simple animation using paper to create a flick book.</p> <p>Use the Onion Skin tool to create an animated image.</p>
PSHE	Health and Wellbeing		Dreams, Goals and Character		Relationships Celebrating Differences	
	<p>Establishing routines and resetting behaviour within the school expectations.</p> <p>Revisiting different feelings and emotions people experience; how feelings and emotions change and what helps people to manage their Zones.</p> <p>Learning about managing feelings and emotions in different situations and getting help, advice and support with feelings and emotions.</p>		<p>Making a new plan and set new goals even if they have been disappointed</p> <p>Recognising that hopes and dreams don't always come true and how to build from disappointment</p> <p>Understanding the positives and negatives of collaboration through Nye Bevan.</p> <p>Learning how curiosity and commitment can make changes in the world through Marie Curie</p> <p>Developing kindness, empathy and friendship through Caroline Chisholm</p> <p>Understanding how resilience helps us achieve challenges through David Livingstone</p>		<p>Understanding that some forms of bullying are harder to identify e.g. tactical ignoring, cyber bullying</p> <p>Recognising the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Knowing that sometimes people make assumptions about a person because of the way they look or act</p> <p>Identifying ways to resist when people are putting pressure on them</p> <p>Recognising some reasons why people feel Jealousy</p> <p>Knowing that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	

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