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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Art** | **Topic:** Sculpture- History link Mythical creatures  **Knowledge:**  Ancient Greek art and culture  **Skills:** Use a sketchbook to record preparatory work  Pull a shape from clay  Add texture | **Topic:** Drawing (portraits)  **Knowledge:**  Correct proportion of human face/shape of features  **Skills:**  Apply skills (hatching/cross hatching)  Use colour washes and blocks of solid colour | **Topic:** Painting (Picasso)  **Knowledge:**  Know about the work of great artists  Understand how choice of subject, technique and colour create mood and feeling  **Skills:**  Refine mark making for effect (hair, eyes)  Create solid blocks of colour  Mix secondary colours | **Topic:** Drawing (Architecture/landmarks - Geography link-France)  **Knowledge:**  Describe key work, ideas and practices of artists, architects and designers  **Skills:**  Use a sketchbook to collect ideas and develop a plan.  Develop drawing techniques.  Select techniques to represent texture | | **Topic:** Mosaic/collage (History link-Roman motifs)  **Knowledge:**  Know about Roman art & culture  Understand how to improve work  **Skills:**  Collect ideas and develop a plan  Create pattern  Select colour for effect | | |
| **Computing** | [**The Internet**](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet)  Device: n/a  Programme/app: n/a | [**Data Logging**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging)  Device: MicroBits & PCs  Programme/app: codeit  Project: n/a  [Photo Editing](https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing)  Device: iPads  Programme/app: Apple Photos | [**Audio Production**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing)  Device: iPads  Programme/app: Garage Band  Project: Ancient Greeks | [**Repetition in Games**](https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games)  Device: PCs  Programme/app: Scratch | | Computing time use for Multiplication Check | **Repetitio**[**n in Shapes**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes)  Device: PCs  Programme/app: Scratch | |
| **Computing (Project Evolve)** | Privacy & Security | Online Bullying | Health, Wellbeing and Lifestyle | Online relationships & online reputation | | Copywrite and Ownership | Managing Information Online | |
| **DT** | **Topic:** Money containers  **Knowledge:** Designing for a purpose Exploring fastenings  Developing knowledge of stitches  **Skills:** Planning for a purpose  Making prototypes  Developing a range of stitches for a purpose  Using an appropriate fastener | | **Topic:** Using electrical circuits in design  **Knowledge:** Designing for a purpose Creating an item using bulbs or buzzers with a circuit  **Skills:** Problem solving  Planning for a purpose  Accurate measuring, cutting and joining  Fixing components to a product | | | **Topic:** Healthy eating  **Knowledge:** Making a healthy lunch  **Skills:** Slicing, grating, cutting, peeling, sauté, simmering and blending  Using instructions  Measuring & weighing ingredients accurately | | |
| **English** | **Topic:** Place value of Grammar  **Class Reader:** Grandad & John by Jeanne Willis  Bill’s New Frock by Anne Fine | **Topic:** Greek God Non-Chron Report  **Purpose:** To inform  **Audience:** Year 4 children  **Register:** Formal, Historical expert  **Topic:** Greek Myth  **Purpose:** To entertain  **Audience:** Year 4 children  **Register:** Formal/ historical expert  **Class Reader:**  Cloud Busting by Malorie Blackman | **Topic:** Formal Persuasive letter  **Purpose**: To persuade  **Audience:** Official (CEO of SeaWorld)  **Register:** Formal  **Topic:** Explanation Text- How to make chocolate  **Purpose:** To Explain  **Audience:** Year 4 children  **Register:** Informal Chatty Style  **Class Reader:** Charlotte’s Web (E.B. White) | **Topic:** Narrative: Speech for characterisation and settings (Butterfly Lion)  **Purpose:** To entertain  **Audience:** Readers of Butterfly Lion  **Register**: Authorial style  **Class Reader:** Butterfly Lion by Michael Morpurgo | | **Topic:** Diary (Journey to Jo’burg)  **Purpose:** To recount  **Audience:** Yourself  **Register:** Informal  **Topic:** Informal letter (Journey to Jo’burg)  **Purpose:** Personal Communication  **Audience:** Nono  **Register:** Informal  **Class Reader:** Journey to Jo’Burg by Beverley Naidoo | | **Topic:** Taking Flight  **Purpose:** Narrative- Speech Focus (for action)  **Audience:** Year 4  **Register:** Authorial Style  **Topic:** Suspense and character description (Alma)  **Purpose:** To entertain (suspense)  **Audience:** Year 4 children  **Register:** Authorial Style  **Class Reader:** The Girl who Stole an Elephant by Nizrana Farook  Julius Caesar by William Shakespeare |
| **French** | Phonics 1& 2  **Knowledge:**  Learn key French sounds | **Topic:**  Presenting Myself  **Knowledge:**  Learn key French sounds  Revise greetings  Numbers 1-20  Asking for key information  1st person  Adj. agreement  **Skills:**  Ask and answer simple questions  Create a short spoken passage  Read short phrases  Write short phrases | **Topic:**  Family  **Knowledge:**  Family members  Numbers to 100  Verb (to be called) Gender & articles  Possessives  **Skills:**  Ask and answer simple questions  Create a short spoken passage  Read short passages  Write short phrases | **Topic:**  Classroom  **Knowledge:**  Classroom objects  Gender & articles  1stperson (to have) Possessives  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Read short passages  Write short phrases | | **Topic:**  In the tea room  **Knowledge:**  Names of food, snacks and drinks.  Change singular nouns to plural form.  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | | **Topic:**  Weather  **Knowledge:**  Weather  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences |
| **History and Geography** | **Topic:** Ancient Greeks  **Knowledge:** An understanding of where and when Ancient Greece was  The importance of Gods and religion Daily life, Greek myths, keybattles, legacy  **Skills:** Chronology  Historical enquiry  **Trips/enrichment opportunities:** Past Productions  Ancient Greeks Day | | **Topic**: Europe and France  **Knowledge** Children learn about areas in the UK- cities, counties, regions and physical and human features (Locational)  Children then learn about countries in Europe  Detailed day learning about France and the different areas of it - city life, Alps and southern France  Comparison to the UK  **Skills:** Using atlases and 4/6 figure grid references on an OS map (Lake District) | | | **Topic:** Romans  **Knowledge:** The Celts  Why the Romans invaded  Life in the Roman army  Boudicca’s revolt  Legacy  **Skills:** Chronology  Historical enquiry  Interpretations of the past  **Trips/enrichment opportunities**: Fort Nelson Trip | | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Place Value**  Understand Thousands  Represent and partition numbers to 10,000  Find 1, 10, 100, 1,000 more or less  Number lines to 10,000  Compare and order numbers to 10,000  Round to the nearest 10, 100 and 1000    **Addition and Subtraction**  Understanding the relationship between + and –  Add and subtract 4-digit numbers using a written method (including exchanges)  Efficient subtraction  Checking strategies using inverse    **Multiplication and Division**  Multiples of 3  Multiply and divide by 6  Multiply and divide by 9  The 3, 6 and 9 times-tables  Multiply and divide by 7  11 times-table and division facts  12 times-table and division facts  Multiply by 1 and 0  Divide a number by 1 and itself  Multiply three numbers | | **Multiplication and Division**  Factor pairs  Multiply and divide by 10 and 100  Related facts – multiplication and division  Multiply  Use written methods to multiply up to 3-digit numbers by a 1-digit number  Use written methods to divide  up to 3-digit numbers by a 1-digit number  Correspondence problems    **Area**  Find area by counting squares  Make and compare areas    **Length and Perimeter**  Measure in kilometres and metres  Find equivalent lengths (kilometres and metres)  Calculate perimeter  Find missing lengths in rectilinear shapes  Find perimeter of regular and irregular polygons    **Fractions**  Understand the whole  Equivalent fractions  Count beyond 1 (understanding mixed and improper)  Convert mixed numbers and improper fractions  Add and subtract two or more fractions , including mixed fractions  Find a fraction of an amount | | | **Decimals**  Tenths as fractions and decimals  Hundredths as fractions and decimals  Round to the nearest whole number  Count in decimal steps  Divide a 1 or 2-digit number by 10 or 100  Make a whole with tenths & hundredths  Partition decimals  Compare and order decimals  Halves and quarters as decimals  Add and Subtract using decimal numbers    **Money**  Write money using decimals  Convert between pounds and pence  Compare amounts of money  Calculate with money  Solve problems with money    **Shape**  Identify angles  Compare and order angles  Identifying different triangles  Identifying different quadrilaterals  Different Polygons  Lines of symmetry    **Data & Time**  Interpret charts  Comparison, sum and difference  Interpret line graphs  Years, months, weeks and days  Hours, minutes and seconds  Convert 24-hour clock time | | |
| **Music** | **Topic:** Body and tuned percussion  **Knowledge and skills:** identify the structure of a piece of music, play contrasting rhythms and melodies together, perform as an ensemble.  **Theme:** Rainforests | **Topic:** Changes in pitch, tempo and dynamics  **Knowledge and skills:** create and perform a piece with ostinatos, sing in tune and in harmony as an ensemble, use musical terminology accurately.  **Theme:** Rivers | **Topic:** Chinese New Year (performance)  **Knowledge and skills:** ensemble singing with increasing confidence, understand the meanings behind the songs | | **Topic:** Samba  **Knowledge and skills:** understand the features of samba music, understand and play syncopated rhythms, compose a basic rhythmic break, perform rhythmic breaks as an ensemble.  **Theme:** Carnival |  | **Topic:** Adapting and transposing motifs  **Knowledge and skills:** understand musical motifs, sing in tune and in time, compose and notate a musical motif, combine and perform different versions of musical motifs.  **Theme:** Romans | |
| **RE** | **Concept:** Creation  **Knowledge:** Christianity  Beliefs, stories  **Big picture:**  Where do different religions derive?  Learn about where in the world Christianity comes from | **Concept:** Advent  **Knowledge:** Christianity  Festivals, beliefs, religious practices **Big picture:**  Where do different religions derive?  Learn about places in the Bible and where they are in the world  Learn about where Christian populations live today | **Concept:** Parinirvana  **Knowledge:** Buddhism  Festivals, religious practices, religious figures, beliefs  **Big picture:**  Where do different religions derive?  Learn about where Buddhism began in the world and where it is most practised now | | | **Concept:** Community  **Knowledge:** Humanist celebrations  Culture, festivals, religious practices  **Big picture:**  Where do different religions derive?  Learn about where Humanist views started and where Humanist populations live today | | |
| **PSHE** | **Topic:**  Anti-Bullying – Bystanders  **Knowledge**  Understand what bullying is  Explore how bullying makes victims feel  Understand the role of bystanders  Understand and develop strategies to prevent bullying | | **Topic:**  Keeping Safe  **Knowledge**  Know the stop, look, listen, think sequence  Identify safer places to cross the road  Know key road skills when travelling without an adult  Identify potential hazards minimise chances of getting into danger in open water  Recognise lifeguards and the safe swimming flags  Understand that cold water can affect my ability to swim and know to float on my back if I unexpectedly fall into cold water  Know how to have fun by the water and be safe  Understand it’s most important to ensure the safety of myself and others in the event of an emergency  Learn to assist in an emergency by correctly calling for help  Learn how to manage risk in relation to sun exposure, including skin damage and heat stroke | | | **Topic:**  Healthy Choices  **Knowledge**  Learn what makes a healthy diet and why this is important  Learn about the importance of regular, physical activity  Learn about strategies to maintain a balanced lifestyle  Learn about the safe use of medicines and household products.  Learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people’s health.  Learn about the importance of dental health routines | | **Topic:**  Health education - changing adolescent body  **Knowledge**  Name different parts of the body, including genitalia  Recognise appropriate and inappropriate physical contact and how to respond to unwanted physical contact (PANTS rule)  Understand key facts about puberty and the changing adolescent body  Understand the key facts about the menstrual cycle  Understand the importance of keeping clean during puberty  Understand the emotional changes that happen during puberty  Know where to get information, help and advice about puberty |
| **PE** | Seated volleyball, bean bag curling and fitness circuits | Dance – Greeks | Gymnastics- balances | Dodgeball/spikeball  PE shed games | | Tag rugby | | Rounders |
| Playground games, Daily Mile intro and throwing and catching skills | Endball | handball | cricket | | Sports Day/Athletics | | Tennis |
| **Science** | **Topic:** States of matter  **Knowledge:** Compare and group materials together, according to whether they are solids, liquids or gases  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  **Skills:**  All working scientifically skills with a focus onmaking predictions, setting up tests and recording data | | **Topic**: Sound  **Knowledge**:  identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object thatproduced it  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Recognise that sounds get fainter as the distance from the sound source increases  **Skills:**  All working scientifically skills with a focus onasking questions and observing and measuring | **Topic**: Electricity  **Knowledge**:  Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts  Identifywhether or not a lamp will light in a simple series circuit  Recognise that a switch opens and closes a circuit  Recognise some common conductors and insulators, and associate metals with being good conductors  **Skills**:  All working scientifically skills with a focus onmaking predictions and evaluating | | **Topics**: Living things and their habitats  **Knowledge**:  Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things  **Skills**: All working scientifically skills with a focus onasking questions and interpreting and observing and measuring | | **Topic**: Animals including humans  **Knowledge**:  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  Construct and interpret a variety of food chains, identifying producers, predators and prey  **Skills**:  All working scientifically skills with a focus onmaking predictions and interpreting and communicating results |