

	<b>Year Group: 4</b>					
	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>TOPIC</b>	<b>Where in the world...?</b>	<b>What have the Romans done for us?</b>	<b>Surviving the unexpected.</b>	<b>Burps, bottoms and bile.</b>	<b>Double, double, toil and trouble.</b>	<b>GAF Reimagining Communities</b>
<b>SUBJECTS</b>	7 weeks (first 3 days for induction)	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks 3 days
<b>English</b>	How to train your dragon By Cressida Cowell	Romans on the Rampage By Jeremy Strong  Roman Rescue – Twinkl online eBook  Escape from Pompeii By Christina Balit	Survivors By David Long Kerry Hyndman  Real- Life Mysteries... can you explain the unexplained? By Susan Marineau & Vicky Barker	Demon Dentist By David Walliams	The Witches By Roald Dahl  The BFG By Roald Dahl Focus on making the potions for dream.  Instructions – how to make a dream jar	GAF – Reimagining communities
<b>Maths</b>	<b>Week 1-3:</b> Number & Place Value <b>Week 4-5:</b> Addition & Subtraction <b>Week 6-7:</b> Multiplication & Division	<b>Week 8:</b> Review Gaps <b>Week 9-10:</b> Measurement, area and Perimeter <b>Week 11-12:</b> Statistics	<b>Week 1-2:</b> Multiplication & Division <b>Week 3-5:</b> Fractions <b>Week 6-8:</b> Decimals	<b>Week 9-10:</b> Properties of Shape <b>Week 11:</b> Review Gaps <b>Week 12:</b> Measurement: Money	<b>Week 1-2:</b> Decimals & Fractions <b>Week 3-4:</b> Measurement: Time <b>Week 5:</b> Position & Direction <b>Week 6:</b> Review Gaps Multi-step problems	<b>Week 8-9:</b> <b>Measurement:</b> Volume, length and beginning conversions <b>Week 10-12:</b> Review and Gap fill based on ARE and KPIs: Specifically 4 operations, Fractions, Decimals securing all expectations for Year 5 transition
<b>Science</b>	<b>All Living things</b> 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	<b>Electricity</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic	<b>Sound</b> Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from	<b>Animals including humans</b> Describe the simple functions of the basic parts of the digestive system in humans	<b>States of matter</b> Compare and group materials together, according to whether they are solids, liquids or gases	<b>Assessment and Review</b> Asking relevant questions and using different types of scientific enquiries to answer them

	<p>living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not 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>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>sounds travel through a medium to the ear</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>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>
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<b>Computing</b>	<p>Use digital imagery – download and manipulate for a purpose</p> <p><b>Task</b> – Geography link Plot names of countries on a downloaded image of map of world?</p>		<p>Keyboard skills: maintain and extend – establish competency, headers and footers</p> <p><b>Task</b> – Write up a report of a survival as Diary entry – linked to English text – Survivors.</p>		<p>Extend use of document software Advanced to include manipulation of pages for presentation and use of pre-designed templates etc.</p> <p><b>Task</b> - Making labels: Thinking about the potions they are going to make – design a label, Working in Word / Publisher. Focus on changing font colour etc. <b>BFG link</b></p>	
<b>History/ Geography</b>	<p><b>Geography Focus: Location Knowledge</b></p> <p>*recognise the different shapes of the continents *demonstrate knowledge of features about places around him/her and beyond the UK *identify where countries are within</p>	<p><b>History Focus: -Romans Empire -</b></p> <p>*History of Rome, how it came about. Soliders, Examples (non-statutory) This could include: *Julius Caesar’s attempted invasion in 55-54 BC</p>	<p><b>Geography Focus: -Fieldwork-</b></p> <p>*understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p>	<p><b>History Focus: -Impact on Britain and the Celts-</b></p> <p>*British resistance, for example, Boudica *‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs,</p>	<p><b>Geography Focus: -Place Knowledge-</b></p> <p>*know about the wider context of places – region, country *understand why there are similarities and differences between places</p>	

	<p>Europe, including Russia *recognise that people have differing qualities of life living in different locations and environments *know how the locality is set within a wider geographical context</p>	<p>*the Roman Empire by AD 42 and the power of its army *successful invasion by Claudius and conquest, including Hadrian's Wall</p>	<p>*measure straight line distances using the appropriate scale *explore features on OS maps using 6 figure grid references *draw accurate maps with more complex keys *plan the steps and strategies for an enquiry</p>	<p>including early Christianity *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p><b>Geography Focus: Human and Physical Geography</b> *describe human features of the UK regions, cities and/or counties *understand the effect of landscape features on the development of a locality *describe how people have been affected by changes in the environment *explain about natural resources e.g. water in the locality *explore weather patterns around parts of the world</p>		
<p><b>Art/DT</b></p>	<p><b>Art Focus: Observational Drawing: Skills –</b> Line, tone and</p>	<p><b>DT: Food tech Unit</b> Design / make pizza? Use for Roman day.</p>	<p><b>3D shape and form modelling –</b> <i>Papier mache</i> effective design</p>	<p><b>DT – Sewing – Binca</b></p>	<p><b>3D shape &amp; form modelling: Mod Roc</b> <b>Task:</b> Making potion bottles</p>	

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	shade... using different writing mediums. Designing for effect.  <b>Task:</b> Design and draw your own dragon.  <b>Colour mixing – water colours</b> Mixing and blending Water wash – bleeding  <b>Task:</b> Background for Dragon picture.	Survey different pizzas, evaluate, data collection – which is best – Design, draw and make and eat pizzas.	<b>Task:</b> Make Volcanoes	Design on graph paper – then create Roman Cross stitch design.	<b>Wax Crayon Melts – Link to Science –</b> Changing states of matter.	
<b>RE</b>	<b>Autumn</b> Ganesh Chaturthi and prayer (Hinduism)		<b>Spring</b> Holy Week and Easter (Christianity)		<b>Summer</b> Vaisakhi (Sikhism)	
<b>PE (outdoor)</b>	Games: Hockey	Games: Tag Rugby	Games: Tag Rugby	Outdoor Adventurous: Orienteering	Football:	Striking & Fielding: Cricket / Rounders
<b>PE (indoor)</b>	MultiSkills:	Gym:	Dance:	Invasion – Netball	Net & Field – Tennis / Badminton	Athletics:
<b>PSHE</b>	<b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>• What positively and negatively affects their physical and mental health</li> <li>• Healthy Diets</li> <li>• To celebrate their achievements, identify their strengths and areas for improvement, set goals</li> <li>• About change, including transitions - separation, loss and divorce</li> <li>• Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the <u>Bikeability programme</u>), and safety in the environment (including rail, water and fire safety)</li> <li>• strategies for keeping safe online; the importance of protecting personal information</li> </ul>		<b>Relationships:</b> <ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, relationship and develop the skills maintain positive relationships</li> </ul>		<b>Living in the Real world:</b> <ul style="list-style-type: none"> <li>• To discuss and debate topical issues, problems and events that are of concern to them</li> <li>• why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</li> <li>• to understand that there are basic human rights shared by all peoples and all societies</li> <li>• that these universal rights are there to protect everyone</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> </ul>	
<b>French</b>	<b>Term 1</b> Numbers 1-31, months, dates, asking for and giving birthday, anguage to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and		<b>Term 2</b> This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of		<b>Term 3</b> During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une...qui s'appelle..' I have a ...called... and apply this also	

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	create invitations, they will learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.	Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse)	in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).
<b>Music</b>	<b>Pitch and Melody:</b> Sing in tune with awareness of others. To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect.	<b>Singing as a Group:</b> Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice.	<b>Ocarina:</b> Begin to read musical notation
<b>Trips and Special Visitors</b>		<b>Roman Day:</b> Mosaic tiles Dress up like a Roman Eat their DT food project Pizza / Calzones	<b>Roman Trip:</b> Lullingstone Villa
<b>School Value</b>	Kindness Relationship	Responsibility Independence	Excellence Resilience
<b>British Value</b>	Integrity	Democracy	Mutual Respect
			Kindness Relationship
			Responsibility Independence
			Excellence Resilience
			Individual Liberty
			Tolerance / Mutual Respect