
















YEAR 4

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|--|
| <p>Who were the Romans and what did we learn from them?</p>   | <p>What happens to the food we eat?</p>   | <p>Why are most of the world's cities located by rivers?</p> <p>How would we survive without water?</p>  | <p>Which animals and plants thrive in our local environment?</p>   | <p>How can we recreate the wonder of Ancient Egypt?</p>  | <p>Why is the sound of Little Mix enjoyed by so many?</p>  |
| <p>WOW Class to be given surprise 'extra' playtime so that an older group of children can 'invade' their classroom.</p> | <p>WOW Children to eat a piece of chocolate at the beginning of the day with a view to tracking its journey through the body.</p> | <p>WOW Create different shapes with clay or plasticine and put water into the mould and freeze it.</p> | <p>WOW Visit to local woodland</p> | <p>WOW Mummification game</p> | <p>WOW Listen to a range of different music: rock, classical and opera and discuss likes and dislikes</p> |
| <p>Experience The Museum of London 'Roman London' exhibition</p> | <p>Experience D.T. international food healthy food day</p> | <p>Experience Thames river experience</p> <p>National Gallery trip - Monet</p> | <p>Experience Invite members of the community/parents to discuss why we should be proud of our environment</p> | <p>Experience British museum visit</p> | <p>Experience Hindu temple visit</p> |
| Core book | Core book: | Core book | Core book | Core book | Core book |

| | | | | | |
|---|---|---|--|---|--|
|  |  |  |  |  |  |
| <p>History The Roman Empire and its impact on Britain</p> <p>Reflection: children, through 'home learning' tasks, will be expected to put together a 'research file' that will start with a range of questions they will have thought of during the pre learning task.</p> | | <p>Geography Rivers and cities</p> <p>Reflection: explanation writing Rivers and cities</p> | | <p>History The ancient civilization of Egypt</p> <p>Reflection: Were the Egyptians more advanced than we are? Presentation</p> | <p>Geography: skills and knowledge work</p> |
| | <p>Science Animals including humans - digestive system and teeth.</p> <p>Reflection: create a model of the digestive</p> | <p>Science States of Matters</p> <p>Reflection: paired news report on how water is our lifeline.</p> | <p>Science Living things and their habitats</p> <p>Reflection: why we should be proud of our local environment.</p> | | <p>Science Sound</p> <p>Reflection: in groups pupils have to create a: 'Who wants to be a millionaire?'</p> |

| | | | | | |
|---|---|--|---|--|--|
| | system and share with class. | | Poster and Presentation | | game to challenge other groups. |
| Maths Place Value Addition and Subtraction | Maths Length and Perimeter Multiplication and Division | Maths Multiplication and Division Area Measures: times, distances, temperature. Plan a journey using accurate distances and time schedules. | Maths Fractions Decimals | Maths Decimals Money | Maths Time Geometry - Properties and Shape Position and Direction |
| R.E. CREATION What do Christians learn from the creation story?  | RE INCARNATION What is the Trinity? DIGGING DEEP  | R.E. GOSPEL What kind of a world did Jesus want?  | RE SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER  | RE HINDUISM What Hindu people believe about God?  | RE HINDUISM How do Hindu people worship and celebrate?  |
| Computing E-safety | Computing Technology in the Wider World | Computing Creating, Editing and Publishing Digital Content | Computing Computer Science, Programming and Physical Systems | Computing Collaboration and Communication | Computing Data Handling |

| | | | | | |
|---|--|---|--|--|--|
| D.T. Textiles 2D shape to a 3D product (design and make an Ancient Roman purse/wallet) | D.T. Food Healthy and varied diet Design and make a vegetarian feast. | Art Painting Watercolours - river paintings/water/Elements. Ink drawings Artist study - Claude Monet | Art Collage Collage using a variety of materials. Looking at creating texture. Creating a picture of a habitat linked to the book. | Art Printing. Egyptian hieroglyphics. | D.T. Structures Shell structures using computer aided design (CAD). Rangoli Patterns |
| Music Listening/appraising, history of music and singing How did the Romans use instruments and how they were used in everyday life? | Music Performing and notation Introduction to recorders. How do we use our lungs correctly and move fingers? | Music Composition, listening and performance What does water sound like? Compose a piece about the journey of a river. | Music Listening and appraising How can music sound like birds and animals? What pictures does it create in your head? | Music Listening and appraising What are elements of music? Can I listen out for changes in dynamics and pitch? | Music Performing and composing How is sound produced by different instruments? How does it travel to the ear? |
| Spanish La Fruta Las Verduras | Spanish Me Presento | Spanish La Familia | Spanish La Casa Tudor | Spanish Desayuno En El Cafe | Spanish Mi Clase |
| P.E. Tennis | P.E. Handball | P.E. Hockey | P.E. Basketball | P.E. Athletics | P.E. Cricket |
| PSHE- My health Physical healthy Being active Healthy routines Recharge | PSHE- My health Healthy eating Smart choices Hydration Keeping healthy | PSHE- My life Lifestyles Making choices | PSHE- My life Pride Character Relationships | PSHE- My mind My mind Healthy body healthy mind | PSHE- My mind Determination Feelings Emotions |

| | | | | | |
|--|--|---|---|---|---|
| | | Confidence Impressions  | Connections  | Mind training Resilience  | Mental health Positivity Self Awareness  |
|--|--|---|---|---|---|