
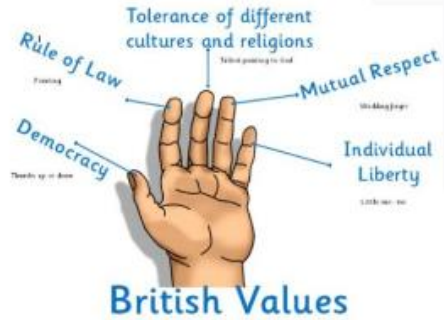
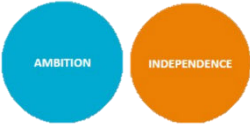







Year 4 Curriculum Overview 2024 – 2025

<p>Threads</p>	 <p>Links to our Global Citizenship threads are highlighted on our curriculum maps in the corresponding colour.</p>			 <p>Opportunities to reinforce British Values are represented with the following codes:</p> <p>Democracy: BV – D Rule of Law: BV – RoL Tolerance/Celebration: BV – TC Mutual Respect: BV – MR Individual Liberty: BV – IL</p>		
<p>Term & Topic</p>	<p><u>Autumn 1</u> <i>Somewhere to Settle</i></p>	<p><u>Autumn 2</u> <i>Leaders: Then and Now</i></p>	<p><u>Spring 1</u> <i>Cracking Contraptions</i></p>	<p><u>Spring 2</u> <i>Burps, Bottoms and Bile</i></p>	<p><u>Summer 1</u> <i>Across America</i></p>	<p><u>Summer 2</u> <i>Blue Abyss</i></p>
<p>Value Focus</p>						
<p>Events</p>	<p><i>Black History Month</i> Social Impact – Read-a-thon – Raising Money</p>	<p><i>International Day</i> <i>Anti-Bullying Week</i> (13th- 17th November) Social Impact – Children in Need & Save the Children – Donating</p>	<p><i>Children’s Mental Health week</i> (3rd – 9th February) Social Impact – Sponsored run/walk – Raising Money</p>	<p><i>World Book Day</i> <i>British Science Week</i> (7th – 16th March) Social Impact - Red Nose Day – Donating</p>	<p><i>Sustainability Day</i> Social Impact – 20 is Plenty - Petitioning</p>	<p><i>Summer Fair</i> <i>South Asian Heritage Month</i> <i>National Fieldwork Fortnight</i></p>

Term & Topic	<u>Autumn 1</u> <i>Somewhere to Settle</i>	<u>Autumn 2</u> <i>Leaders: Then and Now</i>	<u>Spring 1</u> <i>Cracking Contraptions</i>	<u>Spring 2</u> <i>Burps, Bottoms and Bile</i>	<u>Summer 1</u> <i>Across America</i>	<u>Summer 2</u> <i>Blue Abyss</i>
Subject Driver & Hours	History – 6 Geography – 6	History – 12	History – 12	History – 6 Geography – 6	Geography – 12	Geography – 12
Overview	<p>During this topic, pupils will learn the reasons behind why people settle where they do and whether this comes down to choice or not. Pupils will learn about the history of invaders and settlers in Britain. They will study the history of the Anglo Saxon’s and Viking’s invasion, including where they came from, where they settled, and why they came to Britain. Pupils will gain an understanding of the impact of these civilisations on Britain, which still is prominent in our lives today. Through the linking of the creation of Anglo-Saxons counties, pupils will learn about the current counties in Britain that are close to Nottingham. Pupils will study how land use, in relation to housing, has changed over time and explore the types of settlement, including comparing villages, towns and cities. Pupils will explore push and pull factors when it comes to finding somewhere to settle. Pupils will bring their learning even further into the present day by considering the need for housing in England and the different types of houses that exist.</p> <p>As Black History Month draws closer, pupils will learn about how the Windrush generation came to settle in Britain and the</p>	<p>During this topic, pupils will learn about leadership in the past and present. Pupils will learn about the Norman invasion, including the battle for the throne in 1066. Pupils will carefully consider the candidates for the throne, discussing and analysing what life may have been like with each one as a leader. They will gain an understanding of the chronology of the Norman invasion and the events leading up to it. Pupils will learn about other key aspects of life in Norman times, including the Battle of Hastings and the Bayeux Tapestry, Norman castles and The Domesday Book.</p> <p>Pupils will then look at other influential leaders, from a range of diverse backgrounds (refer to Nelson Mandela (Year 3) and Mahatma Gandhi (Year 4)). Pupils will look at leaders from the past, such as Martin Luther King Jr (link to Year 2’s learning on Rosa Parks) and Abraham Lincoln, along with modern-day leaders such as Barack Obama and Jacinda Ardern. Pupils will look at some of the controversies that can surround influential leaders. They will consider how leadership has changed over time and analyse what makes an effective leader. Pupils will</p>	<p>During this topic, pupils will learn about the rich history of innovation in Nottingham. Pupils will recap the small Anglo-Saxon settlement in the beginning of Nottingham, considering how the positioning of Nottingham and the River Trent made it likely Nottingham would grow. Pupils will learn about the main industries in Medieval times, and how these changed and developed in the 16th, 17th and 19th century (link to Y6 learning), discovering how this influenced many place names. Pupils will learn about key inventors in Nottingham, including Frank Bowden, the creation of Ibuprofen and the MRI machine, and the impact these inventions have had on society.</p> <p>Pupils will learn about diverse figures in STEM, including Sir Charles Ko and Kusala Rahendran and key inventions by Alexander Graham Bell, and Nikola Tesla. Pupils will also link their understanding of inventions and inventors to their study of electricity in science. Pupils will learn how to identify common appliances that run on electricity, how to construct simple series circuits and identify and name its basic parts, identify whether a circuit is complete or not, recognised</p>	<p>During this topic, pupils will delve inside the human body, learning the wonders of the digestive system - including the parts and functions.</p> <p>They will explore the link between diet and lifestyle and longevity, through studying the Blue Zones. Pupils will use atlases, to firstly locate the world’s countries, and then to analyse life expectancy, honing in on the five places in the world that have the highest number of centenarians. Pupils will understand the human and physical characteristics of these places that help lead to increased longevity. Pupils will compare and contrast the similarities and differences between the lifestyles lived in these places, drawing conclusions as to the factors that lead to increased health. Pupils will look at food distribution in these places, exploring the differences between urban and rural areas, comparing it to Nottingham, and whether this influences lifestyle.</p> <p>In preparation for next term’s learning on America, pupils will take a look at American history of The Great Migration. They will link their learning on settlements and leadership during this. Pupils will know that in 1910, 90% of Black Americans lived in the South. They will learn the</p>	<p>During this topic, pupils will first find out about the continents of North and South America, and the countries and states that form them. They will look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate, biomes, vegetation belts, rivers, mountains and locations of each area. Pupils will look closing on the interactions between human and physical environments, focusing on food, and farming. They will begin to be able to explain how latitude affects the geography and climate of a region. Pupils will identify the similarities and differences between a region of the Americas and where they live. Pupils will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas. Pupils will explore the human landscapes of the USA, exploring patterns of population distribution and density.</p>	<p>During this topic, pupils will explore the world’s oceans and seas in greater detail. They will recap the names and locations of the oceans and seas. Pupils will then learn about the role of the Earth’s atmosphere and why weather is changing and the impact of this. Pupils will learn where the Earth’s water can be found, before learning more about weather and climate. In science, pupils will learn about food chains identifying producers, predators and prey. Pupils will observe that some materials change state when heated or cooled, researching and measuring the temperature at which this happens, before learning about the water cycle and associating the rate of evaporation with temperature. Pupils will link their learning on evaporation to the effects of the warming planet and the impact this is having on the ocean. Pupils will learn about how we all depend on the oceans, and about how they are under threat, and the impact of this if action is not taken. Pupils will learn about the acidification of the oceans, along with pollution of the oceans, looking at major pollution incidents caused by humans and plastic pollution. Pupils will consider the impact all of this is having on the</p>








	<i>challenges and opportunities faced then and since.</i>	consider what kind of leader they would want to be.	the role of a switch in a circuit and identify some common conductors and insulators. Pupils will spend time learning about staying safe around electricity Pupils will learn about renewable and non-renewable sources of electricity, developing an understanding of how much electricity is used during simple, everyday tasks, and understand how renewable sources are an important part of sustainability.	<i>push and pull factors for them leaving, including the consequences of the 13th Amendment. They will know some facts about the American Civil War and who Abraham Lincoln was and what he believed in.</i>		<i>ecosystems within the ocean and what can be done about it.</i>
Enrichment	<ul style="list-style-type: none"> ❖ Immersive experience - Geography of the UK, Anglo-Saxon and Viking invasion re-enactments ❖ Viking Workshop ❖ Windrush author visit ❖ Local area walk to observe and record the features found in a city compared to a village <p><i>Be Safe – Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ Lincoln castle visit ❖ Immersive Room – The Norman Invasion <p><i>Be Safe – Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ Immersive experience – Renewable Energy ❖ Walk into the city centre – history of Nottingham ❖ Virtual Electricity Workshop <p><i>Be Safe – Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ Digestive system virtual tour in the immersive room ❖ Place of workshop – Buddhist temple ❖ Buddhist Monk visit ❖ Local area walk to observe, record and present human and physical aspects of Nottingham that support a healthy lifestyle <p><i>Be Safe – Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ Immersive experience – Biomes, American Geography and the Wonders of the World <p><i>Be Safe – Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ Immersive experience – Exploring Oceans and Seas ❖ Plastic Pollution Workshop ❖ Seaside visit ❖ Place of Worship – St. Christopher’s Church ❖ SCARF PSHE Workshop <p><i>Be Safe – Off-site Visits</i></p>
Mastery Day	<p><i>Pupils will apply their knowledge and understanding to design a living space for a diverse community, looking to settle in the UK, in 2023.</i></p> <p><i>STEM/PSHE/RE focus</i></p>	N/A	<p><i>Pupils will apply their knowledge and understanding to design and pitch a product to a panel of ‘Dragons’ that uses renewable electric.</i></p> <p><i>STEM focus</i></p>	N/A	N/A	<p><i>Pupils will apply their knowledge and understanding of environmental issues to create a campaign on looking after the environment</i></p> <p><i>Geography</i></p>
Presentational Talk	<p><i>Linked to Mastery Day – informative speech - presenting designs for the new community living space</i></p>	N/A	<p><i>Linked to Mastery Day – persuasive speech to encourage Dragons to invest</i></p>	N/A	N/A	<p><i>Linked to Mastery Day – informative and persuasive speech on looking after the environment</i></p>

Career-Related Learning.	❖ <i>Meeting with an author</i>	❖ <i>Leader/CEO/Local Councillor</i>	❖ <i>Aeronautical female engineer visit</i>	❖ <i>Consultant periodontist</i>	N/A	❖ <i>Marine Biologist</i>
<i>English: Reading</i>	<p><i>How to Train your Dragon</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>Anglo Saxons (4), Romans (4) and the Vikings (4) non-fiction from Literacy Shed Plus</i> ❖ <i>Video clips from the Windrush</i> ❖ <i>Michael Rosen poetry – On the Move – Migration</i> <p><i>BV – RoL, TC, MR, IL</i></p>	<p><i>Anglo Saxon Boy</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>Battles (4) and Stories with a past (4) non-fiction from Literacy Shed Plus</i> ❖ <i>Past and present leaders’ speeches</i> ❖ <i>The Dragon Slayer video from Literacy Shed</i> ❖ <i>Classic Poetry Edgar Allen Poe - The Raven</i> 	<p><i>The Lost Thing</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>British Inventors (4) and Female Scientists (4) non-fiction from Literacy Shed Plus</i> ❖ <i>Girl and Robot video from Literacy Shed</i> ❖ <i>Classic Poetry – Walter de la Mare – The Listeners</i> 	<p><i>George’s Marvellous Medicine</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>Eating and Digestion (4) Potions (4) and The Human Body (4) non-fiction from Literacy Shed Plus</i> ❖ <i>Roald Dahl Poetry – check for language</i> ❖ <i>Roald Dahl Newsround clip</i> <p>https://www.bbc.co.uk/newsround/av/3557934/5</p> <p><i>Be Safe – Medicines</i></p>	<p><i>Kidnap on the Californian Comet</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>Mountains (4), USA (4) and Rivers (4) non-fiction from Literacy Shed Plus</i> ❖ <i>Classic Poetry – William Blake – The Tyger</i> ❖ <i>Orient Express video clips and recounts</i> 	<p><i>Why The Whales Came</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ <i>Ocean depths (4) and the Titanic (adapted 5) non-fiction from Literacy Shed Plus</i> ❖ <i>Contre Temps – Film Unit – Literacy Shed Plus</i> ❖ <i>Classic Poetry – Robert Frost - The Road not Taken</i> <p><i>Be Safe – Water Safety</i></p>
<i>English: Writing</i>	<ul style="list-style-type: none"> ❖ <i>Writing to inform – an explanation text on how to train a dragon – so that the reader understands</i> ❖ <i>Poetry – free verse – dragons – so that the reader feels emotion</i> <p><i>Grammar and Punctuation:</i></p> <ul style="list-style-type: none"> ❖ <i>Paragraphs to organise ideas around a theme</i> ❖ <i>Structured beginning, middle, ending</i> ❖ <i>Compound sentences</i> ❖ <i>Apostrophes to mark singular possession</i> ❖ <i>Start with a simile</i> ❖ <i>Embellished sentences</i> ❖ <i>‘Emotion, comma’ Exciting Sentences</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to persuade – a letter of complaint from Magnus to father about unequal treatment</i> ❖ <i>Writing to entertain – a conquering the monster narrative including a battle scene</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to entertain – a wishing tale narrative involving a character/ creature like The Lost Thing</i> ❖ <i>Writing to inform – a diary entry from The Lost Thing’s/Shاون’s perspective</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to inform – an explanation text of the digestive system from a piece of food’s perspective</i> ❖ <i>Writing to entertain – an overcoming the villain narrative</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to entertain – a narrative adventure story</i> ❖ <i>Writing to discuss – a discussion text on the cause and effect of The Great Migration</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to inform – a non-chronological report on the oceans</i> ❖ <i>Writing to discuss – a text on plastic/plastic pollution</i>

<p>Cross Curricular Writing</p>	<p>Science: Partial write-up from the investigation History/Geography: Experiences of the Windrush generation and explanation on the effects of the Anglo-Saxons and Vikings on Britain Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Analysis of the candidates for the throne and the outcomes of each one Art/DT: Write a guide for strengthening structures RE: Respond to key question</p>	<p>Science: Explanation of the components of a circuit and how they work together to complete a circuit History/Geography: Write about the industrial developments of Nottingham Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Explanation of how food moves through the digestive system, from the point of view of a piece of food History/Geography: Write a report about life in the Blue Zones Art/DT: Explanation on how and why recipes might need adapting RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Report on the geography of America Art/DT: Evaluation of final product RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Report on the threats oceans face, linking to science learning Art/DT: Artist study RE: Respond to key question</p>
<p>Maths</p>	<ul style="list-style-type: none"> ❖ Number: Place value NCETM Spine: 1.17, 1.22 ❖ Number: Addition and subtraction NCETM Spine: 1.22, 1.20, 1.21 ❖ Measurement: Area NCETM Spine: 2.16 ❖ Number: Multiplication and division A NCETM Spine: 2.6 (TP5 for $x \div 0$ and 1), 2.8, 2.9 ❖ Number: Multiplication and division B NCETM Spine: 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15 		<ul style="list-style-type: none"> ❖ Number: Mult and division B cont ❖ Measurement: Length and perimeter NCETM Spine: 2.16 ❖ Number: Fractions NCETM Spine: revisit 3.0 as appropriate, 3.4, 3.5, 3.7, 3.8 (as appropriate) ❖ Number: Decimals A NCETM Spine: 2.13, 1.23, 1.24 ❖ Consolidation and assessment 		<ul style="list-style-type: none"> ❖ Number: Decimals B NCETM Spine: 1.23, 1.24 ❖ Measurement: Money ❖ Measurement: Time ❖ Geometry: Shape ❖ Statistics ❖ Geometry: Position and direction ❖ Consolidation and assessment 	
<p>History</p>	<p>The Anglo-Saxon, The Vikings and The Windrush Generation</p> <ul style="list-style-type: none"> ❖ Know the chronology and details of the Anglo Saxon's and Viking's invasion ❖ Understand the impact of these civilisations on Britain ❖ Know which place names were influenced by the Anglo-Saxons. ❖ Know how the Windrush generation came to 	<p>The Normans and Leaders: Then and Now</p> <ul style="list-style-type: none"> ❖ Know factors surrounding the battle for the throne in 1066. ❖ Know about each candidate for the throne, considering what life may have been like with each one as a leader. ❖ Understand the chronology of the Norman invasion and 	<p>Inventors and Inventions: A Local History Study</p> <ul style="list-style-type: none"> ❖ Know that the position of Nottingham near to the River Trent meant it likely it would grow ❖ Know the main industries in medieval times and the 16th, 17th and 19th century. ❖ Know that place names in Nottingham were influenced by industry 	<p>American History: The Great Migration</p> <ul style="list-style-type: none"> ❖ Know cause and effect factors that led to The Great Migration between 1916 and 1970 ❖ Know about Abraham Lincoln's presidency and The American Civil War. <p>BV – RoL, TC, MR, IL</p>	<p>N/A</p>	<p>N/A</p>

	<p><i>settle in Britain and the challenges and opportunities faced then and since.</i></p> <p>BV – RoL, TC, MR, IL</p>	<p><i>the events leading up to it.</i></p> <ul style="list-style-type: none"> ❖ <i>Know about key battles: the Battle of Hastings and the Battle of Stamford Bridge</i> ❖ <i>Know about the Bayeux Tapestry, Norman castles and The Domesday Book.</i> ❖ <i>Know about influential leaders, from a range of diverse backgrounds, past and present, including: Martin Luther King Jr (link to Year 2's learning on Rosa Parks and Year 3's learning on Nelson Mandela) and Abraham Lincoln along with modern-day leaders such as Barack Obama and Jacinda Ardern.</i> <p>BV – RoL, TC, MR, IL</p>	<ul style="list-style-type: none"> ❖ <i>Know that the invention of machines further grew Nottingham</i> ❖ <i>Know about Frank Bowden</i> ❖ <i>Know about the invention of Ibuprofen and the MRI machine</i> ❖ <i>Know the impact of these inventions on society</i> ❖ <i>Pupils will learn about diverse figures in STEM, including Sir Charles Ko and Kusala Rahendran and key inventions by Alexander Graham Bell, and Nikola Tesla.</i> 			
Geography	<p>Settlements</p> <ul style="list-style-type: none"> ❖ <i>Know counties in Britain, close to Nottingham</i> ❖ <i>Know similarities and differences between villages, towns and cities.</i> ❖ <i>Know what a settlement is</i> ❖ <i>Know push and pull factors</i> ❖ <i>Know about housing in the UK and the types of houses people live in</i> 	N/A	N/A	<p>Health across the World</p> <ul style="list-style-type: none"> ❖ <i>Know countries which have the highest and lowest life expectancy</i> ❖ <i>Know the places referred to as the Blue Zones</i> ❖ <i>Know the human and physical characteristics of these places which impact lifestyle</i> ❖ <i>Analyse lifestyle in these areas</i> ❖ <i>Local area walk to observe, record and</i> 	<p>The Americas</p> <ul style="list-style-type: none"> ❖ <i>Recap continents North and South America, and know some of the countries and states that form them.</i> ❖ <i>Know some significant landmarks</i> ❖ <i>Explain how latitude affects the geography and climate</i> ❖ <i>Know what the climates are like in the tropics</i> 	<p>Oceans and Seas</p> <ul style="list-style-type: none"> ❖ <i>Understand the role of the Earth's atmosphere</i> ❖ <i>Know why weather is changing and the impact of this</i> ❖ <i>Know where the Earth's water can be found</i> ❖ <i>Understand and describe the water cycle</i> ❖ <i>Understand weather and climate in more detail</i>

	<ul style="list-style-type: none"> ❖ Know different types of land use ❖ Know how land use has changed over time in Nottingham ❖ Pupils will study how land use has changed over time and why that is ❖ Local area walk to observe and record the features found in a city compared to a village 			<p><i>present human and physical aspects of Nottingham that support a healthy lifestyle</i></p>	<ul style="list-style-type: none"> ❖ Compare a region of America to the UK ❖ Understand the human landscape of the USA (population, distribution and density) ❖ Describe the landscape ❖ Understand key aspects of farming and food production 	<ul style="list-style-type: none"> ❖ Link science learning on evaporation to the effects of the warming planet and the impact on the ocean. Know we all depend on the oceans, and they are under threat ❖ Know about the acidification and pollution of the oceans, along with looking at major pollution incidents caused by humans and plastic pollution. ❖ Know the impact of this on the ecosystems
Science	<p>Sound Working scientifically</p> <ul style="list-style-type: none"> ❖ Know how sounds are made ❖ Know how vibrations from sounds travel to the ear ❖ Know how distance affects the volume of sound ❖ Know about Cochlea hearing implant and deaf awareness – inventions that change lives – link to prior learning in Year 2 and learning to come in Spring 1 <p>Be Safe – Hearing Loss</p>	<p>Sound (Sound circus – investigating pitch and volume) Working scientifically</p> <ul style="list-style-type: none"> ❖ Know the connection between the volume of a sound and the strength of vibrations ❖ Know the connection between the pitch of a sound and the features of the object that produced it ❖ Understand how sounds change over distance ❖ Know how sounds travel through mediums to the ear and how this effects the sound (soundproofing) <p>Be Safe – Hearing Loss</p>	<p>Electricity Working scientifically</p> <ul style="list-style-type: none"> ❖ Know how to be safe around electricity ❖ Know what an electrical appliance is and which run from mains and battery ❖ Know different circuit components and explain what they do ❖ Know how to build series circuits and identify whether they are complete or incomplete ❖ Know how to identify electrical conductors and insulators and explain what they do ❖ Know several different switches and explain how they work in a circuit 	<p>Animals including humans (food chains in Summer 1) Working scientifically</p> <ul style="list-style-type: none"> ❖ Know how to keep teeth healthy ❖ Know factors related to tooth decay and the impact this can have on heart health ❖ Know the different types of teeth and their functions ❖ Know the different parts of the digestive system ❖ Know the functions of the parts of the digestive system ❖ Know the process of digestion ❖ Know lifestyle factors that lead to longevity of life <p>Be Safe– health, diet, body image</p>	<p>Living things and their habitats (including food chains. Environmental changes covered in Summer 2) Working scientifically</p> <ul style="list-style-type: none"> ❖ Develop the skill of classifying living things in a variety of ways ❖ Develop the skill of creating classification keys ❖ Develop the skill of using classification keys to sort in/vertebrate ❖ Know what producers, predators and prey are ❖ Develop the skill of constructing food chains 	<p>States of matter (plus environmental changes) Working scientifically</p> <ul style="list-style-type: none"> ❖ Know the role of the Earth’s atmosphere ❖ Know why weather is changing ❖ Know the impact of changing weather ❖ Know what can be done to prevent changing weather ❖ Know the properties of solids, liquids and gases ❖ Develop the skill of comparing and grouping solids, liquids and gases ❖ Know how and why materials change state (heating and cooling) ❖ Understand the water cycle and how evaporation and

			<ul style="list-style-type: none"> ❖ Develop the skill of applying knowledge of electricity to different situations <p>Be Safe – Electrical Safety</p>			<p>condensation features in it</p> <ul style="list-style-type: none"> ❖ Understand how and why environments change and the impact this has on living things
Scientific Enquiry	<p>Explore ways to increase and decrease sound.</p> 	<p>How do different materials affect pitch? WS focus: Recording data</p> 	<p>Identify and classify appliances that run on electricity.</p> 	<p>What are the functions of the different types of human teeth?</p> 	<p>Use observation skills to study and categorise a variety of animals.</p> 	<p>Explore the effect of human impact on our environment over time. How does temperature affect evaporation over time? WS focus: Recording data</p>  
Art	<p>Anglo-Saxon Art</p> <p>B: 2D Art (Printing) Individual/Group – Large Scale</p> <ol style="list-style-type: none"> 1. Observational drawing of patterns found in nature A1, A2, A5, A9 2. Anglo-Saxon prints, Lalla Essaydi, Mandala patterns, Fibonacci E1, E2, E3, E4 3. Biros A2, A5, A9, F1, F2, F3, F4 4. Colour work – complementary colours – earthy hues A6, A7, F1, F2, F3, F4 5. Printed patterns A4, A9 <p>➤ X. Printing techniques</p>	N/A	<p>Cracking Contraptions</p> <p>D: Computer Art (2D) Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of buildings A1, A2, A5, A9 2. Eric Joyner E1, E2, E3, E4 3. Felt tips A2, A9, F1, F2, F3, F4 4. Colour work – values, hues and tones A4, A6, F1, F2, F3, F4 5. Futuristic computer art A4, A9, D1, D2, D3 <p>➤ X. Paint program skills D1, D2, D3</p>	N/A	N/A	<p>Blue Abyss</p> <p>A: 2D Art (Drawing and Painting) Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of liquids and seascapes A1, A2, A5, A9 2. Lowry E1, E2, E3, E4 3. Pastels A2, A9, F1, F2, F3, F4 4. Colour work – showing reflections, tints, shades and tones A6, A8, F1, F2, F3, F4 5. Seascape with water colour A4, A8, A9 <p>X. Tinting and reflections with watercolour A8</p>

	Aluminium printing equipment					
DT	N/A	Structures: Make a Free-Standing Pavilion Be Safe – Using Tools and Equipment Safely	N/A	Cooking and Nutrition: Adapt a Recipe Be Safe – Using Tools and Equipment Safely	Electronics: Make a Working Torch Be Safe – Using Tools and Equipment Safely	N/A
RE	Buddhism: Buddha’s teachings Key Question: Is it possible for everyone to be happy? BV – TC, MR, IL	Christianity: Christmas Key Question: What is the most significant part of the nativity story for Christians today? BV – TC, MR, IL	Buddhism: The 8-fold path Key Question: Can the Buddha’s teachings make the world a better place? BV – TC, MR, IL	Christianity: Easter Key Question: Is forgiveness always possible for Christians? BV – TC, MR, IL	Buddhism: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? BV – TC, MR, IL	Christianity: Prayer and worship Key Question: Do people need to go to church to show they are Christians? BV – TC, MR, IL
Computing	C: Digital Literacy Online Safety A: Computer Science Coding Be Safe – Online Safety	B: Information Technology Spreadsheets Be Safe – Online Safety	B: Information Technology Writing for different audiences Be Safe – Online Safety	A: Computer Science Logo B: Information Technology Artificial Intelligence Be Safe – Online Safety	B: Information Technology Animation B: Information Technology Effective Searching Be Safe – Online Safety	A: Computer Science Hardware investigators B: Information Technology Making Music Be Safe – Online Safety
Across-Curriculum Application and Enrichment	Staying safe online across the curriculum and at home	Link to place value in maths and line graphs Link to money management in PSHE	Linked to Mastery Day and Social Impact Work (advertising/posters/informing)	Recipe adaptations using AI	Effective and safe searching at all times	Link to music lessons
PE	Evasion games	Gymnastics Dance	Healthy and active lifestyles Evasion games	Evasion games Striking and fielding	Striking and fielding Net/wall games	Net/wall games Athletics
Discrete PSHE	<ul style="list-style-type: none"> ❖ Ok or not ok? (part 1) ❖ Ok or not ok? (part 2) ❖ An email from Harold! ❖ Different feelings ❖ When feelings change ❖ Under pressure ❖ Emotions Work Lesson 1 (see separate plan) 	<ul style="list-style-type: none"> ❖ Can you sort it? ❖ What would I do? ❖ The people who we share our world with ❖ That is such a stereotype! ❖ Friend or acquaintance? ❖ Islands ❖ Emotions Work Lesson 2 (see separate plan) <p>Anti-bullying week (Monday 13th- Friday 17th November)</p>	<ul style="list-style-type: none"> ❖ Danger, risk or hazard? ❖ How dare you! ❖ Keeping ourselves safe ❖ Raisin challenge ❖ Picture wise ❖ Know the norms ❖ Emotions Work Lesson 3 (see separate plan) <p>Children’s Mental Health week (3rd – 9th February)</p>	<ul style="list-style-type: none"> ❖ Who helps us stay healthy and safe? ❖ It’s your right ❖ How do we make a difference? ❖ In the news! ❖ Safety in numbers ❖ Why pay taxes ❖ Emotions Work Lesson 4 (see separate plan) 	<ul style="list-style-type: none"> ❖ What makes me ME! ❖ Making choices ❖ SCARF hotel ❖ Harold’s seven Rs ❖ My school community (1) ❖ Basic first aid 	<ul style="list-style-type: none"> ❖ Moving house ❖ Secret or surprise? ❖ Together ❖ Traffic lights ❖ Volunteering is cool

<i>Spanish</i>	<i>European Day of Languages Country Study: Mexico In my pencil case</i>	<i>My family 1 The Day of the Dead festival Christmas in Mexico</i>	<i>My family 2</i>	<i>My flag Easter in Mexico</i>	<i>In the Animal Park 1 Cinco de mayo festival</i>	<i>In the Animal Park 2</i>
<i>Music</i>	<i>Violin lessons from external provider</i>					