	Term 1		Term 2				Term 3			
Driver Project	Invasion- History Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Misty Mountain, Winding river- Geography Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork				Ancient civilisations- History The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer and Ancient Egypt			
English	Book: Tar beach Narrative retelling as a play script Poetry, setting description, formal letters, dialogue (as a script)	Book: FArTHER Sequel stories Retellings, recounts, (postcards), setting descriptions, diary entries, instructions	Book: Frindleswylde Narrative sequels Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	Book: Cinnamon Own version fables Diaries, informal letters, dialogue, adverts, limericks and other poetic forms	Book: The Baker Tourist brochures Job applications, advertisements, setting descriptions, letters in role	Book: The Matchbox Diary Biography Dialogue, diary entry, retelling (oral dictation), mini autobiography, fact file	Book: Weslandia Non-chronological reports Retellings, character descriptions, book reviews	Book: Shackleton's Journey Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries	Book: Granny Came Here on the Empire Windrush Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	Pride: The Story of Harvey Milk and the Rainbow Flag Biographies of Harvey Milk Thought bubbles, speech, simple leaflets
Reading	The Undefeated Kwame Alexander	Norse Myths Kevin Crossley-Holland	The Firework Maker's Daughter Philip Pullman		The Poet's Dog Patricia MacLachlan		The Humans: Ancient civilisations Jonny Marx		Two Weeks with the Queen Morris Gleitzman	
Maths	White Rose Maths Place Value, Addition and subtraction, measurement, Multiplication and Division A		White Rose Maths Multiplication and division B, Length and perimeter, Fractions, Decimals A				White Rose Maths Decimals B, Money, Time, Shape, Statistics, Position and Direction			
Science	Food and the digestive system Animals including humans	Sound	States of matter		Grouping and classifying Living things and their habitats		Electrical circuits and conductors			
RE	Emanuel project: Judaism What symbols and stories help Jewish people remember their Covenant with God?	Understanding Christianity People of God	Understanding Christianity Salvation				Emanuel project: Sikhism How do Sikhs put their beliefs about equality into practise?			
Geography/ History	Geography: Interconnected world Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry		History *Revising and applying previously taught skills within driver project*				Geography *Geography revision and retrieval practice*			
Computing	Computing systems and networks – The Internet: Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection.	Programming A – Repetition in shapes: This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	Creating media – Audio production Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.		Data and information – Data logging In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.		Creating media – Photo editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.		Programming B- Repetition in games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.	

	Chrome Music Lab is used in one lesson to demonstrate content which can be produced on the World Wide Web.					
French	All around town -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • listen attentively to spoken language and show understanding by joining in and responding; • explore the patterns and sounds of language and link the spelling, sound and meaning of words; • present ideas and information orally to a range of audiences; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.		Going Shopping • engage in conversations, ask and answer questions; express opinions and respond to those of others; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly; • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • speak in sentences, using familiar vocabulary, phrases and basic language structures.		Holidays and hobbies • write phrases from memory, and adapt these to create new sentences, to express ideas clearly; • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • present ideas and information orally to a range of audiences; • engage in conversations; ask and answer questions; express opinions and respond to those of others.	
Art and design	Warm and cool colours -To improve their mastery of art and design techniques through the medium of paint. -aboriginal artwork to express ideas about storytelling, religion and intellectual satisfaction	Warp and Weft -To improve their mastery of art and design techniques through the medium of year and wool. -Learn about great artists, architects and designers in history. -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -Understand how key events and individuals in design and technology have helped shape the world.	Animal -To improve their mastery of art and design techniques, including drawing and sculpture through the medium of pencil, charcoal and clay -Bankura horse sculptures Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.	Vista -To improve their mastery of art and design techniques, including drawing and painting through the medium of pencil, charcoal, paint Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.	Statues, Statuettes and Figurines -improve their mastery of art and design techniques, including drawing and sculpture with a range of materials (for example, pencil, charcoal and clay). -Learn about great artists, architects and designers in history. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.	Art: Islamic Art -To record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials -Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.
D&T	D&T: Fresh food, good food Cooking and nutrition		D&T: Functional and Fancy Fabrics -Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities -Stitching a hem, Embellishment, Designing and making patterned and embellished fabrics Significant designer – William Morris		D&T: Tomb builders - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages -accurately select from and use a wider range of materials and components, including construction materials - evaluation	
Music	Body Percussion - use and understand staff and other musical notations	Film composition -improvise and compose music for a range of purposes using the inter-related dimensions of music	Minimalism -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Global pentatonics -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. -Develop an understanding of the history of music. -Use and understand staff and other musical notations.	Favourite song -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations.
PSHE	SCARF Me and my relationships	SCARF Valuing difference	SCARF Keeping safe	SCARF Rights and respect	SCARF Being my best	SCARF Growing and changing
PE	-Tag rugby -Netball -play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	-Football -Health and wellbeing -play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	-Gymnastics -Dance -develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns	-Communication and Tactics -Orienteering -take part in outdoor and adventurous activity challenges both individually and within a team	-Hockey -Cricket -play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	-Athletics -use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best