

Topic/ Question <b>Year Four</b>	<b>Term 1 Mountains, Rivers and Coasts</b>	<b>Term 2 Mountains, Rivers and Coasts</b>	<b>Term 3 Local History: Steam</b>	<b>Term 4 Local History: Steam</b>	<b>Term 5 Romans</b>	<b>Term 6 Romans</b>
Specific Focus	UK	Another key location in the world	Industrialisation	Growth & Impact on Swindon	Development of Roman Civilisation & Invasion	Impact on British Society
Question	<b>How does the journey of the river effect the local physical features?</b>	<b>How does the journey of the river effect the local physical features?</b>	<b>What was the impact of the growth of the railway industry on Swindon and its people?</b>	<b>What was the impact of the growth and demise of the railway industry on Swindon and its people?</b>	<b>What is the impact of the Roman Empire on Britain?</b>	<b>What is the impact of the Roman Empire on Britain?</b>
English	To Inform: Personal Letter Newspapers Recounts	To Engage:				
Maths New Curriculum LgFL Each bullet point signifies a week.	<ul style="list-style-type: none"> <li>Place value</li> <li>Place value – decimals</li> <li>Written addition and subtraction</li> <li>Written addition and subtraction (problems and inverse)</li> <li>2D shape</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Mental multiplication incl. 6x and 9x tables</li> <li>Mental division</li> <li>Written multiplication</li> <li>Length incl. perimeter</li> <li>Statistics</li> <li>Assess and review week</li> </ul>	<ul style="list-style-type: none"> <li>Place value, Roman numerals Counting incl. negative numbers</li> <li>Fractions and decimals</li> <li>Fractions, decimals and division</li> <li>Position and direction</li> <li>Area</li> <li>Multiplication (statistics, measures, money)</li> </ul>	<ul style="list-style-type: none"> <li>Mental multiplication and written division incl. 7x and 11x tables</li> <li>Place value</li> <li>Written multiplication</li> <li>2D shape and position</li> <li>Addition and subtraction (statistics)</li> <li>Assess and review week</li> </ul>	<ul style="list-style-type: none"> <li>Counting and sequences (statistics)</li> <li>Measures Volume/capacity and mass</li> <li>Position and area</li> <li>Fractions and decimals (measures)</li> <li>Fractions and written division</li> <li>Multiplication facts incl. 12x table and time</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Statistics</li> <li>Addition and subtraction (statistics)</li> <li>Shape</li> <li>Multiplication and division</li> <li>Assess and review week</li> </ul>
Science	<p><b>Sc4/1 Working Scientifically</b> During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p><b>Sc4/1.1</b> asking relevant questions and using different types if scientific enquiries to answer them  <b>Sc4/1.2</b> setting up simple practical enquires, comparative and fait tests  <b>Sc4/1.3</b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  <b>Sc4/1.4</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  <b>Sc4/1.5</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.  <b>Sc4/1.6</b> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  <b>Sc4/1.7</b> using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.  <b>Sc4/1.8</b> identifying differences, similarities or changes related to simple scientific ideas and processes  <b>Sc4/1.9</b> using straightforward scientific evidence to answer questions or to support their findings.</p>					
	<p><b>Sc4/3.1 States of Matter</b></p> <p><b>Sc4/3.1a</b> compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>Sc4/3.1b</b> 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><b>Sc4/3.1c</b> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Sc4/2.1 All Living Things</b></p> <p><b>Sc4/2.1a</b> recognise that living things can be grouped in a variety of ways</p> <p><b>Sc4/2.1b</b> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><b>Sc4/2.1c</b> recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Sc4/4.2 Electricity</b></p> <p><b>Sc4/4.2a</b> identify common appliances that run on electricity</p> <p><b>Sc4/4.2b</b> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p><b>Sc4/4.2c</b> 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><b>Sc4/4.2 Electricity</b></p> <p><b>Sc4/4.2c</b> 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><b>Sc4/4.2d</b> 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><b>Sc4/4.2e</b> recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Sc4/2.2 Animals including humans</b></p> <p><b>Sc4/2.2a</b> describe the simple functions of the basic parts of the digestive system in humans</p> <p><b>Sc4/2.2b</b> identify the different types of teeth in humans and their simple functions</p> <p><b>Sc4/2.2c</b> construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Sc4/4.1 Sound</b></p> <p><b>Sc4/4.1a</b> identify how sounds are made, associating some of them with something vibrating</p> <p><b>Sc4/4.1b</b> recognise that vibrations from sounds travel through a medium to the ear</p> <p><b>Sc4/4.1c</b> find patterns between the pitch of a sound and features of the object that produced it</p> <p><b>Sc4/4.1d</b> find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><b>Sc4/4.1e</b> recognise that sounds get fainter as the distance from the sound source increases</p>



Computing	<p><b>I am Safe</b></p> <p><b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>I am a game developer</b></p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>???? NETWORK UNIT ??????</p> <p><b>Co2/1.4</b> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>LEGO WE DO SOMETHING</p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>I am a presenter</b></p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am an animator</p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
RE	<p>What is the Bible? How do Christians use the Bible? What is my view of the Bible?</p>	<p>How do Muslims show commitment to the 5 Pillars? Why do Muslims celebrate Eid? How do I show commitment to my own values?</p>	<p>How the Qur'an was revealed to Prophet Muhammad and how is it authoritative for Muslims? What is authoritative for me?</p>	<p>What do the parables of Jesus teach us? How do stories convey messages to me?</p>	<p>Encounter unit – Hinduism</p>	<p>How do artists interpret the life of Jesus? How do I interpret pictures of Jesus?</p>
History			<p><b>Hi2/2.1 Local History</b></p> <p>Pupils should be taught about an aspect of local history a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p><b>Hi2/1.2 Roman Britain</b></p> <p>Pupil should be taught about the Roman empire and its impact on Britain</p> <p><i>What did the Romans do for us?</i></p> <p><i>Aqueducts, roads, heating, underfloor heating, baths etc</i></p>	<p><b>Hi2/1.2 Roman Britain</b></p> <p>Pupil should be taught about the Roman empire and its impact on Britain</p> <p><b>Hi2/1.3 Anglo-Saxons &amp; Scots</b> Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	
Geography	<p><b>Ge2/1.1a</b> Locational Knowledge countries and cities</p> <p><b>Ge2/1.1b</b> countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Ge2/1.14</b> (Thames, Severn, Ray, PIDDLE) (Three Peaks: Snowdonia, Ben Nevis &amp; Scafell Pike) Erosion of coastal areas: Dorset</p> <p>Maps &amp; fieldwork Tributaries</p>	<p><b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>Settlements in the local areas – Map work</i></p> <p><i>Railways – Trade links (distribution of natural resources including energy, food, minerals and water)</i></p> <p><i>Local Area around GWR, workers houses etc.</i></p> <p><i>Looking at the H and P features of Swindon and the surrounding areas.</i></p>	<p><b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			

	<p>Erosion Meanders Estuaries Thames Barrier study Dams – Worlds biggest dam (China) (Mississippi, Recap on Nile &amp; extension out of Egypt, Recap on Amazon) (Everest, K2, Kilimanjaro) Gold Coast &amp; Great Barrier Reef?!</p>					
Art	<p><b>Ar2/1.1 Sketchbooks</b> ←</p> <p><i>To develop skills using watercolours by creating paintings inspired by school 'Rivers' trip and famous artists'. Explore colour, pattern and texture of water. To study famous artists eg Monet and create individual art inspired by famous artists.</i></p> <p><b>Ar2/1.1</b> to create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Ar2/1.2</b> Painting –landscapes and watercolours; colour washes, creating textural effects. Colour mixing using tints and shades, painting on a range of scales.</p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><b>Ar2/1.2</b> Painting –landscapes and watercolours. <b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><i>Group painting of water scene (everyone has a small section). Individual art.</i></p>	<p><b>Ar 2/1.3</b> famous designers - Brunel and Bridges etc <b>Ar2/1.3</b> about great artists, architects and designers in history.</p> <p><i>Research a range of constructions designed and built by Brunel</i></p> <p><b>Ar2/1.2</b> – sculpture- bridges.</p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><i>To develop skills in sketching focusing on line, form and tone. Use a variety of sketching tools – charcoal, pencil (different grades to add features such as shadow) and pen. Children draw Roman artefacts, adding detail and shading.</i></p> <p><b>Ar2/1.1</b> Sketching (Sketchbooks) <b>Ar2/1.1</b> to create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> Sculpt soldier / Gladiator head with armour</p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><b>Ar2/1.1</b> Sketching (Sketchbooks) <b>Ar2/1.1</b> to create sketch books to record their observations and use them to review and revisit idea sketching (Sketchbooks)</p> <p><i>Sketch Roman artefacts, adding detail and shading</i></p> <p><b>Ar2/1.2</b> Sculpt soldier / Gladiator head with armour</p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	
Music	<p><b>MU2/1.4</b> Notation <b>Mu2/1.4</b> use and understand staff and other musical notations <b>MU2/1.3</b> Aural Memory listen with attention to detail and recall sounds with increasing aural memory <b>MU2/1.1</b> Solo &amp; ensemble Violins Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>					
	<p><b>In addition to violins, lease also print off and use the activity manual for warm up activities/short additional sessions if possible (the rhythm grid in the toolkit on the website are fab for this too!).</b></p>					
PE	<p><b>Dance</b> – Create and perform dances based on characters and narrative involving two or three sections, include variations in body shapes, level, speed, movement under, round and through each other to create different still images, action and reaction, question and answer sequencing.</p> <p><b>PE2/1.1d</b> Perform dances using a range of movement patterns</p> <p><b>Swimming</b> – 1 group scheme taught by pool staff. Learn four strokes, life saving. Assessment. <b>PE2/1.2a</b> swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p><b>Dance</b> <b>PE2/1.1d</b> Perform dances using a range of movement patterns</p> <p><b>Swimming</b> <b>PE2/1.2a</b> swim competently, confidently and proficiently over a distance of at least 25 metres <b>PE2/1.2b</b> Use a range of strokes effectively</p>	<p><b>Gym</b> – Create sequences on floor and mats involving up to 6 elements. Develop body shapes and balances to include in a performance. Use compositional devices such as changes on speed, level and direction.</p> <p><b>PE2/1.1c</b> develop flexibility, strength, technique, control and balance</p> <p><b>Hockey</b> Learn basic control, sending and receiving skills. Pass and move skills. 3v1 possession skills. Playing simple 4 aside mini games.</p> <p><b>PE2/1.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable</p>	<p><b>Gym</b> <b>PE2/1.1c</b> develop flexibility, strength, technique, control and balance</p> <p><b>Hockey</b> <b>PE2/1.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><b>Tennis</b> – Learning racket skills, hitting and returning ball to partner accurately. Playing games &amp; scoring points by hitting a ball into the opponent's court and the ball bouncing once [or twice if needed]. Playing in long/narrow &amp; wide/short courts. Developing strategies for scoring points. Positional skills.</p> <p><b>PE2/1.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> Sprinting techniques; starting and finishing. Hurdling; running at pace and technique.</p>	<p><b>Tennis</b> <b>PE2/1.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> <b>PE2/1.1a</b> use running, jumping, throwing and catching in isolation and in combination</p>

	<b>PE2/I.2b</b> Use a range of strokes effectively		for attacking and defending		<i>Throwing skills; javelin, shot. Building up endurance – longer distance running. Relay techniques.</i>	
					<b>PE2/I.1a</b> use running, jumping, throwing and catching in isolation and in combination	
DT	<b>DT2/I.1 Design</b> <b>DT2/I.1a</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <b>DT2/I.1b</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>DT2/I.2 Make</b> <b>DT2/I.2a</b> select from and use a wider range of tools and equipment to perform practical tasks accurately  <b>DT2/I.2b</b> 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  <b>DT2/I.3 Evaluate</b> <b>DT2/I.3a</b> investigate and analyse a range of existing products  <b>DT2/I.3b</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>DT2/I.3c</b> understand how key events and individuals in design and technology have helped shape the world <b>DT2/I.4b</b> understand and use mechanical systems in their products  To make a water wheel including:  crank, cam, pivot, axle					
			<b>DT2/I.4d</b> apply their understanding of computing to programme, monitor and control their products- controlling simple bridges  Brunel needs to design a bridge that can be raised and lowered.		<b>DT2/2.1a</b> understand and apply the principles of a healthy and varied diet  <i>Look at the diets of Romans.  Identify the categories of food that they had access to.  How could we use our knowledge to create a healthier, more varied menu?</i>  <b>DT2/2.1b</b> cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet  <i>Produce a range of healthy savoury dishes for a Roman banquet.</i>  <b>DT2/I.4b</b> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
French	<b>FL2/I.1-1.4</b> ← Travel and Weather (unit includes Intercultural understanding so perhaps move Mali to Y3 for 2 terms and make Unit 5 2 terms worth) Unit 5: Lessons 19-27	Take Mali	Pocket Money Unit 6: Lessons 28-32	Vive le Sport Unit 7: Lessons 33-36	Animals and Habitats Unit 9: Lessons 40-44	Les Quatre Amis (story) Unit 8: Lessons 37-39 →
PSHE	New Beginnings/ Relationships	Value / Friendship Fortnight	Getting On and Falling Out/ Going For Goals	Value/ Sex & Relationships Education	Good to be Me/ Changes	Value/ Drugs, Alcohol and Tobacco
Spirituality	What would I see from the top of different mountains of the world and why?	Why do humans feel the need to climb mountains?	What might God have thought about Swindon in Brunel's time? What might he think about it now?	What might God have thought about Swindon in Brunel's time? What might he think about it now?	Why do different people have different beliefs about God?	Why do different people have different beliefs about God?
Outside	<b>Ge2/I.4c</b> Use fieldwork to observe, measure & record H&P features  Walks around local environment (Taw Hill, Moulden Hill, River Ray, Canal) noting H & P features ←	<b>Ge2/I.4c</b> River features at Coleshill: meander, flow, erosion etc			<b>Ar2/I.1</b> Sketchbooks  Building roundhouse dens in the new area.  Observational drawings of shelters produced and natural materials in the outdoor area.	<b>Ar2/I.1</b> Sketchbooks – On trip to Chedworth/ Corrinium  Sketching artifacts – Take photos and plan a photo hunt around the school where children sketch items found. Share back in class. How accurate are the sketches? →



Trips/ Visits / Parent engagement		<b>Pond Dipping River trip - Coleshill</b>	<b>Trip – STEAM, Swindon Bristol SS Great Britain/suspension bridge overnight stay in Bristol</b>	<b>Easter Experience for parents</b>		<b>Chedworth/ Corrinium / Roman Feast day</b>
Characteristics of Learning	<b>Playing and Exploring</b> Being Willing to Have a Go Creativity & Independence	<b>Playing and Exploring</b> Keeping on Trying Persistence	<b>Active Learning</b> Being involved and concentrating Demonstrate concentration/show care with what you are doing	<b>Creating and Thinking Critically</b>  Using what they already know to learn new things	<b>Creating and Thinking Critically</b> Having their own ideas Addressing a problem with a strategy	<b>Active Learning</b> Enjoying achieving what they set out to do A sense of satisfaction and pride
Gifted and talented opportunities	<p><b>Reading:</b> Create their own similes and metaphors book through extended reading. Link to poetry writing.</p> <p><b>Writing:</b> Teach extended features of story writing which they could include in their independent work, e.g. embedded clauses, RAPSAMO, inverted commas, similes and metaphors.</p> <p><b>Maths:</b> Write their own time problems (if Writing G &amp; T) and solve them.</p> <p>Investigations where there are trial and error approaches so the children experience perseverance and making mistakes.</p>	<p><b>Reading:</b> Extend through genres of books read. Expand their reading material. Link to rivers to support task in writing.</p> <p><b>Writing:</b> Research own aspect of a river and write an explanation, or the entire journey of a river.</p> <p>Present an explanation of an aspect of a river through a play or broadcast.</p> <p><b>Maths:</b> Times tables could access a range of problems involving multiplication of larger numbers, e.g. which calculation makes 155? <math>6 \times 34</math>, <math>7 \times 25</math> or <math>5 \times 55</math></p> <p>Statistics: Set a school wide question to be answered, data gathering and presentation.</p>	<p><b>Reading:</b> Researching using a range of information texts/websites to support information text writing in literacy.</p> <p><b>Writing:</b> Writing and performing own poems – recording themselves and making improvements.</p> <p><b>Maths:</b> Plan a party/event using a given budget. Calculate totals, change etc.</p>	<p><b>Reading:</b> Create glossary of technical words linked to Isambard Brunel through extended reading. Link to information text writing.</p> <p><b>Writing:</b> Researching another culture independently</p> <p><b>Maths:</b> Open ended shape investigations eg Nrich,</p>	<p><b>Reading:</b> Challenge through longer, more complex texts.</p> <p><b>Writing:</b></p> <p><b>Maths:</b> How many 300ml cup of water would fit in a sink that holds 5l?</p> <p>Write own weight problems, lighter heavier than, building in literacy skills and maths understanding for others to solve.</p>	<p><b>Reading: Plays:</b> As a pair or group, write a play and perform to the class building in features of text.</p> <p><b>Writing:</b></p> <p><b>Maths:</b> Investigate making cubes from multilink, is there a pattern?</p>