Topic/ Question Year Four	Term 1 Mountains, Rivers and Coasts	Term 2 Mountains, Rivers and Coasts	Term 3 Local History: Smoke, Steel and Steam	Term 4 Local History: Smoke, Steel and Steam	Term 5 Rampaging Romans	Term 6 Rampaging Romans
Specific Focus	UK	Another key location in the world	Industrialisation	Growth & Impact on Swindon	Development of Roman Civilisation & Invasion	Impact on British Society
Question	How does the journey of the river effect the local physical features?	How does the journey of the river effect the local physical features?	What was the impact of the growth of the railway industry on Swindon and its people?	What was the impact of the growth and demise of the railway industry on Swindon and its people?	What is the impact of the Roman Empire on Britain?	What is the impact of the Roman Empire on Britain?
English	**Cloud Tea Monkeys Stories from other cultures** Persuasive writing Cross curricular writing opportunities: Art/DT/Trip: Instructions for fish weaving ICT: wise choices on e-safety Science: Instructions – choc cornflakes Cold Write: Persuasive letter from Tea plantation workers	**The Firework Maker's Daughter** Quest Non-chronological report Cross curricular writing opportunities: DT: Water wheel instructions Topic: Mountain formation. RE: Five pillars of Islam Cold Write: Non-chronological endangered animals	**The Lion, the Witch and the Wardrobe.** Portal Narrative Recounts Cross curricular writing opportunities: Topic: Fact files- Victorian inventors Brunel Science: recount of chocolate thief RE: re write a modern parable Cold Write: Instructions / recipe	**The Spider and the Fly** Cautionary Tale Instructions Cross curricular writing opportunities: RE: recount- life of Mohammad RE: how the Koran was revealed, story Topic: persuasive adverts for production Cold Write: Explanation Texts – Dr Barnardo	**Leon and the Place Between** Imaginary Worlds Explanation Texts Cross curricular writing opportunities: RE: Baptism RE: Bar Mitzvah Topic: Explanations- army, food, bathing, entertainment ICT: explanation-how the internet works PSHE: learning reflection Cold Write: Recount – diary of Roman soldier	**Escape from Pompeii** Overcoming the Monster Recount/Newspaper Cross curricular writing opportunities: Science: echolocation Topic: Boudicca wanted posters. Explanation of Roman Gods How did the Romans influence modern life? Cold Write: N/A

	Hot Write: N/A	Hot Write: Recount / diary Everest climb	Hot Write: Persuasive letter – ocean plastic	Hot Write: Non-chronological report Victorian railways	Hot Write: Instructions / how to use the Roman baths	Hot Write: Explanation – Roman legacy
Maths New Curriculum LgFL Each bullet point signifies a week.	Place Value & addition/subtraction Also, times tables, mental calculations and problem solving skills	Multiplication/Division Also, times tables, mental calculations and problem solving skills	Data-handling Also, times tables, mental calculations and problem solving skills	Fractions/Decimals Also, times tables, mental calculations and problem solving skills	Roman Numerals & Co-ordinates, perimeter and area Also, times tables, mental calculations and problem solving skills	Measure & Shape Also, times tables, mental calculations and problem solving skills
Science	**Sc4/1 Working Scientifically** 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: **Sc4/1.1** asking relevant questions and using different types if scientific enquiries to answer them **Sc4/1.2** setting up simple practical enquires, comparative and fait tests **Sc4/1.3** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers **Sc4/1.4** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. **Sc4/1.5** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. **Sc4/1.6** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions **Sc4/1.7** using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions. **Sc4/1.8** identifying differences, similarities or changes related to simple scientific ideas and processes **Sc4/1.9** using straightforward scientific evidence to answer questions or to support their findings.					

Sc4/3.1 States of Matter	Sc4/2.1 All Living Things	Sc4/4.2 Electricity	Sc4/4.2 Electricity	Sc4/2.2 Animals including humans	Sc4/4.1 Sound
Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases **Sc4/3.1b** 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) **Sc4/3.1c** identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sc4/2.1a** recognise that living things can be grouped in a variety of ways **Sc4/2.1b** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **Sc4/2.1c** recognise that environments can change and that this can sometimes pose dangers to living things.	**Sc4/4.2a** identify common appliances that run on electricity **Sc4/4.2b** construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers **Sc4/4.2c** 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	**Sc4/4.2c** 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 **Sc4/4.2d** recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit **Sc4/4.2e** recognise some common conductors and insulators, and associate metals with being good conductors.	**Sc4/2.2a** describe the simple functions of the basic parts of the digestive system in humans **Sc4/2.2b** identify the different types of teeth in humans and their simple functions **Sc4/2.2c** construct and interpret a variety of food chains, identifying producers, predators and prey.	**Sc4/4.1a** identify how sounds are made, associating some of them with something vibrating **Sc4/4.1b** recognise that vibrations from sounds travel through a medium to the ear **Sc4/4.1c** find patterns between the pitch of a sound and features of the object that produced it **Sc4/4.1d** find patterns between the volume of a sound and the strength of the vibrations that produced it. **Sc4/4.1e** recognise that sounds get fainter as the distance from the sound source increases

| Computing | I am Safe

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | I am a game developer

Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

TO CONTINUE INTO NEXT TERM FOR 3 WEEKS (ISH) | ???? NETWORK UNIT ??????

Co2/1.4 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

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

TO START AFTER 3 WEEKS (ISH) WHEN PREVIOUS TOPIC COMPLETED | LEGO WE DO SOMETHING

Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output | I am a presenter

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 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. | I am an animator

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 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. |

RE	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain today?	L2.5 Why are festivals important to religious communities? Easter focus	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	
History	The curriculum says that pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.					
			Hi2/2.1 Local History 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	**Hi2/1.2 Roman Britain** Pupil should be taught about the Roman empire and its impact on Britain *What did the Romans do for us?* *Aquaducts, roads, heating, underfloor heating, baths etc*	**Hi2/1.2 Roman Britain** Pupil should be taught about the Roman empire and its impact on Britain Hi2/1.3 Anglo-Saxons & Scots 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 ARE WE DOING THIS BIT??	
Geography	**Ge2/1.1a** Locational Knowledge countries and cities **Ge2/1.1b** counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,		**Ge2/1.3b** 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	**Ge2/1.3b** 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		

	coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Ge2/1.3a** describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Ge2/1.14** (Thames, Severn, Ray, PIDDLE) (Three Peaks: Snowdonia, Ben Nevis & Scafell Pike) Erosion of coastal areas: Dorset Maps & fieldwork Tributaries Erosion Meanders Esturaries Thames Barrier study Dams – Worlds biggest dam (China) (Mississippi, Recap on Nile & extension out of Egypt, Recap on Amazon) (Everest, K2, Kilimanjaro) Gold Coast & Great Barrier Reef?!	*Settlements in the local areas – Map work* *Railways – Trade links (distribution of natural resources including energy, food, minerals and water)* *Local Area around GWR, workers houses etc.* *Looking at the H and P features of Swindon and the surrounding areas.*	
Art	**Ar2/1.1 Sketchbooks** *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.* **Ar2/1.1** to create sketch books to record their observations and use them to review and revisit ideas. **Ar2/1.2** Painting –landscapes and watercolours; colour washes, creating textural effects. Colour mixing using tints and shades, painting on a range of scales.	**Ar 2/1.3** famous designers - Brunel and Bridges etc **Ar2/1.3** about great artists, architects and designers in history. *Research a range of constructions designed and built by Brunel* **Ar2/1.2** – sculpture- bridges. **Ar2/1.2** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	*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.* **Ar2/1.1** Sketching (Sketchbooks) **Ar2/1.1** to create sketch books to record their observations and use them to review and revisit ideas **Ar2/1.2** *Sculpt soldier / Gladiator head with armour* **Ar2/1.2** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

	Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *Group painting of water scene (everyone has a small section). Individual art.*		.			
Music	**VIOLINS/CELLO TO BE TAUGHT BY PERIPATETIC TEACHER ONCE A WEEK TO HALF A CLASS AT A TIME.** **MU2/1.4** Notation **Mu2/1.4** use and understand staff and other musical notations **MU2/1.3** Aural Memory listen with attention to detail and recall sounds with increasing aural memory **MU2/1.1** Solo & ensemble Violins Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression					
	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!).					
			Easter performance – rehearsals and performance of various songs and musical pieces.			**Performance – Violin and cello concert to school and parents (to include some singing)**
PE	**Gym –** *Create sequences on floor and mats involving up to 6 elements. Develop body shapes and balances (which include counter balance and tension), mirroring and other partner work to create a performance. Use compositional devices such as changes on speed, level and direction. Focus on core strength.* **PE2/1.1c** develop flexibility, strength, technique, control and balance	NO GYM DUE TO SWIMMING AND THE TIME CONSTRAINTS IT PLACES ON THE TIMETABLE, ASWELL AS HALL RESTRICTIONS DUE TO CHRISTMAS PERFROMANCES ETC.) **Swimming –** *1 group scheme taught by pool staff. Learn*	**Dance –** *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.*	**Dance** **PE2/1.1d** Perform dances using a range of movement patterns NEED ANOTHER THEME TO BE TAKEN FROM T1 AND T2 – HOCKEY OR GYM???	**Tennis –** *Learning racket skills, hitting and returning ball to partner accurately. Playing games & scoring points by hitting a ball into the opponent's court and the ball bouncing once [or twice if needed]. Playing in long/narrow & wide/short courts. Developing strategies for scoring points. Positional skills.* **PE2/1.1b** play competitive games, modified where	**Tennis** **PE2/1.1b** play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Athletics PE2/1.1a** use running, jumping, throwing and catching in isolation and in combination

	Hockey or Tag Rugby *1ST HALF TERM* *Learn basic control, sending and receiving skills. Pass and move skills. 3v1 possession skills. Playing simple 4 aside mini games.* *2ND HALF TERM* play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **PE2/1.1b** play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Swimming –** *1 group scheme taught by pool staff. Learn four strokes, life saving. Assessment.* **PE2/1.2a** swim competently, confidently and proficiently over a distance of at least 25 metres **PE2/1.2b** Use a range of strokes effectively	*four strokes, life saving. Assessment.* **PE2/1.2a** swim competently, confidently and proficiently over a distance of at least 25 metres **PE2/1.2b** Use a range of strokes effectively	**PE2/1.1d** Perform dances using a range of movement patterns NEED ANOTHER THEME TO BE TAKEN FROM T1 AND T2 – HOCKEY OR GYM???		appropriate, and apply basic principles suitable for attacking and defending **Athletics** *Sprinting techniques; starting and finishing. Hurdling; running at pace and technique. Throwing skills; javelin, shot. Building up endurance – longer distance running. Relay techniques.* **PE2/1.1a** use running, jumping, throwing and catching in isolation and in combination	

DT2/1.1 Design
DT2/1.1a 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
DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
DT2/1.2 Make

DT

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately **DT2/1.2b** 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 **DT2/1.3 Evaluate** **DT2/1.3a** investigate and analyse a range of existing products **DT2/1.3b** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **DT2/1.3c** understand how key events and individuals in design and technology have helped shape the world					

DT2/1.4b understand and use mechanical systems in their products **Outcome: To make a water wheel including - crank, cam, pivot, axle**	**DT2/1.4d** apply their understanding of computing to programme, monitor and control their products- controlling simple bridges **Outcome:** Brunel needs to design a bridge that can be raised and lowered. **Link to Lego WeDo.**	**DT2/2.1a** understand and apply the principles of a healthy and varied diet *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?* **DT2/2.1b** cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet **Outcome: Produce a range of healthy savoury dishes for a Roman banquet.** **DT2/1.4b** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Oucome: Pneumatic Monsters Roman Villa IS IT POSSIBLE TO DO BOTH DT PROJECTS IN ONE HALF TERM? What does Roman Villa tick off???	

French	**FL2/1.1-1.4** ←				
	Travel and Weather Unit 5: Lessons 19-27	Travel and Weather Unit 5: Lessons 19-27	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	**Ge2/1.4c** Use fieldwork to observe, measure & record H&P features Walks around local environment noting H & P features	**Ge2/1.4c** River features at Coleshill: meander, flow, erosion etc Create a 3D river model.			**Ar2/1.1** Sketchbooks Building roundhouse dens in the new area. Observational drawings of shelters produced and natural materials in the outdoor area.	**Ar2/1.1** Sketchbooks – On trip to Chedworth/ Corrinium Sketching artefacts

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

| | perseverance and making mistakes. | makes 155? 6 x 34, 7 x 25 or 5 x 55

Statistics: Set a school wide question to be answered, data gathering and presentation. | | | | |