

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Hook	The Stone Age Could you survive in the wilderness? Ancient Egypt Do you believe in life after death?		The Romans Attack! Attack! Why did it take so long to conquer Britain?		Anglo-Saxons Out and About Where would our language be without the Saxons? The Vikings Should the Vikings be viewed as just killers and thieves?	
English	Genres covered Text: How to Wash a Woolly Mammoth: Dictionary use Thesaurus use Word class Instructions Text: Stone Age Boy: Use a thesaurus Adverbials Drama Debate Narrative - setting Letter home Text: Egyptian Cinderella: Compare/contrast versions Comparative conjunctions Inference/ deduction Verbs in writing Information text-Egyptian Homes/entertainment Estate Agents - Egyptian houses. Explanation text - Instructions mummification Diary Writing - Howard Carter Narrative - description through characterisation Year 3 SPaG: Use prefixes and suffixes and understand how to add them. Use possessive apostrophe with singular and plural nouns.		Genres covered Text: Killer Cat Diary writing Apostrophes Predictions Narrative - 3 part story Instruction text Discussion text - 2 character's differing views Text: Boudicca Retell stories Character descriptions Newspaper reports Non-Chronological reports Gladiator Quest - drama/diary writing Roman menu Speech punctuation/direct speech Narrative - building suspense Year 3 SPaG: Using and punctuating direct speech. Use a wider range of conjunctions including - when, if, because, although. Use present perfect form of verbs Use conjunctions. Adverbs and prepositions to express time and cause. Year 4 SPaG: Devices to build cohesion with a paragraph		Genres covered Text: Beowulf Create mythical characters - superlatives Describe contrasting settings Powerful verbs Letter home Design setting for a computer game Perform stories through drama Narrative - myths and legends Anglo Saxon - Wanted posters, descriptive writing St Bede: Biography-Diary writing (a monk) Text: Monkey Symphony (animation) Character description Persuasive writing 1st person monologue Drama Playscript Poetry-free verse Sentence structure Narrative writing Vikings: Non-chronological reports Recount Year 3 SPaG: Use and understand grammatical terminology Spell further homophones	

	<p>Extend sentences with more than one clause using a wider range of conjunctions. Choose nouns and pronouns appropriately for clarity and cohesion. Fronted adverbials (use comma after Frnt adv). Punctuating direct speech.</p> <p>Year 4 SPaG: The grammatical difference between plural and possessive -s Apostrophes to mark plural possession Use of inverted commas and other punctuation to indicate direct speech Converting nouns or adjectives into verbs using suffixes Devises to build cohesion within a paragraph Fronted adverbials</p> <p>Year 3 Reading: Preparing poems to read aloud and to perform. Recognise some different forms of poetry. Identifying main ideas from more than one paragraph and summarising these Drawing inferences such as character's feelings, thoughts and motives. Predicting what might happen. Develop a positive attitude to reading and an understanding of what they have read. Increasing their familiarity with a wide range of books.</p> <p>Year 4 Reading: Identifying main ideas from more than one paragraph and summarising these Drawing inferences and backing it up with evidence Maintain positive attitudes towards reading and an understanding of what they are reading</p>	<p>Linking ideas across paragraphs using adverbials of time Use of commas to clarify meaning or avoid ambiguity Brackets, commas and dashes to indicate parenthesis</p> <p>Year 3 Reading: Retrieve and record information from non-fiction Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction Asking questions to improve understanding of text. Discussing words and phrases that capture the readers interest. Reading a range of books for a range of purposes.</p> <p>Year 4 Reading: Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Provide reasoned justifications for their view</p>	<p>Use the first 2 or 3 letters in a dictionary to check spelling Punctuating direct speech.</p> <p>Year 4 SPaG: Use of fronted adverbials and commas after these Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases Using and punctuating direct speech Using adverbs, conjunctions and prepositions to express time and cause Use of relative clauses</p> <p>Year 3 Reading: Using dictionaries to check the meaning of words they have read. Reading books that are structured in different ways. Increase their familiarity with a wide range of books. Preparing poems to read aloud (intonation, tone and volume). Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Year 4 Reading: Using dictionaries to check the meaning of words Increasing their familiarity with a wide range of books Identifying themes and conventions in a wide range of books Asking questions to improve their understanding of a text Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning</p>
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	Reading for a range of purposes, including for pleasure. Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems to read aloud and perform				Preparing poems to read aloud and perform	
Maths	Year 4: Number: Place value (4 digit numbers) Number: Addition and subtraction	Number: multiplication and division Measurement: length, perimeter.	Number: multiplication and division Measurement: Area Fractions	Number: Fractions Number: Decimals	Number Decimals: Measurement: Money Time Statistics	Geometry: Angles and 2d shapes. Geometry: Position and Direction
	Year 3: Number: Place value (within 1000) Number: Addition and subtraction	Time Number: Multiplication and division. X3, x4 and x8 times tables	Number: Multiplication and division. Money	Measurement: Length Fractions	Fractions Statistics	Angles Mass Capacity
RE	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches? What do Christians remember on Psalm Sunday?		What do Hindus believe?	
Science	Rocks and Soils: Compare and group together different types of rocks. Describe in simple terms how fossils are formed. STEM - Create rock cycle (starburst)		Properties of Materials: Compare and group together everyday materials on the basis of their properties, and their response to magnets. Working Scientifically:		Plants To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	

	<p>Light: Recognise that they need light in order to see things. Know that light is reflected from surfaces. Know that light from the sun can be dangerous. Know that shadows are formed when a light source is blocked. Find patterns in the size of shadows.</p> <p>Working Scientifically taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests. Observe</p>	<p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including humans: Identify that animals including humans need the right types and amount of nutrition; and they cannot make their own food. Know that humans and some other animals have skeletons and muscles for support, protection and movement Light- How to stay safe in the sun.</p> <p>Working Scientifically: identifying scientific evidence that has been used to support or refute ideas or arguments. reporting and presenting findings using test results to make predictions to set up further comparative and fair tests planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>
STEM	<p>Mummification of a tomato Tomb Raider: Death of a Mummy CSI Investigation STEM rock cycle with starbursts.</p>	<p>Super Athletes: Is there a correlation between leg length and jump distance? Roman Banquet: Food groups and what they provide for the body</p>	<p>Viking Raid: Digital animation of a Viking raid Boat building and floating</p>
History	<p><u>Stone Age</u> Chronology Sequencing and duration Comparison of each era</p>	<p><u>Romans</u> Chronology Placement on a timeline and duration</p>	<p><u>Anglo Saxons</u> Chronology Placement and duration on a timeline</p>

	<p>Similarity/differences Compare each era of the Stone Age Stone Age vs Modern day</p> <p>Enquiry Life during the Stone Age Archaeology as a key source of evidence of prehistory Limitations of evidence available making conclusions limited What an archaeological prehistoric site is showing (lifestyle)</p> <p><u>Egyptians</u> Chronology When civilisation began</p> <p>Enquiry How was Egyptian society structured?</p> <p>Life Style How was Egyptian society structured? The importance of the Nile to the Ancient Egyptians Advances that allowed the Egyptians to accomplish</p> <p>Significant Historical People Tutankhamun Howard Carter Egyptian Gods including enquiry & lifestyle Alexander The Great</p> <p>Cause and Consequence How agricultural advances support civilization? (The plough) The role of the scribe in society and their importance to us today Downfall of the Ancient Empire</p>	<p>Enquiry Why didn't they conquer Britain sooner?</p> <p>Historical Events Roman Empire</p> <p>Life Style The expansion of the Roman Empire Roman Achievements</p> <p>Significant Historical People Julius Caesar Queen Boudicca</p> <p>Similarities and differences Compare and contrast the way of life of people warriors/civilians</p> <p>Cause and Consequence Counting system Language - latin</p>	<p>Similarity/differences Compare and contrast Romans and Anglo Saxons.</p> <p>Life Style Conversion to Christianity</p> <p>Significant Historical People Saint Bede Gildas</p> <p>Cause and Consequence Language - English Conversion to Christianity</p> <p><u>Vikings</u> Chronology Discuss and explore how the two timelines interact (Anglo Saxons and Vikings)</p> <p>Enquiry Should the Vikings be viewed as just killers and thieves? Linking with sources of information that contain negative views and accounts - Vikings/ raided villagers Can King Alfred be viewed as 'Great'?</p> <p>Similarity/differences Compare and contrast Romans, Anglo Saxons and Vikings.</p> <p>Life Style Anglo-Saxons views on the Viking invaders</p> <p>Significant Historical People King Alfred The Great</p> <p>Cause and Consequence How the conflict between Saxons and Vikings changed Britain</p>
Geography	<p><u>Stone Age</u> Geographical enquiry Why is Skara Brae located where it is?</p> <p>Skills and fieldwork Identify key Stone Age settlements in the UK</p> <p>Sustainability</p>	<p>Physical geographical change Compare land maps to modern day</p> <p>Knowledge of locations Identify Italy (Rome): world map, map of Europe and map of Italy How far did the Roman Empire stretch?</p>	<p>Physical geographical change</p> <p>Knowledge of locations Locate where the Anglo-Saxons and Vikings came from. Describe why they came to Britain.</p> <p>Human and physical</p>

	<p>What happened to the people of Skara Brae?</p> <p><u>Egyptians</u></p> <p>Physical geographical change Compare land maps to modern day</p> <p>Knowledge of locations Identify Egypt on a world map How far did the Egyptian Empire stretch? (location)</p> <p>Human and physical Physical features, including landscape and climate Impact of the River Nile on everyday life</p> <p>Sustainability Downfall of the Ancient Empire</p> <p><u>Rivers (Kapow)</u> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.</p>	<p>Identify the modern day countries of the Roman Empire.</p> <p>Human and physical Describing and understanding settlements and their location. Why Rome was in a perfect location for a civilisation: the Tiber river provides (protection, fresh water/crops-farming). The importance of the Alps to protect Rome from invasion.</p> <p>Geographical enquiry How far did the Roman Empire stretch? Why was the Mediterranean sea important to the Romans?</p> <p>Skills and fieldwork Collect, interpret, communicate information Impact of the Roman Empire where we live: Roman roads, trade routes and Wallsend (Segedunum) and Arbeia. Compare Segedunum to Arbeia.</p>	<p>Compare and contrast Anglo-Saxon and Viking settlements</p> <p>Geographical enquiry Why did they come to Britain?</p> <p>Skills and fieldwork Identify Anglo- Saxon settlements Map out the Viking invasion of Britain</p> <p>Collect, interpret, communicate information What impact did they have on Modern Britain?</p>
Art	<p>Kapow Painting and mixed media: Prehistoric painting</p>	<p>Kapow Drawing: Growing Artists (Botanical drawing and abstract flowers-Link with goddess Flora) Inc. digital art link with above</p>	<p>Personalised illuminated letters</p>

			Pencil line drawings- Roman soldier Design a mosaic			
DT	Kapow Textiles: Cross-stitch and appliqué -Egyptian collars/cushions Design death mask Create and design clay amulets Modrock mummification		Kapow Food: Eating seasonally Structures: Constructing a castles/fort Electrical Systems: Electric Poster Clay sculpture- Roman head/Roman vase Design Roman shield and sword		Kapow Mechanical Systems: Pneumatic toys (Viking Dragons/Mythical creature/wolves) Design and make clay rune stones	
Computing	Creating Media: Animation	Creating Media: Desktop Publishing	Data & Information: Branching Databases	Programming: Repetition in Shapes	Programming: Repetition in Games	Data & Information : Data & Logging
PE	Football		Hockey		REAL PE - Dance Athletics Swimming	
French Kapow - Cycle A	French Greetings	Adjectives of colour, size and shape	Playground games - Number & age	In a French classroom	Food & Drink	Shopping for French food
Music	Kapow: Ballads	Kapow: Changes in pitch, tempo and dynamics (Theme: Rivers)	Kapow: Adapting and transposing motifs (Theme: Romans)	Kapow: Creating compositions in response to an animation (Theme: Mountains)	Kapow Developing singing technique (Theme: the Vikings)	Kapow: Samba and carnival sounds and instruments (Theme: South America)
PSHE You, Me and the World	Money Jobs Operation Encompass	Relationships/ friendships	Well being Kidsafe (2 sessions) -Impact & harm -Anger	Bullying Similarities and differences	Healthy Lifestyles First Aid	Environment al news/current t affairs. Courageous Advocacy
Global links	Graffiti What impact it has on our local environment and the wider world.		Fair Trade and slavery Living more sustainably and fairly (close links to DT). Looking at the impact of all parties involved. Explore the		Cost of Health Care Is it fair that people have to pay for health care? Discuss what people in the UK have to pay for and compare this to	

	<p>Debates, community influencers and engage with decision makers.</p> <p>Hunting Use of dogs to hunt in the UK and beyond. Making links to hunting and poachers in many continents around the globe. Awareness raising, consumer power and engaging with decision makers.</p>	<p>actions and legislation made so far and what is still needed. Consumer power, lifestyle changes and engaging with decision makers.</p>	<p>other countries around the world. Link with discrimination and inequality of low income families and the rich and poor divide that has been fed through many history topics within school. Engaging with decision makers, Awareness raising and lifestyle changes</p> <p>Gender equality vs inequality Discuss how it could be argued there was more equality within the Anglo-Saxon and Viking era in relation to gender roles and lifestyle. Compare then to now.</p> <p>Discuss where the world is now with equality in gender. Look at key significant people who have used courageous advocacy to promote equality. Raising awareness</p>
Career links	<p>Archaeology Research role and its impact- cause an effect. Create a sketch of our school site or a local site for a smaller scaled excavation Interview or organise educational trips to a university or school visit by a historian or a local archaeologist.</p> <p>Craftsmanship Further research to the varying role before homing in on a specific type. Interview - potters (Muddy Fingers Pottery) , jewellery makers (Glamorous Owl) etc about the level of skill and perseverance. Feeds into DT, of planning, designing and creating Egyptian collars and cushions that could</p>	<p>Food (linking with STEM): Chefs and dietitians- exploring their skills, duties and responsibilities and some virtual/ face-to-face coaching to help create a well-balanced, sustainable school lunch menu.</p> <p>Food (linking with DT) Interview our school dinner kitchen staff about their role, duties and responsibilities including budgeting, planning, ordering, cooking and managing food safely and hygienically.</p> <p>Clergy (Linking with RE) Interview Reverend Lesley and her clergy team to discuss various job roles within the church and how they differ amongst denominations.</p>	<p>Museum curator Interview curator asking questions about qualifications, skills etc.</p> <p>PHSE/Global Links Interview nurse/doctor</p>

	<p>be sold within school as part of our Christmas fayre.</p> <p>Research/ Speak to manufacturers based on wider scale- factories and use of machinery</p>		
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