

YEAR 4	TERM	AUTUMN	SPRING	SUMMER
	Topic	Always on the Move Our topic will introduce children to Anglo-Saxon England and the reasons for the change from Roman Britain. We will look at how, why, and when these changes happened and consider this within the bigger picture of migration and invasion.	Discovering New Worlds We will learn about British explorers from the Tudor Age up to today, identifying key reasons for exploration and how these have changed. We will focus on the voyage of James Cook to Australia and consider the impact of colonisation on the Aboriginal people.	Connecting Continents During this topic, the children will look at the ancient Maya civilisation and research and debate the big question 'Why did the Maya disappear?' We will look at the Amazon rain forest and compare with other rain forests around the world. We will also look at deforestation and its impacts.
	Themes	Identity and Invasion Invention and innovation Democracy and Trade	Exploration, Invasion, Adaption, Diversity, Equality	Exploration, Civilizations, Interdependence, Trade, Biodiversity, Adaptation, Sustainability and Symbolism.
	Visits/Additional events	International Christmas concert Theatre visit. Local: The library and allotment	Visit linked to New Worlds topic Local: The library and allotment	Visit to Stratford Butterfly Farm Swimming Robotics taster sessions Local: The library and allotment
	Geography	Children will study maps to locate the origin countries of Anglo-Saxons and the routes they took to reach England.	Children will learn about the amazing environments in Australia and further developing their mapping skills. We will learn about the Great Barrier Reef and the effect that humans are having on it.	Children will learn about rainforests: where they are, how they are threatened and why they are important.
	History	Children will learn about how our country has been shaped by the Anglo Saxons and Vikings. They will explore where they came from and	Children will explore how Australia's identity has been shaped over time, learning about James Cook's exploration, and the experience of	Children will learn about the Mayan and Indus civilisations. Children will explore their culture, architecture

		why; their daily life; their culture and how they ran their society.	Aboriginal peoples and the theme of colonisation.	and the reasons for their disappearance.
	Art	Children will explore their identity through collage, drawing and self - portraits inspired by different artists.	Children will develop their observational drawing skills and will interpret and be inspired by Aboriginal artwork.	Children will study a variety of artists including Margaret Mee. They will also design art and textiles inspired by the Maya.
	Design and Technology	The children will carry out a construction project around the topic. They will design and construct a Viking longship.	Children will investigate different bridge designs and then design and make a model of a bridge.	The children will use textiles to design and make a money bag and choose appropriate stitches when sewing to join and decorate.
	Science	States of Matter The children will be comparing solids, liquids and gases and explaining how they differ. During this topic, the children will be investigating how materials change state. They will carry out experiments to understand melting points and they will create their own water cycle. Children will be developing their scientific methodology by identifying variables, measuring accurately, and drawing conclusions based on their results. They will practise recording their results	Electricity. Children will: -identify common appliances that run on electricity -Construct a simple series electrical circuit -Recognise that a switch opens and closes a circuit -Recognise some common conductors & insulators. Sound Children will investigate: How are sounds made? How do we hear them? What affects the volume of sound? What is pitch and what effects the pitch of a sound. Children will use a decibel meter to measure sound at different distances.	Living things and their habitats including the Amazon Rainforest. In this topic children will learn how living things can be grouped and classified in various ways. Children will identify and name a variety of things in their local and wider environment. They will also learn how to recognise that environments can change and that this can sometimes pose dangers to living things and will consider the effects of deforestation, natural disasters and pollution. Animals including humans The children will be creating their own demonstration of the digestive system and will be able to recognise the functions of the digestive

		scientifically using tables and graphs.		organs and where they are located in the human body. As part of this topic, Year 4 will be able to identify human teeth and understand the basic functions of different types of teeth. They will be exploring food chains and webs, identifying producers, predators and prey.
	Music	A specialist music teacher will introduce the children to the ukelele. They will learn different types of musical notation (including reading formal notation). The children will develop their skills of listening, playing, composing and improvising using a range of music from different genres.		
	Computing	Computing Systems and Networks – The Internet The children will develop knowledge and understanding of networks and the need for security. They will learn that the World Wide Web is part of the internet and will explore the World Wide Web to learn about who owns content and what they can access, add, and create. They will also evaluate online content to decide how honest, accurate, or reliable it is. Programming - Repetition in Shapes In this unit, the children will explore repetition and loops within programming and will create programs by planning, modifying, and testing commands to create	Online Safety The children will focus on their online relationships, thinking about strategies for safe and fun experiences in a range of online social environments . They will give examples of how to respect others online and describe how to recognise healthy and unhealthy behaviours. Logging Data Linked to the Science topic, the children will consider the importance of collecting data over time. They will see how computers can use special input devices called sensors to monitor the environment and will use a decibel meter to record sound and analyse the data recorded.	Programming – Repetition in Games This unit explores the concept of repetition in programming using the Scratch environment. Children will 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. Creating Media – Photo Editing Children 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

		shapes and patterns. They will use Logo, a text-based programming language.		impact that editing images can have and evaluate the effectiveness of their choices. Children will consider how AI is leading to a wider number of edited and manipulated images than ever before.
	MFL	<u>La fonética</u> - pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. <u>Me presento</u> – By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish.	<u>En mi casa</u> - By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. <u>La clase</u> - By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish.	<u>En la cafetería</u> - pupils will learn the knowledge and skills necessary to perform a short role-play in a Spanish cafetería so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary. <u>¿Que tiempo hace?</u> - By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television.
	Worldviews and RE	What can worldviews tell us about conflict, peace, forgiveness, and reconciliation and is that important? Children will explore how reconciliation can be viewed as the restoration of friendly relations following conflict. Using sacred texts and interviews with people from different religious and worldview backgrounds, children will identify that forgiveness is an	What or who is God and how is the divine understood in theistic worldviews? This unit is focuses on the concepts of authority and power and how these may be represented by different things in different worldviews (e.g. a special person, a sacred text, a God deity). Through case studies and sacred texts, the children will learn that different religious worldviews have different	How have religion and history entwined in this area? Children will learn how the historical-social-geographical context shapes the way religion and worldviews develop and change over time. The children will explore local places of worship and find out about well-established religious communities in the area, such as St.Mary's Priory and Polesworth Abbey. Children will use local art

		important concept in organised religions and non-religious worldviews (e.g., Ahisma in Sanatan Dharma and Yom Kippur in Judaism). Children will understand that art can be used as a metaphor for reconciliation, such as the reconciliation statue in Coventry cathedral.		beliefs in the nature of ‘God’ as a single entity, God in different forms, or no God. Children will learn how reasons for belief in God and the supernatural can vary and that people turn to logic, reason, revelation and tradition as they talk about and justify their beliefs.		and architecture, religious texts, old laws as sources or clues about the past. They will explain historical events and make connections to the significance of worldviews and religions today.	
	PE – indoor	Gymnastics Learn key gymnastic manoeuvres such as forward rolls and cartwheels. Begin to incorporate these into a simple collaborative routine.	Dance The children will learn how to create a sequence of motifs to retell a story and to represent characters in a story. They will focus on dynamics.	Badminton The children will learn how to serve and different racket strokes.	Fitness Children will develop stamina through repetition of circuit activities, including cardio and muscular strength stations.	Dance The children will work collaboratively to build a routine that tells a story. This will be linked to a particular piece of music.	Gymnastics Perform increasingly complex sequences. Compose and practise gymnastic actions to music.
	PE - outdoor	OAA In this adventurous activity unit, the children will incorporate map-reading skills, compass skills, and coordinates to	Football Choose and implement a range of strategies and tactics to defend and attack. Develop ball skills such as passing and dribbling.	Athletics Developing strength, agility and stamina with a focus on running styles to maximise speed.	Tennis The children will learn forehand and backhand techniques for accurately serving and returning the ball. They will practise building rallies.	Swimming The children will attend lessons to build confidence in the water and learn a range of swimming strokes. They will learn to swim 25m.	Athletics Developing skills to include throwing, jumping and relay (focussing on skills for sports day).

		solve problems and to create their own group activities.					
	PSHE	Health and Well-Being What strengths, skills and interests do we have? In this unit children will learn: -how to recognise personal qualities and individuality, to develop self-worth by identifying positive things about themselves and their achievements, how their personal attributes, strengths, skills and interests contribute to their self-esteem, how to set goals for themselves and how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. Relationships How do we treat each other with respect? In this unit children will learn: -how people’s behaviour affects themselves and others, including online, how to model being polite and courteous in different situations, about the right to privacy and how to recognise when a confidence or secret should be kept, the rights that children have and why it is important to protect these and that everyone should feel included, respected and not discriminated against.	Health and Well-Being How can we manage our feelings? In this unit children will learn? -how everyday things can affect feelings, how feelings change over time, the importance of expressing feelings, how to respond proportionately to, and manage, feelings in different circumstances, ways of managing feelings at times of loss, grief and change and how to access advice and support to help manage their own or others’ feelings. How can we manage risk in different places? In this unit children will learn: -how to manage risk in different situations, how to keep safe in the local environment and less familiar locations, how people can be influenced by their peers’ behaviour, how people’s online actions can impact on other people, how to keep safe online, how to report concerns, including about inappropriate online content and contact and that rules, restrictions and laws exist to help people keep safe.	Living in the Wider World How can our choices make a difference to others and the environment? In this unit children will learn: -how people have a shared responsibility to help protect the world around them, how everyday choices can affect the environment, how what people choose to buy or spend money on can affect others or the environment, the skills and vocabulary to share their thoughts and how to show care and concern for others. RSE How will we grow and change? In this unit children will learn: -about puberty and how bodies change during puberty, how puberty can affect emotions and feelings, how personal hygiene routines change during puberty. Economic education. The children will consider issues around money, including the difference between want and need, spending choices, and different methods of paying.			