

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 -7w	Autumn 2 -7w	Spring 1 – 5w	Spring 2 – 6w	Summer 1	Summer 2
<b>Topics</b>	Volcanoes	Apartheid	The Water Cycle	The Ancient Egyptians	Anglo Saxons and Vikings	
<b>Outcome</b>			Ancient Egyptian Museum		Beastology	
<b>Narrative</b> Significant Author: Anthony Browne	Unit 2 Stories set in Imaginary/Fantasy Worlds	Unit 3 Diary entry	The Tunnel Anthony Browne	The Lost Happy Endings Fiction	Myths	
<b>Non-Fiction</b>	Main outcome: Newspaper report on Pompeii	Unit 4 Persuasive texts	Unit 3 Explanation	Non chronological Reports	Discussion Debate	Non-chronological report - beasts
<b>Poetry</b>	Unit 1 Creating Images		Poems Kennings & Cinquain		Classical Poetry	
<b>Text Based Units</b>	Pompeii	Journey to Jo'burg Oranges in No Man's Land LA – Journey to Jo'burg	Anthony Browne		St George and the dragon	How to Train Your Dragon
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Area		Number: Fractions Measure: Time Number: Decimals Measure: Money		Measure: Perimeter and Length Geometry: Angles Geometry: Shape and Symmetry Geometry: Position and Direction Statistics Measure: Area and Perimeter	
<b>Science</b>	<b>Sound</b> * how sounds are made * vibrations travelling through a medium to the ear * identifying patterns – pitch, distance, volume <b>Science Focus</b> – identifying patterns, compare, explain, generalize	<b>Living things and their habitats</b> * classification keys * environmental changes and dangers to habitats <b>Science Focus</b> – observe, classify, explain Key text – The Window	<b>States of matter</b> * compare and group - solids, liquids & gases * heating & cooling, boiling point & freezing point * evaporation & condensation – water cycle * rates of evaporation <b>Science Focus</b> – full investigation, sorting, explain, measure, record, generalize	<b>Animals, including humans</b> * human digestive system * types and function of teeth * construct & interpret a variety of food chains, identifying producers, predators and prey. <b>Science Focus</b> – observe, compare, explain, label	<b>Electricity</b> * electrical appliances * simple series circuit * complete/incomplete circuits * switches * conductors & insulators <b>Science Focus</b> – observing patterns, sorting, explaining, record	
<b>Visits/Visitors Focus Weeks</b>	Natural History Museum		Soanes Centre-Food Chains Workshop	Water Cycle Workshop in School	British Museum- Egyptians	Docklands Museum-Invaders and Settlers Workshop
<b>Computing</b>	Arabain Class <b>Information Technology:</b> Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) <b>Digital Literacy:</b> Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy	Caspian Class <b>Information Technology:</b> Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) <b>Digital Literacy:</b> Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy	Persian Class <b>Information Technology:</b> Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) <b>Digital Literacy:</b> Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy	Arabain Class <b>Computer Science:</b> Sequence in programs (Coding /Scratch) and Data Logging <b>Information Technology:</b> Collect and Present Data (Data Logging/Introduction to Spreadsheet)	Caspian Class <b>Computer Science:</b> Sequence in programs (Coding /Scratch) and Data Logging <b>Information Technology:</b> Collect and Present Data (Data Logging/Introduction to Spreadsheet)	Persian Class <b>Computer Science:</b> Sequence in programs (Coding /Scratch) and Data Logging <b>Information Technology:</b> Collect and Present Data (Data Logging/Introduction to Spreadsheet)
<b>Art</b>	Caspian Class Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder	Persian Class Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder	Arabain Class Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder	Caspian Class Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art	Persian Class Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art	Arabain Class Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art
<b>DT</b>	Baffin Class <b>Electrical Systems</b> Design, make and evaluate a torch a child can use at a sleepover.	Timor Class <b>Electrical Systems</b> Design, make and evaluate a torch a child can use at a sleepover.	Arabain Class <b>Textiles</b> Design, make and evaluate a fabric bag for a chosen user.	Baffin Class <b>Textiles</b> Design, make and evaluate a fabric bag for a chosen user.	Timor Class <b>Textiles</b> Design, make and evaluate a fabric bag for a chosen user.	Arabain Class <b>Textiles</b> Design, make and evaluate a fabric bag for a chosen user.
<b>History</b>					The Ancient Egyptians BIG QUESTION: How can we rediscover the wonders of Ancient Egypt?	Depth Study- Britain's settlement (Anglo-Saxons and Vikings) BIG QUESTION: Who was better, the Anglo-Saxons or the Vikings?
<b>Geography</b>	Earthquakes and volcanoes BIG QUESTION: What makes the world angry?		The Water Cycle BIG QUESTION: Will you ever see the water you drink again?			Countries of the World BIG QUESTION: What makes up our world?
<b>PSHE</b>	Being Me in My World /Celebrating Difference	RE	Dreams and Goals /Healthy Me	RE	Relationships	Changing Me
<b>RE</b>	PSHE	2.3 Why is Jesus inspiring to some people?	PSHE	2.6 Why do some people think that life is like a journey? And what significant experiences mark this? 2.5 Why are festivals important to religious festivals? RF: ISLAM Hajj	PSHE	2.8 What does it mean to be a Hindu in Britain today? 2.9 What do we learn about religions when deciding what is right and wrong? (Christians, Jews and Non-Religious responses). Aka Sikhism and Buddhism.

<b>PE</b>	<p><b>Gymnastics (PE Primary Year 4 Activity Unit 1)</b>          Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> <li>* develop the range of actions, body shapes and balances;</li> <li>* perform skills and actions more accurately and consistently;</li> <li>* create gymnastic sequences that meet set criteria;</li> <li>* use changes in speed, level and direction, when creating sequences;</li> <li>* describe how the body reacts during different types of activity;</li> </ul> <p>* describe their own and others' work, making simple judgements about the quality of it</p>		<p><b>Dance</b>          Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> <li>* explore and create characters and narratives in response to a range of stimuli;</li> <li>* use simple choreographic principles to create motifs and narrative;</li> <li>* perform more complex dance phrases and dances that communicate character and narrative;</li> <li>* know and describe what you need to do to warm up and cool down for dance;</li> <li>* describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</li> </ul>		<p><b>Invasion Games</b>          Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> <li>* develop a range of techniques for passing a ball;</li> <li>* perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency;</li> <li>* understand and apply rules in games;</li> <li>* modify and adapt rules to create and improve their games;</li> <li>* develop a better understanding of attack and defence in invasion games;</li> <li>* devise their own warm up activities;</li> </ul> <p>* develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games;</p> <p>* evaluate their performance and describe what they should do to improve it</p> <p><b>Athletics</b>          Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> <li>* repeat and explore simple running, jumping and throwing actions with control and coordination;</li> <li>* select appropriate actions and link them in ways that suit the activities;</li> <li>* discuss their own and others' running, jumping and throwing actions and suggest improvements;</li> </ul> <p>* suggest reasons why warming up and cooling down are important and why physical activity is good for health</p>	
	<p><b>Swimming(Mile End) – Arabian Class</b></p> <p>Music theory and practice          Introducing staff notation on the metallophones and the recorders. Building repertoire by using up to 6-7 notes.</p>		<p><b>Swimming (Mile End) – Persian Class</b></p> <p>Organology - Ukulele technique          Learning up to 4 chords to play various tunes</p>		<p><b>Swimming(Mile End) – Caspian Class</b></p> <p>Music Composition          Children will use a variety of instruments to compose music in groups or as a class.</p>	
<b>Music</b>						
<b>MFL</b>			Unit 1: About myself	Unit 2: Family and Friends	Unit 3: Free time	Unit 4: Likes and Dislikes