



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Weeks	7 weeks and 2 days	5 weeks 2 days	5 weeks	6 weeks	6weeks 3 days
Who let the Gods Out?	Super humans	Raging Rivers	What did the Roman's ever do for us and why did they leave?	To the ends of the earth!	Pioneers of Power
Above and Beyond opportunities for our children in Year 4...					
The Big Start Greek Democracy Day	Joe Drury into the woods bushcraft.	Visit to Bolton Abbey (maybe Addingham visit) Money Week Poetry Week Well-being week	Royal Armouries- Roman Workshop Guardwara visit	Windermere residential	Tony Bullock – Art Masterclass Rose Day
Writing					




Our children will

<p>Write an exciting myth or legend which captures the reader’s imagination. <u>Re-write Theseus and Minataur.</u></p> <p><u>Information page on Ancient Greece (double page spread+) on what I’ve learned about the ancient Greeks.</u></p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace</li><li>• To regularly use dialogue to convey a character and to advance the action</li><li>• To always maintain an accurate tense throughout a piece of writing.</li><li>• To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li></ul>	<p>Character description the Iron Man</p> <p>Write the biography of Benjamin Zephaniah after studying the features of a biography.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• Use formal language</li><li>• To consistently use apostrophes for singular and plural possession</li><li>• The use of commas after fronted adverbials</li><li>• To use appropriate choices of pronouns and nouns to aid cohesion and avoid repetition.</li></ul>	<p>Explanation texts – Rivers</p> <p>The journey from start to end</p> <p>Letters</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• To always maintain an accurate tense throughout a piece of writing.</li><li>• To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</li><li>• To organise ideas using paragraphs</li></ul>	<p>Write a balanced argument, which answers the question– Were the Romans good for Britain?</p> <p>Narrative writing - Romans</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li></ul>	<p>Write a diary entry as one of the members of Shackleton’s expedition party to Antarctica.</p> <p>Write and perform a poem based on the theme of migration from a child’s viewpoint using a range of other poems as inspiration.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li></ul> <p>Performance</p> <ul style="list-style-type: none"><li>• To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li></ul>	<p>Use the works of famous authors to inspire a narrative based on the story of Pete and the Professor from Edison.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"><li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li><li>• To regularly use dialogue to convey a character and to advance the action</li></ul> <p>Persuasive writing – linked to Edison</p>
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Reading




Our children will...




Vocabulary

Find and explain the meaning of words in context




Infer

Make and justify inferences using evidence from the text




Predict

Predict what might happen from the details given and implied




Explain

Explain how different aspects of the text affect the reader



Retrieve

Retrieve and record information directly from the text

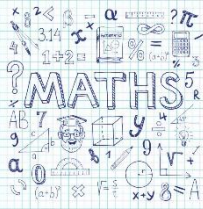


Summarise

Summarise the key information and events from the text

<p>Decode new words and work out the meaning by reading around the word</p> <p>Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)</p>	<p>Listen attentively to a longer and a wider range of texts</p> <p>Orally retell what they have read.</p>	<p>Summarise paragraphs and short texts</p> <p>Read for a range of different purposes.</p>	<p>Make inferences about a range of different texts.</p>	<p>Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.</p>	<p>Ask self-directed questions to deepen their understanding of a text.</p> <p>Answer the question stems on a range of different texts.</p>
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### Maths










Our children will develop their skills in...

Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	<b>Fractions</b> <b>Decimals</b>	Decimals Money Time	Statistics Shape Position and Direction
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### Science



Our children will...

Living things and their habitats	Animals including humans	The Water Cycle	Sound	Changes of State	Electricity
<p><b>Our children will.....</b>group animals and plants in different ways according to their features. Classification keys can be used to identify and name living things.Children will also understand how environments may change naturally e.g. through flooding, fire, earthquakes etc. and how humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering. These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p>	<p><b>Our children will.....</b> describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Our children will.....</b> learn that water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.</p>	<p><b>Our children will.....</b> identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and be able to find patterns between the pitch of a sound and features of the object that produced it. They will also be able find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b>Our children will.....</b> compare and group materials together, according to whether they are solids, liquids or gases and 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>Our children will...</b> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Children will be able to 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. Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<div><div>Art</div><div></div><div>Our children will...</div></div>					
<p><b>Our children will design and make a Greek Mod-Roc Vase.</b></p> <p>Artisits studied: Lucie Rie Kate Malone Bjorn Wiinblad Rupert Blainie Maria Martinez.</p> <p>The children will start by researching artists who use ceramics such as Lucie Rie and sketch Greek designs in their sketch books. Each child will create a mod-roc vase which will be inspired by Greek designs and patterns. The designs for their vases will also be carefully planned out in sketch books.</p> <div><div><p>Ancient Greek artists were known for creating black and red decorated pots. Early pots featured black figures on red backgrounds but from the 5<sup>th</sup> century BC onwards, they changed to red figures to black.</p><p>The designs on their pottery told a story. Some told stories of daily life, others told stories of wars and heroes. The geometric designs had to be similar.</p><p>The handles were joined to the pot with clay slip. The piece was then put back on the wheel to smooth the join marks and add the final shaping. Slip is clay and water mixed together to the consistency of heavy cream.</p></div><div><p>Lucie Rie was born in 1902 and died 1995. Lucie is an Austrian-born British ceramics artist. Her work, usually consisting of hand-thrown pots, bottles, and bowls which are all created a variety of shapes and sizes.</p><p>Other examples of artists who use ceramics. During the project the class can research one or two of these artists to develop their ideas. Once the class have researched their chosen artists they can observe and sketch the images in their sketch books.</p><p>Kate Malone</p><p>Rupert Blainie</p><p>Bjorn Wiinblad</p><p>Maria Martinez</p></div><div><p><b>Lesson 2:</b> Create form of Greek vase.</p><p>Children will be asked before the project to bring a small, clear plastic bottle. Each bottle will be cut by the teacher before the lesson. Children will use newspaper to cover their plastic bottles and create handles and a lip. The newspaper will be secured using masking tape Children that finish covering their bottles can start applying mod roc.</p><p><b>Skills:</b></p><ul style="list-style-type: none"><li>• Create and combine shapes to create recognisable forms from nets or solid material</li><li>• Use modifiable materials</li><li>• Add materials to provide interesting detail</li><li>• Create original pieces that are influenced by the studies of others</li></ul></div></div>	<p><b>Our children will.....</b></p> <p><b>Draw a portrait using the correct proportions, complete a ‘split face’ self-portrait using a photo, create a portrait from a range of unusual objects, use different pencils to create a range of tones, create a portrait inspired by Picasso, Use colour to portray emotions, Recognise symbolism in portraits.</b></p> <p><b>Artisits studied:</b></p> <p>Pablo Picasso Frida Kahlo Giuseppe Arcimboldo Justina Blakeney</p> <p>Introduce your class to the topic of portraits. Discuss what a portrait is. This may also be a good time to talk to children about portrait and landscape in terms of the orientation of paper. Do children know of any famous portraits? Share a selection of portrait images on each table. Children can work in groups to discuss which ones they like or dislike and why. Provide them with sentence starters to help.</p> <p>Complete a ‘split face’ self-portrait using a photo of themselves in monochrome. This is a good opportunity for children to broaden their knowledge of well-known artists such as Vicent Van Gogh, Pablo Picasso and Frida Kahlo. Explain to the children that they will be using the halved photographs to help them create a ‘split face’ portrait, completing the other side in pencil. View examples of split face portraits at <a href="https://tinyurl.com/tp-split">tinyurl.com/tp-split</a>. When children have finished, they can then complete a coloured patterned background to contrast with and complement their monochrome portrait. At the end of the lesson, collect up children’s work then choose some to show to the class. Before you show each image, cover the photograph part of the image with a piece of card. Can the children identify who each portrait is of? Looking at pupils’ self-portraits, assess how well they’ve remembered the proportions of a face from last week’s lesson. You can also see how well they have managed to complete their own portraits using the photograph provided.</p> <p>3. Ask children what they have learnt about portraits so far. Can they remember any particular artists or their work? Show examples of 16th century Italian artist Giuseppe Arcimboldo’s work. He painted portraits where the faces are made up of objects such as flowers, fruit, vegetables or books. Explain to children that they are going to create portraits out of different materials as well. Show portrait images by current American designer Justina Blakeney for extra inspiration. Next, give each child a piece of white card and a name tag. On each table, set up a basket of different objects. These could include haberdashery (fabric, thread, sequins, buttons), natural items (twigs, leaves, flowers, shells), food stuffs (fruit, vegetables, nuts, pasta) and stationery (paperclips, rubbers, sharpeners, rubber bands). Children can now complete a carousel activity, going from table to table and using the different objects and materials to create their own portraits on the white card.</p> <p>4. Show Arcimboldo’s portraits from last week. Explain to the children that they will be creating artworks based around his work. This time they will be returning to sketching. Introduce a variety of sketching pencils. Explain that they are graded based on their hardness (‘H’ means hard, ‘B’ means soft). The higher the number, the more hard or soft the pencil. Ask why you might choose to use a 6B or 2H pencil. What kind of lines would they give you? Give children time to practise using different pencils, shading from light to dark and creating 3D effects. Give children a simple</p>	<p><b>Our children will.....</b></p> <p><b>Create a watercolour landscape painting which depicts part of the water cycle.</b></p> <p><b>Artisits Studied:</b></p> <p>Ibrecht Dürer William Blake J.M.W. Turner John Constable</p> <p>Experiment and explore, refine skills by practicing and making comparisons with other artists</p> <p>Is able to choose previously learned techniques, line, shape, appropriate use of colour.</p>	<p><b>Our children will.....</b></p> <p><b>Design and create their own mosaics and create their own owl creation using weaving techniques.</b></p> <p><b>Artisits Studied:</b></p> <p>Shiela Hicks</p> <p>Textiles – weaving a celtic style fabric, experiemtning with different weaving designs and patterns.</p> <p>The Romans used wool, linen, cotton and sometimes silk for their clothing. Before the use of spinning wheels, spinning was carried out using a spindle and a whorl. The spindle or rod usually had a bump on which the whorl was fitted. The majority of the whorls were made of stone, lead or recycled pots. A wisp of prepared wool was twisted around the spindle, which was then spun and allowed to drop. The whorl acts to keep the spindle twisting and the weight stretches the fibres. By doing this, the fibres were extended and twisted into yarn. Weaving was probably invented much later than spinning around 6000 BC in West Asia. By Roman times weaving was usually done on upright looms. None of these have survived but fortunately we have pictures drawn at the time to show us what they looked like. A weaver who stood at a vertical loom could weave cloth of a greater width than was possible sitting down. This was important as a full sized toga could measure as much as 4-5 metres in length and 2.5 metres wide!Once the cloth had been produced it was soaked in decayed urine to remove the grease and make it ready for dying.</p> <p>Dyes came from natural materials. Most dyes came from sources near to where the Romans settled. The colours you wore in Roman times told people about you. If you were rich you could get rarer dyes with brighter colours from overseas.</p>	<p><b>Our children will.....</b></p> <p><b>Create Antarctic imagery using stamp and printing.</b></p> <p><b>Artisits Studied:</b></p> <p>Hokusai</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to achieve chosen effects.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p> <p>Demonstrate understanding and precision when they have opportunities to.</p> <p>Is aware of negative space.</p>	<p><b>Our children will.....further develop drawing skills using a broader variation of media, e.g. charcoal, range of pencil type to design, create and sculpt a fish model which incorportates electrical circuit and a light to enhance the aesthetics.</b></p> <p><b>Artisits Studied:</b> Helen Frankenthaler</p> <p><a href="https://gagosian.com/artists/helen-frankenthaler/">https://gagosian.com/artists/helen-frankenthaler/</a></p> <p>Have some awareness of three dimensional shape and shade.</p> <p>Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Use cardboard to sculpt and designa 3D model fish which incorportates electrical circuit and a light to enhance the aesthetics.</p>

Lesson 3: Add mod roc to vase form.

Children will use pre cut mod roc. They will dip 3 quarter inch pieces of mod roc into water and apply to their Greek vase. Children will need to smooth mod roc with fingers. They should be encouraged to carefully wrap around each section of their vase, ensuring edges are smooth. They will continue to add mod roc until the vase is completely covered.



- Skills:**
- Create and combine shapes to create recognizable forms from nets or solid material
  - Use modifiable materials
  - Add materials to provide interesting detail
  - Create original pieces that are influenced by the studies of others

Please see video below for more details about mod roc and how it can be used.  
[https://www.youtube.com/watch?v=1wq\\_ehif6pE](https://www.youtube.com/watch?v=1wq_ehif6pE)



Lesson 4: Painting the vase.

Children will paint their vase with acrylic terracotta or red and brown paint. Once the paint is all covered the children can plan out designs in their sketch books.



- Skills:**
- Create original pieces that are influenced by the studies of others
  - Sketch lightly without using rubber
  - Replicate some of the techniques used by notable artists, artisans and designers.



Lesson 5: Adding detail to the vases.

Children will use black and gold acrylic paint to carefully apply the patterns and designs. Children may use tracing paper to transfer their designs onto their vase from sketch books or images. Once dry a layer of PVA glue can be applied to give shine.



- Skills:**
- Add materials to provide interesting detail
  - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines



Resources:

- Mod roc
- Masking tape
- Sketch pencils
- Black acrylic (water based)
- PVA
- Newspaper
- [https://www.youtube.com/watch?v=1wq\\_ehif6pE](https://www.youtube.com/watch?v=1wq_ehif6pE)

Skills:

Learn to choose skills and tools appropriate to the task.

Refine and alter ideas and explain choices using art vocabulary.

Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

Learn about the work of famous Sculptors.

Makes informed choices about the 3D technique chosen.

Shows an understanding of shape, space and form.

Plans, designs, makes and adapts models.  
Talks about their work understanding that it has been sculpted, modelled or constructed.

Uses a variety of materials.

outline of a picture based on the work of Arcimboldo. Ask children to shade in the different shapes using different grades of pencil to try and achieve a 3D effect on each. Experiment to see how different pencils change the appearance of the artwork.

5. Ask children to place their sketchbook inside a black bin liner so they can't see it. Next, ask them to position their pencil on the paper then draw the person sitting opposite them. They shouldn't take their pencil off the paper at all. Remind them not to be tempted to look at their artwork. This method is called 'contouring' and will create some very unusual yet interesting portraits. It makes children really think about where the pencil is on the paper. Model the method to them first. When they reveal their drawings, the children might be shocked at what they've drawn. Explain that it's fine if their artwork doesn't look like a portrait. Show the children some of Picasso's later portraits. Discuss the 'cubist' style of artwork and explain that art doesn't always have to be realistic. Instead, it can give an impression of what something looks like or create a feeling. The facial features of Picasso's portraits do not always follow the realistic proportions that you discussed in the first lesson. Show some of Picasso's work from his blue period. How do these images make children feel? Jot down words on the board. Explain that the colours that artists use can affect how you feel when looking at an image. Artists use different colours for different feelings. Think about the different colours associated with different emotions. Give children a spectrum of colours to stick in their sketchbooks. They can then label each colour with the different emotions they think they represent. Show children a portrait based on the work of Picasso at [tinyurl.com/tp-face](https://www.tinyurl.com/tp-face). What do the children think of the image? What do they think the colours represent? Explain that they'll be creating their own pieces of art, similar to this one. Their Picasso-style portrait will be split into two halves, each half representing different emotions. Model how to use oil pastels then children can use them to draw their own Picasso-style portrait. Hand out a basic outline of a face as a guide. Children can choose how to split the face in half and add in facial features. Using appropriate colours of oil pastels, portray different emotions on the two halves.

6. Display various paintings of famous superhumans . Do the children recognise these people? Explain that before cameras were invented, painted portraits were very important, especially to royalty. Kings and queens would employ a royal portraitist who would come to paint them. The king or queen would choose everything about the portrait – what clothes they would wear, how they would stand, what objects would be in the painting. Why do children think they did this? Why do they think portraits were so important to them? Explain that portraits were their way of showing the public what they wanted them to see.

Skills

- Mix tertiary colours.
- Know how different colours affect our mood/feelings.
- Know how to compare/contrast two paintings with separate moods.
- Experiment with the styles used by other artists.
- Explain some of the features of art from historical periods.
- Makes and matches colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements appropriately.
- Plan and create different effects and textures with paint according to what they need for the task.
- Shows increasing independence and creativity with the painting process.

Step 1

Using your pencil and ruler, mark 10 points at least 1cm apart along the edge of your card. Do this along the opposite edge too. Make sure that the points at each end line up with those opposite.



Step 2

With your scissors, carefully cut straight lines at each point. You only want to cut about 2cm. Your card will now look like this, with notches cut at each point:



Step 3

You now need to 'warp' your card. Starting at one corner, hold the end of the string underneath the card, and bring up the string at the first 'notch'. Take the string to the notch on the opposite side. Then pass the string under the card, to bring it up at the next notch along. Take the string to the opposite notch and repeat. If you were to start at the bottom left corner, your directions would be: ↑→↓→↑



The back of your card will look like this. You can loosely knot the ends of your string together, or tape them in place (you will need to undo later, so don't tie too tight)



Step 4

Once you have 'warped your loom', you will need to gather your lengths of string / wool and large eyed needle.



Step 5

Thread your needle with a length of wool or string. You are now ready to weave! Take your needle under and over the vertical threads until you get to the end. When you get to the end, take your wool back the other way, going over the vertical thread you went under previously, and under the thread you went over previously.



Step 6

Continue to weave your lengths of string / wool to your desired length. If you use up a length, knot it neatly at the end of a row and start another. Experiment with different colours and stripes.



Step 7

Carefully untie the ends of your 'warp' string, and lift the loops off the ends of your card (you may need to bend the card slightly. Thread your twig through the loops and use the ends of the thread you untied to tie the loops into two groups. These are your owl feet.



Step 8

Lift the loops from the top of the loom and thread a length of string through to gather the loops together. Draw, colour cut out and stick shapes from your thin card to make eyes, beak and wings. You can now hang your owl on your wall.

Don't forget to share pictures of your creations with us on social media!



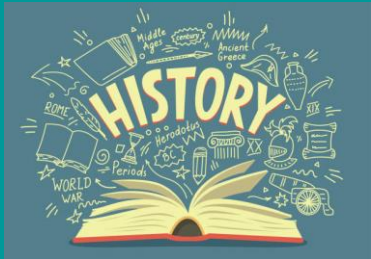
Geography



Our children will....

<p><b>Country study: Greece</b></p> <p>Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens.</p> <p>Look at a range of photographs and summarise the landscape and human features of Greece.</p> <p>Compare the climate to the UK (rainfall, temperature) and use the data to advise on when to visit the area.</p>	<p><b>Fair trade</b></p> <p><a href="https://fairtrade.wales/wp-content/uploads/Fairtrade-Activity-Pack.pdf">https://fairtrade.wales/wp-content/uploads/Fairtrade-Activity-Pack.pdf</a></p> <ol style="list-style-type: none"><li>What is fair trade? Pros and Cons – presentation debate</li><li>Messy Maps – using different fairtrade products to create a hand drawn map of the world.</li><li>Using the map, identify the countries where fairtrade prodcuts are produced. Identify the global North and global South and assess any patterns on the world map of consumers and producers especially around the equator.</li><li>The Cocoa Climate <a href="https://schools.fairtrade.org.uk/teaching-resources/cocoa-climate-a-lesson-plan-for-primary-schools">https://schools.fairtrade.org.uk/teaching-resources/cocoa-climate-a-lesson-plan-for-primary-schools</a></li><li>String Connections</li></ol>	<p><b>What is the story of the River Wharfe?</b></p> <p>Field trip to observe, measure and record and present the human and physical aspects of the local environment.</p> <p>Record observations through sketching</p> <p>Trace the rivers course using google maps and OS maps.</p> <p>Create an A-Z illustrated guide to your local river using river terminology.</p> <p>River detectives – Each group given an envelope containing the names of their secret river (e.g. Nile, Mississippi, Ganges, Rhine, Yellow etc.) Groups then research their river using a range of sources – atlas, internet, Google Maps, books and create 10 clues starting with the most difficult.</p> <p>The other groups must guess the river. Each group is awarded marks on the basis of the successful guesses.</p> <p>Why are the rivers important? Use photos from fieldtrip as a prompt. Answers may include:</p> <ul style="list-style-type: none"><li>- part of the water cycle</li><li>- leisure</li><li>- Suppy of water for humans/animals</li><li>- Carry water and nutrients</li><li>- Irrigation</li><li>- Renewable energy-hydroelectric power</li><li>- Habitats</li><li>- Transport routes</li></ul>	<p><b>Country study: Italy</b></p> <p>Pupils understand that our knowledge of the climate and geography of Italy today helps us understand the importance of the mountainous North, volcanic fertile land in the South, and Sicily.</p> <p><u>Italy vs the UK</u></p> <p>Use data to make informed analysis of similarities between UK and Italy in terms of climate, population and other geographical features.</p> <p>Plan a holiday to Italy, choosing flights, hotels and activities after researching the famous tourist venues around the country.</p> <p><u>Geographuical Questions to answer:</u></p> <p>Why did the Roman Empire go no further?</p> <p>Study a map of Europe and the Meditteranean sea and research the limitations for the Romans..</p> <p><a href="https://kids.britannica.com/kids/compare">https://kids.britannica.com/kids/compare</a></p>	<p><b>Introducing the Lake District</b></p> <p>Map it- Pupils add markers and annotate digital maps of the region adding key features such as highest mountians, lakes, significant towns and human features such as railway lines. They can covnert this into a sketch map.</p> <p>Compare the rainfall and temperature between the lake district and their local area.</p> <p>Then write a tourist information brochure and report on the best time to visit the Lake District and what activities there are to do in this part of the world.</p> <p><u>Lake Windermere</u> Provide maps, photographs, catchment area maps, and a blank map for children to label the major physical and human features of Lake Windermere.</p> <p>Children to create a A3 diagram/map with all the major features then covnert this into a 3D Modroc map of the lake and the surrounding area. Use large card boxes as a base – label this, mark out the shape of the lake and major towns to create the 3D map.</p>	<p><b>Map skills</b></p> <p>How to use O/S maps.</p> <p>Become more familiar with grid references, symbols and features of O/S maps..</p>
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History



Our children will ask...

<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></p> <p>Pupils can place Ancient Greece on a simple timeline, <u>that also shows when Athens was at its height in C5th - C6th BC-the Golden Age</u> *Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</p> <p><b><u>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</u></b></p> <p>Having set the topic in its geographical and temporal context, pupils are introduced to the nature of evidence through the case study of Theseus and the Minotaur which links the landscape features with the myth and the fragmentary evidence that supports it.</p> <p><b><u>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</u></b></p> <p>The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. Start by looking at everyday life and then the evidence for it. When selecting other aspects to explore, consider pots showing: soldiers, ships, gods and goddesses, writing.</p> <p><b><u>Why was Athens able to be so strong at this time?</u></b></p> <p>As well as recapping Athens’ natural advantages (coastline to trade by sea, expand into colonies and capture slaves) and their natural resources (silver mines) pupils focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat. This ushers in the Golden Age. Money spent on defence now goes to building etc.</p> <p><b><u>What was so special about life in 5 th Century BC Athens that makes us study it?</u></b></p> <p>Focus here on the features that made Athens unique at the time. The bulk of the work will be on democracy. To make this fun, focus on active learning approaches such as role play. It is by being involved in decision-making as a citizen that pupils get a real feel for how the system worked. The focus is on building of the Parthenon as pupils can draw parallels with big ticket items of government expenditure today.</p> <p><b><u>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</u></b></p> <p>Start by looking at the more familiar aspect of the Olympics before moving onto the theatre. In both cases start with the physical and then move onto what it reveals about Ancient Greek attitudes and beliefs.</p> <p><b><u>In what ways have the Ancient Greeks influenced our lives today?</u></b></p> <p>Describe how some of the things I have studied from the past affect/influence life today.Describe similarities and differences between people, events and artefacts studied. Use evidence to describe what was important to people from the past.</p> <p><b><u>Make comparisons between the Greek and Egyptians Civilisation, finding similarities and differences between the 2.</u></b></p>	<p>Superhuman - Martin Luther King</p> <p>Use evidence and reliable sources to describe what was important to Martin Luther King and why he felt his message was important.</p> <p>Use the library and internet for research of events from that time and the civil unrest in America.</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Understand where major events of the Roman Empire fits onto an AD/BC timeline.</p> <p>Order significant events from Roman Empire studied on a timeline including the invasion of Britain.</p> <p>Look at different versions of the build up and the Battle of Watling Strret and identify differences.</p> <p>To know that people in the past represent different viewpoints including the Iceni and Roman viewpoints of the Roman invasion.</p> <p>Communicate <b>knowledge and understanding</b> about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Make comparisons between the Greek and Roman Civilisation, finding similarities and differences between the 2.</p>	<p>Why was Shackleton’s journey so important?</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>.</p>	<p>Thomas Edison</p> <p>Investigate own line of enquiry by posing a question to answer – Was Edison really a great inventor?</p>
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Design and Technology



Our children will...

Making a Greek Lyre

- 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.
  - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
  - 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.
  - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Inspiration:

<https://www.youtube.com/watch?v=zKJH9cZ3Aho>

Roman Onagers

- 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.
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Inspiration:

<https://www.youtube.com/watch?v=DwZA3WS2fB4>

Create, manufacture and market energy bar for an explorer.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Fish sculpture

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.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

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.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their workUnderstand and use electrical systems in their products.

Computing

Computing



<https://teachcomputing.org/curriculum/key-stage-2>

Our children will...

Computing systems and networks – The InternetJ

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection. Chrome Music Lab is used in one lesson to demonstrate content which can be produced on the World Wide Web.

Creating media – Audio editing

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

Creating media – Photo editing

**In this unit, learners 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 impact that editing images can have, and evaluate the effectiveness of their choices.**

Data and information – Data logging

In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

Programming A – Repetition in shapes

**This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.**

Programming B – Repetition in games

This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners 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.

<div>Character and culture (R.E. P.S.H.E, R.S.E.)</div> <div></div> <div>Our children will ask...</div> <div>P.S.H.E R.S.E R.E British Values Celebrations</div>					
<div>What faiths are shared in our country?</div> <div>What strengths, skills and interests do we have?</div> <div>-How to recognise personal qualities and individuality (top trumps cards)</div> <div>-How my strengths make me feel... (Class discussion.)</div> <div>-Goal setting for the year (look at other famous people and how they goal set.)</div> <div><a href="https://www.youtube.com/watch?v=GQIU Cxl6fAw">https://www.youtube.com/watch?v=GQIU Cxl6fAw</a></div> <div>How to manage setbacks and mistakes...</div> <div>Respect (for each other, our peers, our school, our classroom. the environment)</div> <div>Harvest Festival, Halloween,</div> <div>Black History Month</div>	<div>How are important events remembered?</div> <div>How do we treat each other with respect? (differences, respect and personal space)</div> <div>Tolerance</div> <div>World Kindness Day, Anti-Bullying Week</div> <div>Diwali, Christmas, Hannukah</div>	<div>What does Sikhism teach us about understanding feelings?</div> <div>How can we manage our feelings?</div> <div>Rule of Law</div> <div>New Year resolutions</div> <div>Epiphany, Holocaust Memorial Day, Chinese New Year</div> <div>Money Week</div>	<div>Why are Gurus at the heart of Sikh belief and practice?</div> <div>How will we grow and change? (family differences, self-development, friendships).</div> <div>Individual Liberty</div> <div>Children’s Mental Health Week, Safer Internet Day, International Women’s Day</div> <div>Lent, Easter, Ramadan</div>	<div>How do Sikhs show commitment?</div> <div>How can our choices make a difference to others and the environment?</div> <div>Democracy</div> <div>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)</div> <div>Mental Health Awareness Week</div>	<div>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</div> <div>How can we manage risk in different places?</div>
<div>P.E.</div> <div></div>					
<div>Fundamental Skills- Catching, Throwing, Jumping, Running, Balancing, coordination, agility.</div> <div>OAA</div> <div><ul style="list-style-type: none"><li>Develops listening skills.</li><li>Co-operate and share roles within a group.</li><li>Listen to each others ideas when planning a task and adapt where needed.</li><li>Take responsibility for a role within a</li></ul></div>	<div>Gymnastics</div> <div><ul style="list-style-type: none"><li>Links skills (travel, balance, roll and jump)with control, technique, co-ordination and fluency to create a sequence.</li><li>Understands composition by performing more complex sequences both individually and with a partner. Beginning to use gym vocabulary to describe how to improve and refine performances.</li><li>Develops strength, technique and flexibility throughout performances. Balance on combinations of 1,2,3,4 points both individually and with a partner.</li><li>Move in and out of balances fluently.</li></ul></div>	<div>Invasion Games</div> <div><ul style="list-style-type: none"><li>Develop actions and ideas and show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li><li>Uses skills with co-ordination, control and fluency. e.g throwing and catching.</li><li>Takes part in competitive games with a strong understanding of tactics, composition and fair play.</li></ul></div>	<div>Net and Wall</div> <div><ul style="list-style-type: none"><li>Choose ways to send the ball to make it difficult for opponent to return</li><li>Play the role of umpire to keep score</li><li>Explore shots on both sides of the body and attempt with confidence</li><li>Use a small range of racquet/hand skills</li><li>Explore a range of recognised shots e.g. overhead, forehand etc</li></ul></div>	<div>Athletics</div> <div><ul style="list-style-type: none"><li>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) and consider what arms and legs are doing.</li><li>Demonstrates accuracy in throwing and catching activities, including pulling, pushing and slinging actions for javelin and discuss.</li></ul></div>	<div>Striking and Fielding</div> <div><ul style="list-style-type: none"><li>With increasing consistency, choose where to direct a hit from a bowled ball</li><li>Use and apply the basic rules of the game</li><li>Apply speed and decision making to run safely between scoring markers e.g. stumps, posts</li><li>Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop</li></ul></div>


<ul style="list-style-type: none"><li>group.</li><li>Recognise that some outdoor adventurous activities can be dangerous.</li><li>Follow rules to keep self and other safe.</li><li>Identify positions and orientate on simple maps.</li><li>Use simple maps to follow a trail and find way back to base point.</li><li>Select appropriate equipment/ route/ people to solve a problem successfully.</li><li>Choose effective strategies and change ideas if not working.</li></ul>	<ul style="list-style-type: none"><li>Develop and improve accuracy of a forward roll and begin to develop a backwards roll.</li><li>Develop jumping (as previous) including turns and twisting shapes in the air.</li><li>Dance</li><li>Confidently improvises with a partner or on their own.</li><li>Beginning to create longer dance sequences in a larger group.</li><li>Demonstrating precision and some control in response to stimuli.</li><li>Beginning to vary dynamics and develop actions and motifs.</li><li>Demonstrates rhythm and spatial awareness.</li><li>Uses simple dance vocabulary to compare and improve work.</li><li>Modifies parts of a sequence as a result of self-evaluation.</li><li>Perform dance for partner or with partner for another pair.</li></ul>	<ul style="list-style-type: none"><li>Can begin to adapt a game to create their own games using knowledge and skills.</li><li>Works well in a group to develop various games.</li><li>Apply basic skills for attacking and defending.</li><li>Begin to use running, jumping, throwing and catching in isolation and combination.</li></ul>	<ul style="list-style-type: none"><li><b>Able to return ball/shuttle to different areas of oppositions court</b></li><li><b>Use basic defensive tactics to defend the court i.e. moving to different positions on the court</b></li><li><b>Work with a partner / small groups to return a served ball/shuttle</b></li><li><b>Play competitively with others and against others in modified games</b></li></ul>	<ul style="list-style-type: none"><li>Evaluates good athletic performance using correct vocabulary.</li><li>Can use equipment safely.</li></ul>	<ul style="list-style-type: none"><li>Track and intercept the ball along the ground sometimes collecting with one hand</li><li>Show more consistency in throwing and catching over a variety of distances</li><li>Bowling a recognised action with some consistency</li><li>Show fir play such as accepting when run out</li><li>In their local community can they identify locations in which they could play striking and fielding games</li></ul>
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Music



<p><b>Performace - Ukulele</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand TAB and other musical notations for playing the Ukulele.</p> <p>Fender Play</p>	<p><b>Listening and Appraising</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Performace - Ukulele</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand TAB and other musical notations for playing the Ukulele.</p>	<p><b>Listening and Appraising</b></p> <p>Develop an understanding of the history of music</p> <p>I can describe the different purposes of music throughout history and in other cultures.</p>	<p><b>Performace - Ukulele</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand TAB and other musical notations for playing the Ukulele to compose a piece of music.</p>	<p><b>Musical Activities</b></p> <p>I can practise, rehearse and present performances with an awareness of the audience.</p> <p>I can communicate ideas, thoughts and feelings though simple musical demonstrations.</p> <p>I can offer helpful and thoughtful comments and feedback to others after watching a performance or recording</p> <p>I can follow the leader/conductor and respond appropriately.</p>
Country/folk (The Greeks)	Classical	Pop	Jazz	Rock	Musicals

Moden Foreign Languages



Les Salutations	Les Saisons	Les Transports	Je Peux...	LA – Les Instruments	LA – L’Ancienne Histoire De La Grande Bretagne
Throughout the year we will be...					
Speaking		Listening		Writing	