Y4	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Theme	Roman Warriors!		The Big Band	Welcome to Sri Lanka	Britain's Settlements	
English	**The Captive Celt** Setting description Character description Retell a myth Plan and write own myth Letter (persuasion) Roman Dictionary- Instructions, non-chronological report.	**Billionaire Boy and Mr Stink** Character profile Poetry Dialogue Explanation Labels	**The Sound Collector** Poetry Letter writing Diary Posters Explanation	**The Kapok Tree** setting description Write using dialogue Retell and event Biography Persuasive letter	**Beowolf** Letter writing Postcard writing Diary entry Posters/adverts Invitations Wanted Poster Recount Explanations	**The butterfly lion** Non- chronological reports Setting description Character description Letter writing Postcard writing Diary entry Posters/adverts
Maths	. Number and place value Addition and subtraction Measurement (length and perimeter) Multiplication and division. Problem solving, reasoning and algebra. Times Tables	Multiplication and division. Problem solving, reasoning and algebra. Times Tables	multiplication and division Measurement - area Times Tables	Fractions decimals Times Tables	Decimals Measurement-money Measurement-time Times Tables	Geometry: properties of shape Geometry: position and direction Times Tables

Science	**Animals including humans-** -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey. **Working Scientifically**	**Living things and habitats-** -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers to living things. **Working Scientifically**	**Sound-** -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it 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. **Working Scientifically**	**States of matter-** -compare and group materials together, according to whether they are solids, liquids or gases -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) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically**	**Electricity-** -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 buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors. **Working Scientifically**
Computing	**Computer science-** Design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors. **IT-** Collect data, analyse and evaluate software to accomplish given goals. Understand opportunities that computer networks offer for communication. **Digital Literacy-** Identify a range of ways to report concerns.		**Computer science-** Use repetition in programs **IT-** Presentations. **Digital Literacy-** Recognise unacceptable/ inappropriate behaviour.		**Computer science-** Control or simulate physical systems. **IT-** Select a variety of software to accomplish given goals, select, use and combine internet services. **Digital Literacy-** Understand how computer networks can provide multiple services such as the World Wide Web and appreciate how search results are selected.

| History/ Geography | **(H)**
Roman Empire + Impact-
-Julius Caesar's attempted invasion in 55-54 BC
-the Roman Empire by AD 42 and the power of its army
-successful invasion by Claudius and conquest, including Hadrian's Wall
-British resistance, for example, Boudica
-'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
(G)
Journey to England-
Location knowledge-
-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Geographical skills
-Maps of the Empire (Europe) | | **(G)**
Weather and Climate-
Place knowledge
-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and Sri Lanka
Human and Physical -
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **(H)**
Anglo- Saxon and Scots settlement
-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
-Scots invasions from Ireland to north Britain (now Scotland)
-Anglo-Saxon invasions, settlements and kingdoms: place names and village life
-Anglo-Saxon art and culture
-Christian conversion – Canterbury, Iona and Lindisfarne
(G)
Settlements
Location Knowledge
-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Human and Physical
-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |

Art/ DT	**(DT)** **Mechanisms** **Design-** **-**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 **Make** **-**select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Evaluate** -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical knowledge** -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	**(A)** **Printing** -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	**(DT)** **Making musical instruments** **Design** -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Evaluate** -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**(A)** **Rousseau-** **-**Learn about great artists, architects and designers in history. -to create sketch books to record their observations and use them to review and revisit ideas	**(DT)** **Sculpture- jewellery** **Design-** -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 **Make** - 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** - investigate and analyse a range of existing products **Technical knowledge**	**(A)** **Textiles-** -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PE	**Swimming** -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations. **Games (Invasion)- 3 touch ball.** -use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	**Swimming** **O+A- Communication challenge** -take part in outdoor and adventurous activity challenges both individually and within a team	**Dance**- Silent Movies **Gymnastics-** Unit 3 task 1 **Gymnastics**- Unit 3 task 1- extension -develop flexibility, strength, technique, control and balance -perform dances using a range of movement patterns		**Games** (N+W)- Target baggers **Gymnastics**- Unit 4 task 2. -develop flexibility, strength, technique, control and balance -use running, jumping, throwing and catching in isolation and in combination play competitive games,	**Games** (S+F)- Run the loop **Athletics**- Faster, Higher, further. -compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHCE	**SEAL: New Beginnings** Key concepts: Belonging. Understanding feelings. Managing feelings. Social skills. Making choices.	**SEAL: Getting On and Falling Out** Key concepts: Friendship Seeing things from someone else's perspective Working together Managing feelings – anger. Resolving conflict	**SEAL: Good to Be Me!** Key concepts: Knowing myself. Understanding my feelings Managing my feelings Making choices	**SEAL: Going For Goals** Key concepts: Knowing myself Setting a realistic goal Planning to reach a goal. Resilience. Making choices. Evaluation and review.	**SEAL: Relationships** Key concepts: Understanding my feelings. Managing my feelings Understanding the feelings of others. Social skills Making choices	**SEAL: Changes** Key concepts: Knowing myself Understanding my feelings Understanding the feelings of others

RE	**What do Christians believe about Jesus?** -show understanding of the link between beliefs and actions in religious traditions - develop critical thinking e.g. are the beliefs true? Why are beliefs important? -reflect on own expressions of beliefs, values and commitments. -explore some religious teachings and stories	**Why do Christians call Jesus the light of the world?** -explore the beliefs of religious traditions and secular world views -develop critical thinking e.g. are the stories true? Why is there disagreement about where authority lies? Why are holy books interpreted differently? -describe and show understanding of differing forms of worship and make links to the beliefs and feelings behind them -explore some religious teachings and stories	**Islam (visit to Mosque-Newcastle?)** -explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people -reflect on own expressions of beliefs, values and commitments. -explain how the impact of religious beliefs can vary for individuals and differing religious communities -reflect on who/what inspires and influences them?	**Why is Lent important for Christians?** -develop critical thinking e.g. are the beliefs true? Why are beliefs important? -explore some religious teachings and stories -reflect on own expressions of beliefs, values and commitments. -explain how the impact of religious beliefs can vary for individuals and differing religious communities	**What do Christians believe about God?** -reflect on own ideas and beliefs -develop critical thinking e.g. are the stories true? Why is there disagreement about where authority lies? Why are holy books interpreted differently? -explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people -show understanding of the link between beliefs and actions in religious traditions	**Northern Saints** -develop critical thinking e.g. are the beliefs true? Why are beliefs important? -reflect on who/what inspires and influences them? -explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people -reflect on own concept of identity, belonging, commitment and response to ethical issues and dilemmas.
MFL	**Spanish** - Core Vocabulary & Phonetics - I'm learning Spanish		**Spanish** - Animals - Musical Instruments		**Spanish** - Little Red Riding Hood - I Can . . .	
Music	**Guitar Lessons (DMS)** **Traditional songs- folk music-** -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -develop an understanding of the history of music.		**Guitar lessons (DMS)** **Happy (Churanga)** -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		**Traditional songs- folk music-** **Tuned Instruments (Guitars)** -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -use and understand staff and other musical notations	

School Curric.	(GC) Invaders/settlers (LCC) Legacy of the Romans in our area (RRS) Article 18/19 – protected from harm Right to live with parents if possible (LOTC) Binchester or Arbeia	(S) How changes of land use can affect sustainability.	(S) Recycling- household waste. Bikeability (1 day) (RRS) Respecting other cultures Article 14 right to think and believe what they want (LCC) Respecting other cultures (LOTC) The Sage Experience of musical instruments provided by Geoff Wall- drums.	(GC) Fairtrade Tsunami destruction and regeneration (S) Compare carbon footprints of us / Sri Lanka – who is more sustainable? Why?	(S) Electricity – saving energy (RRS) Article 13- right to practice their own religion. (LOTC) Bede's World	Sports Day School Performance
School Events	MacMillan Coffee Morning Harvest festival	Anti-bullying week RR week Remembrance Day Christmas Crafts	Science Week Safer Internet Day	My money week Easter Egg Competition Mother's Day lunch		School Fair