‘Learn, Pray, Care & Play’

**‘’Love one another as Jesus loved us” (John 13 v 34-35)**

*Anything in italics is a learning opportunity or link that is too good to miss! It shouldn’t be any more than a lesson or part of a lesson as it is an enhancer to the driver.* Threshold concepts for repetition.

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| Year 4 | AUTUMN 1 | AUTUMN 2 | | SPRING 1 | SPRING 2 | SUMMER 1 | | SUMMER 2 |
| LITERACY | Escape from Pompeii  (Christina Ballit)  Fire Poetry | The Incredible Book Eating Boy  (Oliver Jeffers)  Poet Study | | The Pied Piper  (Michael Morpurgo)  The Pied Piper – Robert Browning | Egyptian Cinderella  (Shirley Climo) | The Wind in the Willows  (Kenneth Grahame)  The River – Valerie Bloom | | The Promise  (Nicola Davies)  The Dancing Bear – Charles Causley |
| NUMERACY | Number: Place Value  Number: Addition and Subtraction | Measurement: area  Number: Multiplication and Division | | Number: Multiplication and Division  Measurement: Length and perimeter | Number: Fractions  Number: Decimals | Number: Decimals  Measurement: Money  Measurement: Time | | Statistics  Geometry: Shape  Geometry: Position and Direction |
| SCIENCE | States of matter  (materials and changes) | Animals, including humans  (teeth, digestion, food chains) | | Sound | Electricity | States of matter  (evaporation, condensation, the water cycle) | | Living things in their habitats |
| RE | God, David and the Psalms | Christmas - Light | | Jesus – the Son of God | Easter – Betrayal and Trust | Are all churches the same? | | What is prayer? |
| ART | / | Formal elements of art | | Art and design skills | / | Sculpture | | / |
| DT | Mechanical systems (Slingshot) | / | | / | Electrical systems (torches) | / | | Structures  (Pavilions) |
| GEOGRAPHY | */* | / | | Why would you choose to live in Manchester or London?  (Region of the UK) | / | Why are most of the world’s cities located by rivers?  (Rivers & The Water Cycle) | | Fieldwork Skills  (Digimaps)  What can we do to improve our local area? |
| HISTORY | Why were the Romans do powerful and what did we learn from them? | What can the Indus people tell us about early civilisations? | | / | How can we recreate the wonders of Ancient Egypt? | / | | / |
| PE | Gymnastics Activities 1- Perform a simple sequence to include travel, rolling, balance and jumps.  Invasion games – handball  Shoot a ball with accuracy | Gymnastics Activities 2 Create a sequence of gymnastic actions with matched and mirrored shapes with apparatus.  Invasions games – basketball  Use tactics to outwit an opponent. | | Dance  Myths and legends Create a dance sequence to music  Dance  Hip hop  Memorise a dance to a beat. | Target games Dodgeball – demonstrate throwing a ball at a target with accuracy  Invasion games – rugby  Run and pass with a rugby ball | Tag and target  Work in a group co-operatively.  Athletics – perform pull, push and sling throw | | Striking and fielding Rounders  Throw an underarm ball with accuracy  Striking and fielding – cricket  Strike a ball with a bowler, tee or drop feed. |
| **PSHE**  **GLOBAL NEIGHBOURS** | Caring Friendships/Respectful Relationships  Refugees/disaster relief | | Mental Wellbeing and Physical Health | Internet Safety and harms  Online Relationships | Being Safe  Families and People who care for me  Open Doors – persecuted church in Egypt | | HealthEducation  Water Aid – access to clean water | Living in the Wider World  Environmental issues e.g. Greenpeace, Blue Planet, Plastic Ocean |
| MFL: French | Unit 7 - Encore!  Speaking + listening | Unit 8 – Quelle heure est-il?  Speaking + listening | | Unit 9 – Les fetes  Speaking + listening | Unit 10 – Ou vas-tu?  Speaking + listening  Writing | Unit 11 – On mange!  Speaking + listening  Writing | | Unit 12 – Le Cirque  Speaking + listening  Writing |
| ICT | 4.2  Online Safety  4.7  Effective searching  Using internet | 4.4  Writing for different audiences (iMovie)  Presentations | | 4.3  Spreadsheets  4.6  Animation  Data retrieving + organising  Presentation | 4.8  Hardware Investigators  Algorithms + Programs | 4.5  Logo  Algorithms + Programs | | 4.1  Coding  Algorithms + Programs |
| MUSIC | Communication – composition  Building - beat | Melody and Structure within Christmas Nativity – singing  Performing + Appraising | | Sounds – exploring sounds  Composing | In the past – notation  Poetry – performance  Around the world – pitch  Composing + Appraising | / | | Time – beat  Composing |