

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What have the Romans ever done for us?	Road Trip USA	Bonjour from Paris	Misty Mountain	Settling Saxons	Saxons Vs Vikings
	<p>History Know how Britain changed between the end of the Roman occupation and 1066. -The Roman Empire and its impact on Britain.</p> <p>DT: Mechanical systems - Adapting a slingshot car</p> <p>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets. -Work independently to produce an accurate,</p>	<p>Geography: A region in North America - California -Use maps to locate the world's countries, using maps to focus on North and South America. -Concentrating on their environmental regions. -describe and understand key aspects of the physical geography of California including earthquakes and volcanoes. - describe and understand key aspects of the human geography of California, including settlement and land use, economic activity and the distribution of natural resources.</p>	<p>Geography: A region in a European country – The Paris Basin. -Use maps, atlases and computer mapping to locate Europe and The Paris Basin. -Describe and understand key physical aspects of The Paris Basin. - Describe and understand key human aspects of The Paris Basin, including settlement, land use and economic activity.</p>	<p>Geography: A region of the UK - South Wales. -use maps, atlases and computer mapping to locate the UK and South Wales. -name and locate geographical regions and identify their physical characteristics, describing their change over time. -Describe and understand key human features of South Wales, including settlement, land use and</p>	<p>History: Know about how the Anglo-Saxons attempted to bring about law and order into the country. Know that during the Anglo-Saxon period Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Use a time line to show when the Anglo-Saxons were in England. -Britain's settlement by Anglo-Saxons and Scots.</p>	<p>History: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward The Confessor. Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo-Saxons. -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Science: Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including</p>

	<p>functioning car chassis. -Design a shape that is suitable for the project. -Attempt to reduce air resistance through the design of the shape. -Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. -Construct car bodies effectively. -Conduct a trial accurately and draw conclusions and improvements from the results.</p> <p>Food - Adapting a recipe To show an understanding of nutrition, balancing a healthy diet. To use the correct equipment to cut, chop, peel and cook food.</p>	<p>-Describe and understand what it is like to live in a large city like San Francisco and Los Angeles.</p> <p>Art: Drawing: Power Prints Spotlight Artist: Georges Seurat In this unit children are taught to Use different tools to create marks and patterns when scratching into a painted surface. Pupils will create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</p> <p>Science: Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from</p>	<p>- Describe and understand key aspects of tourism in The Paris Basin. -Describe and understand key aspects of The River Seine.</p> <p>DT: Structures – Pavilions Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion. -Produce a range of free-standing frame structures of different shapes and sizes. -Design a pavilion that is strong, stable and aesthetically pleasing.</p>	<p>economic activity. -Describe key physical features such as the Brecon Beacon mountains and the River Taff. -Understand the Cardiff Bay Regeneration.</p> <p>Art: Craft and Design: Fabric of nature Spotlight Artist: William Morris This unit focuses on the work of William Morris. Children will be able to describe and replicate his unique style. Pupils will create a reaping patten using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p>Science:</p>	<p>Science: 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. Pupils will create a reaping patten using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p>Science:</p>	<p>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.</p> <p>DT: Textiles – fastenings Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve. -Identify the features, benefits and disadvantages of a range of fastening types.</p>
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	<p>Introduce some defensive skills. Dribbling in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.</p> <p>Basketball To increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.</p> <p>Spanish The Romans (intermediate Language)</p> <p>Computing Coding</p>	<p>Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</p> <p>RSE Module 1 Unit 1: Religious Understanding Unit 2: Me, My Body, My Health</p> <p>Spanish Las Formas Shapes (Early Language)</p> <p>Computing Online Safety</p>	<p>dangers to living things.</p> <p>PE: Gymnastics – unit 1 To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Badminton Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.</p> <p>RSE Module 1 Unit 3: Emotional</p>	<p>Netball Introduce high five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skill such as marking and footwork.</p> <p>RSE Module 2 Unit 1: Religious Understanding Unit 2: Personal Relationships</p> <p>Spanish Los Colores y Los Numeros Colours and Numbers (Early Language)</p> <p>Computing Logo</p>	<p>the effectiveness of different styles of runs, jumps and throws.</p> <p>Swimming Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.</p> <p>RSE Module 2 Unit 3: Keeping Safe</p> <p>Spanish Canciones Infantiles Nursery Rhymes (Early Language)</p>	<p>group floats and team challenges.</p> <p>RSE Module 3 Unit 1: Religious Understanding Unit 2: Living in the Wider World</p> <p>Spanish La historia de la antigua Gran Bretaña History of Ancient Britain (Early Language)</p> <p>Computing Hardware Making music</p>
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<i>Texts</i>	<p>Ancient Myths – Geraldine McCaughrean The Romans – Marcia Williams</p>	<p>A range of non-fiction text on California (books, websites.)</p> <p>Kamala and Maya’s big idea by Meena Harris.</p>	<p>Libby and the Parisian Puzzle by Jo Clarke</p>	<p>The Brockenspectre by Linda Newbery</p> <p>The Abominables by Eva Ibbotson</p>	<p>Anglo Saxon boy by Tony Bradman</p>	<p>Arthur and the golden rope – Joe Todd-Stanton</p>
<i>Cultural capital</i>		Pantomime		Young Shakespeare company	Aspiration week	
<i>Artists</i>	N/A	Georges Seurat		William Morris	Frank Bowling	
<i>Visits/Visitors</i>	Hertford Museum					