

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 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, functioning car chassis. -Design a shape that is suitable for the</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. -Describe and</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. - Describe and understand key aspects of tourism in The Paris Basin. -Describe and understand key</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 economic activity. -Describe key physical features such as the Brecon Beacon mountains and the River Taff. -Understand the</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.</p> <p>Science: Electricity Identify common</p>

	<p>project.</p> <ul style="list-style-type: none"> -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>Science: States of Matter</p> <p>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</p>	<p>understand what it is like to live in a large city like San Francisco and Los Angeles.</p> <p>Art: Drawing: Power Prints</p> <p>Spotlight Artist: Georges Seurat</p> <p>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</p> <p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through</p>	<p>aspects of The River Seine.</p> <p>DT:</p> <p>Structures – Pavilions</p> <p>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p> <ul style="list-style-type: none"> -Produce a range of free-standing frame structures of different shapes and sizes. -Design a pavilion that is strong, stable and aesthetically pleasing. -Select appropriate materials and construction techniques to create a stable, free-standing frame structure. -Select appropriate materials and techniques to add cladding to their pavilion. 	<p>Cardiff Bay Regeneration.</p> <p>Art: Craft and Design: Fabric of nature</p> <p>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: Animals, including humans.</p> <p>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</p>	<p>Science: Electricity</p> <p>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.</p>	<p>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.</p> <p>DT:</p> <p>Textiles – fastenings</p> <p>Analyse and evaluate a range of existing</p>
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	<p>played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>PE: Swimming</p> <p>Football 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</p>	<p>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.</p> <p>PE: Dance – unit 1 Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position.</p> <p>Dance – unit 2 Developing choreography and devising skills in relation to a theme.</p>	<p>Science: Living things and their 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.</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</p>	<p>food chains, identifying producers, predators and prey.</p> <p>PE: Tag rugby To consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. To increase speed and build endurance during gameplay.</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>Art – Painting and Mixed Media: Light and Dark Spotlight Artist: Frank Bowling In this unit children will use tints and shades to paint an object in 3D and then create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</p> <p>PE: Athletics Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of</p>	<p>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. -Write design criteria and design a sleeve that satisfies the criteria. -Make a template for their book sleeve. -Assemble their case using any stitch they are comfortable with</p> <p>PE: Rounders To develop the range of rounders skills that can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different positions in rounders and the roles of those positions.</p>
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	<p>(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>DT: 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. Understand appropriate ingredients that could be used to adapt a recipe</p> <p>RSE Module 1 Unit 1: Religious Understanding Unit 2: Me, My Body, My Health</p>	<p>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 Well-Being Unit 4: Life Cycles</p> <p>Spanish Las Verduras Vegetables (Early Language)</p> <p>Computing Spreadsheets Writing for different audiences</p>	<p>Spanish Los Colores y Los Numeros Colours and Numbers (Early Language)</p> <p>Computing Logo</p>	<p>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>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 3 Unit 1: Religious Understanding Unit 2: Living in the Wider World</p> <p>Spanish La historia de la antigua Gran Bretana History of Ancient Britain (Early</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.) 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 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>		<p>Pantomime</p>		<p>Young Shakespeare company</p>	<p>Aspiration week</p>	
<i>Artists</i>	<p>N/A</p>	<p>Georges Seurat</p>		<p>William Morris</p>	<p>Frank Bowling</p>	
<i>Visits/ Visitors</i>	<p>Hertford Museum</p>		<p>Library</p>		<p>The Roald Dahl Museum</p>	<p>Science Week</p>