




|                           | Term 1  |  |  | Term 2  |  |  | Term 3  |   |  |   |
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| <b>Driver Project</b>     | <p style="text-align: center;"><b>Invasion- History</b></p> <p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>   |  |  | <p style="text-align: center;"><b>Misty Mountain, Winding river- Geography</b></p> <p style="text-align: center;">Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork</p>   |  |  | <p style="text-align: center;"><b>Ancient civilisations- History</b></p> <p style="text-align: center;">The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer and Ancient Egypt</p>   |   |  |   |
| <b>English</b>            | <p style="text-align: center;"><b>Varmints:</b></p> <p>Main outcome:<br/>Explanation of a life cycle</p> <p>Outcomes:<br/>Diary entry, instructions, letter, description, speech</p>  | <p style="text-align: center;"><b>Jabberwocky</b></p> <p>Main outcome:<br/>Nonsense poem</p> <p>Outcomes:<br/>Performance poetry, explanatory descriptions</p> | <p style="text-align: center;"><b>Riddle of Runes</b></p> <p>Main outcome:<br/>Historical fiction narrative (alternative ending)</p> <p>Outcomes:<br/>Character description, crime scene setting descriptions, dialogue, instructions (directions), letter</p>   | <p style="text-align: center;"><b>Frindleswyde</b></p> <p>Main outcomes: Narrative sequel</p> <p>Outcomes: Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches</p>  | <p style="text-align: center;"><b>Granny came here on Empire Windrush</b></p> <p>Main outcomes: Factual report on the Windrush Generation</p> <p>Outcomes: Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations</p> | <p style="text-align: center;"><b>Weslandia</b></p> <p>Main outcomes: Fictional non-chronological report of fantasy civilisation</p> <p>Outcomes: Retelling, character description, book review</p>        | <p style="text-align: center;"><b>The Tomb of Tutankhamun</b></p> <p>Main outcomes: Newspaper report</p> <p>Outcomes: Instructions, character descriptions, diary entry, posters</p>  | <p style="text-align: center;"><b>Script writing</b></p>  |  |   |
| <b>Reading</b>            | Reading carousels   |  |  |   |  |  |   |   |  |   |
| <b>Maths</b>              | <p style="text-align: center;"><b>White Rose Maths</b></p> <p style="text-align: center;">Place Value, Addition and subtraction, measurement, Multiplication and Division A</p>   |  |  | <p style="text-align: center;"><b>White Rose Maths</b></p> <p style="text-align: center;">Multiplication and division B, Length and perimeter, Fractions, Decimals A</p>  |  |  | <p style="text-align: center;"><b>White Rose Maths</b></p> <p style="text-align: center;">Decimals B, Money, Time, Shape, Statistics, Position and Direction</p>  |   |  |   |
| <b>Science</b>            | <p style="text-align: center;"><b>Food and the digestive system</b></p> <p style="text-align: center;">Animals including humans</p>   |  | <p style="text-align: center;"><b>Sound</b></p>  | <p style="text-align: center;"><b>States of matter</b></p>  |  | <p style="text-align: center;"><b>Grouping and classifying</b></p> <p style="text-align: center;">Living things and their habitats</p>   |   | <p style="text-align: center;"><b>Electrical circuits and conductors</b></p>  |  |   |
| <b>RE</b>                 | <p style="text-align: center;"><b>Understanding Christianity: Creation</b></p> <p style="text-align: center;">What do Christians learn from the Creation story?</p>   | <p style="text-align: center;"><b>Islam</b></p> <p style="text-align: center;">Why do Muslims call Muhammad the 'Seal of the Prophets'?</p>                    | <p style="text-align: center;"><b>Understanding Christianity: Incarnation</b></p> <p style="text-align: center;">What is the Trinity?</p>  | <p style="text-align: center;"><b>Understanding Christianity: People of God</b></p> <p style="text-align: center;">What is it like to follow God?</p>   | <p style="text-align: center;"><b>Understanding Christianity: Gospel</b></p> <p style="text-align: center;">What kind of world did Jesus want?</p>   | <p style="text-align: center;"><b>Understanding Christianity: Salvation</b></p> <p style="text-align: center;">Why do Christians call the day Jesus died 'Good Friday'?</p>                                | <p style="text-align: center;"><b>Understanding Christianity: Kingdom of God</b></p> <p style="text-align: center;">When Jesus left, what was the impact of Pentecost?</p>  | <p style="text-align: center;"><b>Buddhism</b></p> <p style="text-align: center;">How did Buddha teach his followers to find enlightenment?</p>   | <p style="text-align: center;"><b>Hinduism</b></p> <p style="text-align: center;">How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> |   |
| <b>Geography/ History</b> | <p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><i>Revising and applying previously taught skills within driver project</i></p>  |  |  | <p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><i>Revising and applying previously taught skills within driver project</i></p>  |  |  | <p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><i>Geography revision and retrieval practice</i></p>   |   |  |   |
| <b>Computing</b>          | <p style="text-align: center;"><b>Online safety</b></p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>  |  | <p style="text-align: center;"><b>Animation</b></p> <p>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.</p> | <p style="text-align: center;"><b>Making Music</b></p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>  |  | <p style="text-align: center;"><b>Effective searching</b></p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> |   | <p style="text-align: center;"><b>Coding</b></p> <p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> |  | <p style="text-align: center;"><b>Spreadsheets</b></p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> |
| <b>French</b>             | <p style="text-align: center;"><b>All around town</b></p> <p>-develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding;</li> <li>explore the patterns and sounds of language and link the spelling, sound</li> </ul> |  |  | <p style="text-align: center;"><b>Going Shopping</b></p> <ul style="list-style-type: none"> <li>engage in conversations, ask and answer questions; express opinions and respond to those of others;</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly;</li> <li>understand basic grammar rules appropriate to the language being</li> </ul> |  |  | <p style="text-align: center;"><b>Holidays and hobbies</b></p> <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly;</li> <li>understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences;</li> <li>speak in sentences, using familiar vocabulary, phrases and basic</li> </ul> |   |  |   |

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|                     | and meaning of words;<br>• present ideas and information orally to a range of audiences;<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. |  |   | studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;<br>• speak in sentences, using familiar vocabulary, phrases and basic language structures.  |  |   | language structures;<br>• present ideas and information orally to a range of audiences;<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others.   |  |   |
| <b>Art/ D&amp;T</b> | <b>Art: Warm and cool colours</b><br>-To improve their mastery of art and design techniques through the medium of paint.   | <b>Art: Warp and Weft</b><br>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | <b>D&amp;T: Fresh food, good food</b><br>Cooking and nutrition  | <b>Art: Animal</b><br>-To improve their mastery of art and design techniques, including drawing and sculpture through the medium of pencil, charcoal and clay<br>-Bankura horse sculptures  | <b>Art- Vista</b><br>-Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>- Learn about great artists, architects and designers in history. | <b>D&amp;T: Functional and Fancy Fabrics</b><br>-Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities<br>-Stitching a hem, Embellishment, Designing and making patterned and embellished fabrics<br>Significant designer – William Morris | <b>Statues, Statuettes and Figurines</b><br>- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, clay)  | <b>Art: Islamic Art</b><br>-To record their observations and use them to review and revisit ideas<br>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | <b>D&amp;T: Tomb builders</b><br>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages<br>-accurately select from and use a wider range of materials and components, including construction materials<br>- evaluation   |
| <b>Music</b>        | <b>Body Percussion</b><br>- use and understand staff and other musical notations   |  | <b>Film composition</b><br>-improvise and compose music for a range of purposes using the inter-related dimensions of music                                   | <b>Minimalism</b><br>-improvise and compose music for a range of purposes using the inter-related dimensions of music<br>-listen with attention to detail and recall sounds with increasing aural memory<br>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |  |   | <b>Global pentatonics</b><br>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. -Develop an understanding of the history of music.<br>-Use and understand staff and other musical notations. |  | <b>Favourite song</b><br>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.<br>-Listen with attention to detail and recall sounds with increasing aural memory.<br>-Use and understand staff and other musical notations. |
| <b>PSHE</b>         | <b>SCARF</b><br>Me and my relationships  |  | <b>SCARF</b><br>Valuing difference  | <b>SCARF</b><br>Keeping safe  | <b>SCARF</b><br>Rights and respect   | <b>SCARF</b><br>Being my best   |  | <b>SCARF</b><br>Growing and changing   |   |
| <b>PE</b>           | <b>-Tag rugby -Netball</b><br>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  |  | <b>-Football -Health and wellbeing</b><br>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | <b>-Gymnastics -Dance</b><br>-develop flexibility, strength, technique, control and balance<br>perform dances using a range of movement patterns  |  | <b>-Communication and Tactics -Orienteering</b><br>-take part in outdoor and adventurous activity challenges both individually and within a team  |  | <b>-Hockey -Cricket</b><br>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending   | <b>-Athletics</b><br>-use running, jumping, throwing and catching in isolation and in combination<br>-compare their performances with previous ones and demonstrate improvement to achieve their personal best  |