



Thematic Plan  
Year Four  
Autumn

<u>Topic Name</u>	<u>Autumn 1</u> <u>Rotten Romans</u>	<u>Autumn 2</u> <u>Meir Heath Magic (Local study)</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>Romans on the Rampage</li> <li>A Roman Soldier's Handbook</li> <li>Diary of a slave</li> <li>Escape from Pompeii (picture book stimulus)</li> </ul>	<ul style="list-style-type: none"> <li>There's a Boy in the Girl's bathroom by Louis Sachar</li> </ul>
<b>Hook and Trips</b>	<ul style="list-style-type: none"> <li>Role playing slaves/masters</li> <li>Dewa Trip to Chester</li> </ul>	<ul style="list-style-type: none"> <li>Local walks - Geography and History based</li> <li>Gladstone Pottery Museum</li> <li>Mr Wooliscroft visit (previous child at Meir Heath Primary School)</li> <li>Homework project of creating a local landmark/house for display</li> </ul>
<b>Topic door/ classroom display</b>	<ul style="list-style-type: none"> <li>Colosseum door</li> <li>Roman soldier and shields display</li> <li>Ivy</li> <li>Pillars</li> </ul>	<ul style="list-style-type: none"> <li>Windmill</li> <li>Map of UK with Meir Heath logo on</li> <li>Map of Meir Heath</li> <li>Massive oatcake</li> <li>Clarice Cliff style plate design</li> <li>Gladstone art activities including clay mask and decorate a plate</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Roman soldier training</li> <li>Roman Picnic (Italian food)</li> </ul>	<ul style="list-style-type: none"> <li>Assist the children to draw a map of the area with the school in the centre</li> <li>Miner activity using torches and tunnels</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Word classes (introduce all 8)</li> <li>Expanded noun phrase</li> <li>Fronted adverbial phrase and comma</li> <li>Conjunctions</li> <li>Possessive apostrophes/plural</li> <li>Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Main clause and subordinate clause</li> <li>Fronted adverbial and comma</li> <li>Conjunctions</li> <li>Possessive apostrophes/plural</li> <li>Direct speech</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>A Roman Soldier poem</li> <li>Pompeii narrative</li> </ul>	<ul style="list-style-type: none"> <li>A guide to Meir Heath Academy</li> <li>Debate on mining - Should the miners strike?</li> </ul>

	<ul style="list-style-type: none"> <li>Diary of a Slave</li> </ul>	<ul style="list-style-type: none"> <li>The Sentinel - Class newspaper</li> <li>Leaflet- Gladstone</li> <li>Biography- local person selected by pupil eg Stanley Matthews, Robbie Williams etc</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Cause and consequence- explore Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army.</li> <li>Continuity and change- the 'Romanisation' of Britain.</li> <li>A Study of Pompeii</li> </ul>	<ul style="list-style-type: none"> <li>An in depth study into local history and the pottery industry.</li> <li>Continuity and change - explore changes in local industries throughout history – the miners the pottery industry.</li> <li>Study a significant figure in local history – Clarice Cliffe and why her pottery industry was so successful</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate Rome on a Map and plot The Roman Empire.</li> <li>understand and comment on the human and physical features of Ancient Rome and compare to Rome today.</li> <li>OWW- become aware of global issues and ways that we support our planet and everything in it. Consider human impact on the planet and celebrate being part of a diverse and interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>Local Geography study- the pottery industry, mines and canals.</li> <li>Use fieldwork and geographical sources to create a map of the local area using symbols and a key.</li> <li>Use map work to locate Stoke- On -Trent's towns.</li> <li>Use maps created to plan a route to school.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Design and make Mosaics - paper</li> <li>Make Roman shields</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting (Y3&amp;Y5) and sculpture (Y3&amp;Y5) with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> <li>Study of and workshop with local artist Katie Hawkins</li> <li>Study Clarice Cliffe and reproduce work of their own</li> <li>Pottery design</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 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]</p> <p>A&amp;D.7 about great artist, architects and designers in history.</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>Food Technology lesson - Italian inspired meal (pizza, pasta)</li> </ul> <p>Understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range</p>	<ul style="list-style-type: none"> <li>Make Windmills (Meir Heath Windmill)</li> </ul> <p>D&amp;T.9 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed</p>

	<p>of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>at particular individuals or groups D&amp;T.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design D&amp;T.11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately D&amp;T.12 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 D&amp;T.13 investigate and analyse a range of existing products D&amp;T.14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work D&amp;T.15 understand how key events and individuals in design and technology have helped shape the world</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>Singing: Believe by Lin Marsh</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> <li>Recorders</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Maintain a simple part within a group</p> <p>Play notes on an instrument with care so that they are clear Perform with control and awareness of others (recorders)</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>Study of a chosen religion</li> </ul> <p>Research some key events in the development of a religious tradition and explain the impact on believers today</p>	<ul style="list-style-type: none"> <li>Features and patterns of worship</li> </ul> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>
<b>Computing</b>	<p>4.1 Computing systems and networks – The Internet</p> <p>E Safety -To understand that a message can hurt someone’s feelings. To know what to do in response to a hurtful message online.</p>	<p>4.2 Creating media – Audio editing</p> <p>E safety - To use a search engine accurately.</p>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>Phonics</li> <li>Months of the year</li> <li>colours</li> <li>Body parts (body)- say, read, write words</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p>	<ul style="list-style-type: none"> <li>Phonics</li> <li>Days of the week</li> <li>Months of the year</li> <li>colours</li> <li>Clothes items- constructing sentences verbally</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining</p>

	<p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>
PE	<ul style="list-style-type: none"> <li>Gymnastics: Stretching and Curling theme</li> <li>Games: Netball</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<ul style="list-style-type: none"> <li>Games: Uni Hockey</li> <li>Games: Netball</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
PSHE	<p>Being Me in The World</p> <ul style="list-style-type: none"> <li>Becoming a team School community</li> <li>Democracy</li> <li>My actions can affect others</li> <li>Understanding how groups make decisions</li> <li>Understanding how democracy can help a school community</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Judging people by their appearance</li> <li>Understanding influences</li> <li>Understanding bullying Problem- solving bullying situations</li> <li>Identifying what is special about me</li> <li>Thinking about times when first impressions have changed</li> </ul>
Science	<p>What's That Sound?</p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of</li> </ul>	<p>Looking at States</p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this</li> </ul>

	<p>the vibrations that produced it.</p> <ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b><u>Working scientifically skills</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support findings</li> </ul>	<p>happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>Working scientifically skills</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
<p><b>Whole school</b></p>	<ul style="list-style-type: none"> <li>One World Week</li> </ul>	<ul style="list-style-type: none"> <li>Christmas writing</li> <li>Christmas card making</li> </ul>

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Thematic Plan  
Year Four  
Spring

<u>Topic Name</u>	<u>Spring 1 Iron Man</u>	<u>Spring 2 Vikings!! Raiders and Traders</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• New Vic Theatre production</li> <li>• Iron Man - Ted Hughes</li> </ul>	<ul style="list-style-type: none"> <li>• Viking Boy by Tony Bradman</li> <li>• Beowulf / picture book version by Michael Morpurgo</li> <li>• Kennings poems</li> </ul>
<b>Hook/ trips</b>	<ul style="list-style-type: none"> <li>• Drama workshop</li> <li>• New Vic Theatre trip</li> </ul>	<ul style="list-style-type: none"> <li>• History off the page- Vikings and Saxons themed workshop with fancy dress</li> <li>• Interview with Tony Bradman (author of Viking Boy)</li> <li>• Literacy Shed video - Corvus Corax - Sverker(raid at Lindisfarne)</li> <li>• Children Viking names / Name their swords</li> </ul>
<b>Door/displays</b>	<ul style="list-style-type: none"> <li>• Iron Man body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Viking covering the full door / Viking longship in reading area / Topic display with Viking longships</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>• Iron Man treasure hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Viking boat journey (linked to English) Use the outdoor classroom.</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Expanded noun phrase</li> <li>• Fronted adverbial and comma</li> <li>• Conjunctions</li> <li>• Possessive apostrophes/plural</li> <li>• Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrase</li> <li>• Fronted adverbial and comma</li> <li>• Conjunctions</li> <li>• Possessive apostrophes/plural</li> <li>• Direct speech</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>• New Vic Theatre production playscript</li> <li>• Menu for the Iron man (descriptive writing based on M&amp;S advert)</li> <li>• Iron Man - retell the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Viking Boy links</li> <li>• Diary entry - first attack on England/Ireland</li> <li>• Beowulf-narrative / own myth</li> <li>• Non chronological reports</li> <li>• Newspaper reports on the first attack - eye witnesses including monks etc</li> <li>• Thor - Gods and Goddesses</li> <li>• Letters in the role of the monks after the raid</li> </ul>

<b>History</b>	<ul style="list-style-type: none"> <li>• Migration- Study the colonisation of Australia and the impact on the indigenous tribes.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and consequence- explore The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• Interpretation- look at stereotypical pictures of Vikings then use research to find out more about them. Consider if this confirms or changes initial perceptions</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Understand that ore is a deposit in the Earth's crust of one or more valuable minerals</li> <li>• A study of countries that produce Iron including Australia and Brazil</li> <li>• understand each country's' economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and study Scandinavia and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Scandinavia),</li> <li>• understand the Viking's impact on Britain's geography.</li> <li>• Maps and Treasures, compass points and directions</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Iron man sketches using shading</li> <li>• Iron Man - junk modelling</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 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]</p>	<ul style="list-style-type: none"> <li>• Making Viking longships (transition activity)</li> <li>• Viking shields</li> <li>• Making Viking masks - papier mache</li> <li>• Viking runes / alphabet</li> <li>• Perspective - Norway Fjords</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 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]</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Children to design and make their own cat toy.</li> <li>• Electronics - creating circuits linked to science</li> </ul> <p>D&amp;T.9 use research and develop design criteria to inform the design</p>	<ul style="list-style-type: none"> <li>• Make Mechanical Slider posters related to the Vikings</li> </ul> <p>D&amp;T.9 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</p>



	<p>of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>D&amp;T.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>D&amp;T.11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>D&amp;T.12 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</p>	<p>individuals or groups</p> <p>D&amp;T.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>D&amp;T.11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>D&amp;T.12 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</p> <p>D&amp;T.13 investigate and analyse a range of existing products</p> <p>D&amp;T.14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>D&amp;T.15 understand how key events and individuals in design and technology have helped shape the world</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Alice the Musical - Out of the Ark</li> <li>• Recorders</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>M.8 use and understand staff and other musical notations</p> <p>Place the notes EGBDF on lines on a musical staff, and FACE on spaces on a musical staff</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Play notes on an instrument with care so that they are clear</p> <p>Perform with control and awareness of others</p> <p>Sing in tune</p> <p>Maintain a simple part within a group</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p>	<p>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Evaluate music to identify areas of likes and dislikes.</p> <p>M.10 develop an understanding of the history of music.</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Commitment: Lent</li> </ul> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<ul style="list-style-type: none"> <li>• Thinking about God</li> </ul> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>
<b>Computing</b>	4.3 Coding Repetition in Shapes and Games	4.3 Coding Repetition in Shapes and Games

	E safety - To understand the term 'plagiarism' and how to avoid it.	E safety - To create a safe online profile.
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Days of the week</li> <li>• colours</li> <li>• Body parts(face)- say, read, write words</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L.5 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>• Phonics</li> <li>• Numbers to 31</li> <li>• Greetings</li> <li>• colours</li> <li>• Clothes items- say, read, write words</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Dance - Clown theme</li> </ul> <p>PE.7 perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> <li>• Gymnastics - Spinning and turning theme</li> </ul> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Games: Uni Hockey</li> </ul> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.10 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE.11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>PE.12 perform safe self-rescue in different water-based situations.</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<b>PHSE</b>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Understanding that hopes and dreams do not always come true</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>• Friendship groups</li> <li>• Group dynamics</li> <li>• Smoking</li> </ul>

	<ul style="list-style-type: none"> <li>• Overcoming disappointment</li> <li>• Setting new goals</li> <li>• Achieving goals</li> <li>• Identifying my contributions in a group's achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Healthy friendships</li> <li>• Right and wrong</li> </ul>
<b>SCIENCE</b> <b>Topic</b>	<p><b>Power it up</b></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• 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.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul> <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, la-</li> </ul>	<p><b>The Big Build</b></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>

	belled diagrams, keys, bar charts and tables.	
<b>Whole School Themes</b>	<ul style="list-style-type: none"> <li>New Vic Theatre Trip</li> </ul>	<ul style="list-style-type: none"> <li>World Book Week</li> </ul>



Thematic Plan  
Year Four  
Summer

<u>Topic Name</u>	<u>Mary Poppins</u>	<u>Passport to Europe</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>Mary Poppins Classic Novel</li> </ul>	<ul style="list-style-type: none"> <li>Peril in Paris</li> </ul>
<b>Trip/Hook</b>	<ul style="list-style-type: none"> <li>Teachers dress up as Mary and Bert</li> <li>cinema morning watching <i>Mary Poppins</i> (new film) / suffragette afternoon supporting women's rights.</li> </ul>	<ul style="list-style-type: none"> <li>European Day including European picnic/breakfast, Spanish dancing, making a German Schultute.</li> </ul>
<b>Door/ Classroom display</b>	Mary Poppins/London Skyline/quotes from the book	<ul style="list-style-type: none"> <li>Europe map / Landmarks from each country or city</li> <li>Monet - Water Lily Pond (impressionism)</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>Suffragette votes for women march</li> <li>Chalk drawings outside (Bert similar)</li> </ul>	<ul style="list-style-type: none"> <li>Continental breakfast in the outdoor classroom (picnic blankets)</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Prepositional Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit all GPS areas within the Y4 curriculum</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>Advertisement/letter for a nanny</li> <li>Character descriptions for <i>Mary Poppins</i></li> </ul>	<ul style="list-style-type: none"> <li>Non Fiction Passport to Europe / Class Holiday brochure to Europe</li> <li>Ski resort travel brochure</li> </ul>

	<ul style="list-style-type: none"> <li>• Diary entry from the view point of the children when meeting their new nanny</li> <li>• Jokes using speech (inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• The magical Garden of Claude Monet-Laurence Anholt - Garden setting descriptions/ secret garden story.</li> <li>• Research Claude Monet and produce a biography of his life and works</li> <li>• Zoe Sophia's scrap book: an adventure in Venice- research Venice and create a scrap book diary of an adventure.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Explore the similarities and differences of Edwardian Britain to Britain today.</li> <li>• Diversity-discover the important work of significant individuals in history such as Emmeline Pankhurst, the suffragettes and Rosa Parks. Consider how the work of these individuals has shaped life today</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect, theme or turning point in British history that extends pupils' knowledge and is relevant today.</li> <li>• Discover the impact of Brexit on British and global history and life today.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Admiral Boom's Navy navigating with a compass- Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and wider world.</li> <li>• Observe and comment on the changes to London's geography from 1910 to present day</li> <li>• Study and comment on maps of 1910/2020 London- including their symbols and keys and compare to present day.</li> <li>• Admiral Boom's Study of wind changes and time zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify flags and significant items and match them to countries within Europe.</li> <li>• Study a physical map of Europe with a focus on mountains. Create a model of the Alps. Study its Geographical features and add them to the model.</li> <li>• research the impact of global warming on the Alps</li> <li>• Look at the economic activity and trade links of countries within Europe and the potential barriers (Corona Virus 2020, EU, Brexit)</li> <li>• Understand the distribution of food within Europe.</li> </ul>

<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Bert's chalk drawings</li> <li>• Chimney sweep Landscapes with charcoal</li> <li>• Design and paint a background to be used in green screen video</li> </ul> <p>A&amp;D.6 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)</p>	<ul style="list-style-type: none"> <li>• Research European Artists (Monet, Da Vinci, Georges Seurat, Picasso)</li> <li>• Study the works of Claude Monet and his paint technique - pupils paint the 'water lillies'</li> <li>• Impressionism (The Water Lily Pond), cubism and pointillism</li> <li>• Perspective - using European landmarks</li> <li>• Pupils study St Basil's cathedral and it's main architect 'Postnik Yakovlev' and create an observational drawing of it then choose paint or pastels/chalk to finish it.</li> </ul> <p>A&amp;D.6 to improve their mastery of art and design techniques, Including drawing, painting and sculpture with a range of materials A&amp;D.7 Learn about great artists in history</p>
<p><b>D&amp;T</b></p>	<ul style="list-style-type: none"> <li>• Design, make and fly a kite then evaluate</li> </ul> <p>D&amp;T 1 &amp; D&amp;T 2 Design D&amp;T 3 &amp; D&amp;T 4 Make D&amp;T 5 &amp; D&amp;T 6 Evaluate</p>	<ul style="list-style-type: none"> <li>• Build a ski slope (The Alps) and make a ski lift (mechanisms)</li> </ul> <p>D&amp;T 1 &amp; D&amp;T 2 Design D&amp;T 3 &amp; D&amp;T 4 Make D&amp;T 5 &amp; D&amp;T 6 Evaluate</p>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Learn songs from Mary Poppins</li> <li>• Create Bert's Band using percussion instruments to accompany people poetry ( opening scene)</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>M.7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings.</p>	<p>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music Compose and perform melodic songs Use, choose, order, combine and control sound to create effects Create repeated patterns with a range of instruments Use drones as accompaniments Use digital technologies to compose pieces of music</p> <ul style="list-style-type: none"> <li>• Then begin teaching keyboard to Year 4 ready for Year 5.</li> <li>• Begin 10 Little Fingers keyboard scheme.</li> <li>• Keyboard playing</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Play notes on an instrument with care so that they are clear</p>

		<p>Perform with control and awareness of others</p> <p>M.8 use and understand staff and other musical notations Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p>
<b>RE</b>	<p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p> <p>Thinking about God</p>	<p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>
<b>Computing</b>	<p>4.4 Data and information – Data logging</p> <p>E safety - To explain how to be a responsible digital citizen.</p>	<p>4.5 Creating media – Photo editing Coding – Binary Images</p> <p>E safety - To create an online safety superhero character.</p>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Phonics (recap)</li> <li>• Clothes items (recap)</li> <li>• Body parts (recap)</li> <li>• Introduce dates</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L.3 engage in conversations; ask and answer questions; express opinions and re-pond to those of others; seek clarification and help* L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures L.5 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>• Phonics (recap)</li> <li>• Clothes items (recap)</li> <li>• Body parts (recap)</li> <li>• Dates (recap)</li> <li>• Introduce weather</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L.3 engage in conversations; ask and answer questions; express opinions and re-pond to those of others; seek clarification and help* L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>
<b>PE</b>	<p>Games: Short Tennis Swimming</p>	<p>Athletics: Multi events Swimming</p>

	<p>PE.10 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE.11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>PE. 12 perform safe self-rescue in different water-based situations.</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>PE.10 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE.11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>PE. 12 perform safe self-rescue in different water-based situations.</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<b>PHSE</b>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories</li> <li>• Getting on and falling out</li> <li>• Online safety</li> <li>• Celebrating my relationships with people and animals</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>• Unique me</li> <li>• Circles of change</li> <li>• Accepting change</li> <li>• Looking ahead</li> <li>• Meeting my new teacher</li> <li>• Transition work</li> </ul>
<b>SCIENCE Topic</b>	<p><b>Living Things</b></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer</li> </ul>	<p><b>Teeth and Eating</b></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equip-</li> </ul>



	<p>them.</p> <ul style="list-style-type: none"> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>ment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> <li>.</li> </ul>
<p><b>Whole School Themes/ concerts etc</b></p>		<ul style="list-style-type: none"> <li>• Sports day</li> <li>• Transition (4x sessions)</li> </ul>