

Unit title: RUTHLESS ROMANS YEAR 4 Duration: AUTUMN 1	LITERACY GENRES		READING ENHANCEMENT
	Stories with historical setting: Escape from Pompeii [Focus], Christina Balit (3 weeks) Information Texts: (2 weeks) Exploring Form: (2 weeks)		Escape from Pompeii [Focus], Christina Balit
PROGRAMMES OF STUDY			
SCIENCE	ART	HISTORY	
PHYSICS - FORCES AND MAGNETS - Know what gravity is and investigate the force of gravity. - Know the effects of air resistance. - Know that some mechanisms including leaver including pulleys and gears allow a smaller force to have a greater effect (ballista, onager, scorpio weapons).	MIXED MEDIA – MOSAICS - Know the significance of mosaics in Roman art. - Know that mosaics are a form of decoration by arranging together small pieces - Investigate pattern and design in mosaics - Generate a mosaic style pattern of coloured squares to refine a design - To use the technique of fixing individual small squares to create a mosaic	ROMANS 753BC-476AD - Know that the Romans is a period of time after the Egyptians & before the Saxon period. Understand their place in history through the use of a timeline - Know how Rome was founded and how it expanded into an empire (legend of Romulus and Remus) - Investigate how Rome played on its strengths to expand into an empire and learn the facts about the location of Roman rule around Europe (Hadrian's Wall), Asia and Africa - Discover how Rome was ruled by emperor, consuls and senators and learn about the different groups of people in Rome and their rights (slaves, plebeians, patricians, women). Key figures: Julius Caesar &Boudicca - Use a range of secondary sources to find out about life of Romans including daily life (technology, hygiene, children, food, houses), entertainment (gladiators) and their beliefs (gods and goddesses) - Explore the continuity and change of weapons from this period and previous periods and how the Romans benefitted from the successes of historical periods in time (e.g weapons from the Iron Age) - Describe and understand the key aspect of Mt Vesuvius and learn about when it destroyed the city of Pompeii - Discover how the Roman period influenced aspects of today's society **Castleshaw visit (Roman Fort) providing a local study of the Impact Romans had on Oldham	
COMPUTING		RELIGION	RELATIONSHIPS AND HEALTH
COMMUNICATING AND PRESENTING - Use photos, video and sound to create an atmosphere when presenting to different audiences. - Confidently explore new media to extend what I can achieve. - Change the appearance of text to increase its effectiveness. - Create, modify and present documents for a particular purpose. - Use a keyboard confidently and make use of a spellchecker to write and review my work. - Use an appropriate tool to share my work and collaborate online. - Give constructive feedback to my friends to help them improve their work and refine my own work.		HINDUISM – HINDU VALUES - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma. - Identify connections between Hindu beliefs about dharma, karma, samsara and moksha and how Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. - Evidence and give examples to show how Hindus put their beliefs into practice in different ways - Express views on the connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus.	RELATIONSHIPS- ANTI BULLYING - Know the difference between being unkind, teasing and bullying - Know what the school rules are in regard to bullying - Know what people can do if they are being bullied - Know what peer pressure is and that it could make us behave in a way that is unacceptable, unhealthy or risky - Know where pressure might come from - Know who to trust and where are how to get help

Unit title: DRAGONS DEN YEAR 4 Duration: AUTUMN 2	LITERACY GENRES	READING ENHANCEMENT
	Fairy Tales: Leon and the Place Between [Babcock], Graham Baker-Smith (3 weeks) Persuasive Texts: (2 weeks) Explanations: Until I met Dudley [Babcock], Roger McGough (2 weeks)	How Ben Franklin Stole the Lighting, Rosaline Shanzer
PROGRAMMES OF STUDY		
SCIENCE	DESIGN TECHNOLOGY	RELIGION
PHYSICS – ELECTRICITY - Name primary and secondary sources of light. - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming the basic parts. - Know about the effects of loops and switches in a circuit. - Recognise some common conductors and insulators and know that metal is a good conductor.	PRODUCT DESIGN USING ELECTICITY - Use surveys to gather information about desirable consumer products and designs - Use the knowledge of a range of existing products to help generate ideas linked to the survey outcomes - Use annotated sketches and cross-sectional drawings to develop realistic ideas and designs - Present design ideas and considering the views of others as they progress - Combine and connect electrical components together to test a design idea - Alter plans based on their views of others to improve their work. - Design innovative and appealing product with a clear purpose - Critically evaluate the product in relation to the manufacture, functionality and design	CHRISTIANITY-CHRISTMAS AROUND THE WORLD - Identify and explain the core beliefs of Christmas based on Bible texts - Describe examples of ways in which people use texts/ sources of wisdom to make sense of Christmas festivities - Interpret the varied meanings for the Christmas Bible stories - Investigate the connections between what Christian people believe about Jesus and how they remember and celebrate his birth - Consider how Christmas studied in this unit relates to their own experiences of 'big days' that come round once per year and express insights of their own into the value of the celebrations
COMPUTING		RELATIONSHIPS & HEALTH
PROGRAMMING - Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. - Use an efficient procedure to simplify a program. - Use a sensor to detect a change which can select an action within my program. - Know that I need to keep testing my program while I am putting it together. - Use a variety of tools to create a program. - Recognise an error in a program and debug it. - Recognise that an algorithm will help me to sequence more complex programs. - Recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.		ONLINE SAFETY - Know about the benefits of rationing time online - Know the risks of excessive time spent on electronic devices - Understand that positive and negative content online can affect their own and others mental and physical wellbeing

Unit title: RAINFOREST YEAR 4 Duration: SPRING 1		LITERACY GENRES <i>Fantasy Stories: Arthur and the Golden Rope [Focus], Joe Todd Stanton (3 weeks)</i> <i>Reports: Rainforest Rough Guide [Babcock], Paul Mason (2 weeks)</i>	READING ENHANCEMENT <i>The Great Kapok Tree, Lynn Cherry</i>
PROGRAMMES OF STUDY			
SCIENCE BIOLOGY – LIVING THINGS AND THEIR HABITATS - Use classification keys to group living things in a variety of ways. - Put vertebrate and invertebrate animals into groups (inc snails, slugs, spiders, worms and insects). - Recognise that environments can change and the impact this can have on living things and habitats.	ART PAINTING-CONTRAST - Study the art work of Oenone Hammersley and identify the characteristics of her work - Make comparisons between the style of Hammersley & Gerson - Know how to use light and dark to create a contrast - Understand the term 'contrast' and use it with colour colour strengthen the main subject and bring it into focus - Understand the terms 'proportion and scale' and use them to create a main subject within a setting - Create a painting in the style of Oenone Hammersley	GEOGRAPHY SOUTH AMERICA - Defining rainforests and locate them on a world map- the Amazon - Identifying the equator and Tropics of Cancer and Capricorn - Using maps to identify continents and countries where the Amazon is located - Learning that the hot, humid climate of rainforests make them perfect for plant growth - Identifying the 4 main layers of vegetation in a tropical rainforest: emergent layer, canopy, under storey and forest floor - Defining 'climate' and discussing the local climate, including changes in seasons - Use charts and graphs to explore the climate of tropical rainforests, including heat and rainfall - Exploring the part the rainforests play in the water cycle (briefly Y5 topic) - Exploring the way of life of the Yanomami tribe, including housing, clothing, hunting, traditions, etc. - Comparing the lives of indigenous rainforest tribes with life in modern society - Exploring some of the reasons for deforestation - Investigating the impact of deforestation on plants, animals and humans in the rainforest and around the world - Identifying ways we can help save the rainforests	
RELATIONSHIPS AND HEALTH FIRST AID - Know what first aid is - Know the concepts of basic first aid - Know how to treat minor injuries - To know the 8 skills required to respond to first aid (asthma, bones, burns, choking, head injury, bleeding, unresponsive, not breathing) British Red Cross Units https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/		RELIGION CHRISTIANITY-HOLY WEEK - Explore the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Understand what Christians mean when they say that Jesus' death was a sacrifice and that Jesus is inspiring. - Identify the connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / Lord's Supper. - Describe how Christians put their beliefs into practice in different ways, inspired by Jesus - Identify how the value and impact of ideas of sacrifice in their own lives and the world today. - Explore the idea of sacrifice, recognising different points of view.	

Unit title: SMASHING SAXONS YEAR 4 Duration: SPRING 2	LITERACY GENRES		READING ENHANCEMENT
	Kenning Poems- Saxons: (1-2 Weeks) Film & Play Scripts: The Saga of Biom, Literacy Shed (3-4 Weeks)		Beowulf, The Usborne
PROGRAMMES OF STUDY			
SCIENCE	HISTORY		ART
PHYSICS – SOUND - Identify how sounds are made associating some of them with something vibrating (using the type of instruments from the Saxon period (string, wind and percussion)). - Know that vibrations from sounds travel through a medium to the ear. - Know the pitch is affected by the feature of the source. - Know that volume and its strength is affected by vibrations of the source	ANGLO-SAXONS 410AD-1066AD - Know that the Anglo-Saxon is a period of time after the Romans and understand their chronological place in history through the use of a timeline (add all previous topics in KS2) - Identify who the Anglo-Saxons were, where they came from and where they settled (7 Kingdoms). - Explore the invasion of the Scots (invasion from Ireland to north Britain, now Scotland), Picts and Anglo-Saxons - Understand what life was like for the Anglo-Saxons, including: food, villages, jobs, society and beliefs. - Know their beliefs changed over time from Pagans to Christianity. - Explore Anglo-Saxon defence including what a Hillfort is and what it was used for and the use of armour. - Use a range of sources and evidence to explore the significance of Sutton Hoo. - Know that the Battle of Hasting 1066, ended this period of time (link to Edward the Confessor). <i>*Key Names: Angles, Saxons, Jutes</i>		WEAVING-LOOMS - Explore the origin and meaning of weaving in Anglo Saxon times - Know the purpose of a weaving loom - Use pencil crayons to create a pattern design - Select a simple design pattern and use a weaving loom to weave
COMPUTING		RELIGION	
E-SAFETY - Choose a secure password and appropriate screen name when I am using a website. - Talk about the ways I can protect myself and my friends from harm online. - Use the safety features of websites as well as reporting concerns to an adult. - Know that anything I share online can be seen by others. - Choose websites, apps and games that are appropriate for my age. - Help my friends make good choices about the time they spend online. - Talk about why I need to ask a trusted adult before downloading files and games from the Internet. - Comment positively and respectfully online and through text messages. - Know what to do if an image has been shared		CHRISTIANITY-GOOD FRIDAY - Know the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Explore the events of Holy Week - Identify what Christians say about the importance of the events of Holy Week - Identify links between the Gospel accounts and how Christians mark the Easter events in their communities - Interpret how Christians show their beliefs about Jesus in worship in different ways - Express why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	

Unit title: FABULOUS FRANCE YEAR 4 Duration: SUMMER 1		LITERACY GENRES Stories from other cultures: <i>Madeline Ludwig Bemelmans</i> (3 weeks) Instructions: (2 weeks) Creating Images: <i>Paint Me A Poem [Babcock], Grace Nicholls</i> (1 week)	READING ENHANCEMENT Rooftoppers, Katherine Rundell
PROGRAMMES OF STUDY			
SCIENCE	ART	GEOGRAPHY	
BIOLOGY – ANIMALS INCLUDING HUMANS - Name the main parts of the digestive system and know its function. - Know the different types of teeth in humans and their function. - Construct and interpret food chains, identifying producers, predators and prey.	SCULPTURE- WIRE - Understand that structures have a specific design to strengthen and support - Study the Eiffel Tower and its design, learn some facts associated with the structure - Understand the purpose of cross sectional drawing and use it in their design - Explore ways of strengthening through the use of prototypes - Use cutting and joining skills using wire and coils to add shape - Strengthen, stiffen and reinforce complex structures	PLACE KNOWLEDGE -FRANCE - Know what Europe is and how it is constituted - Name and locate the countries of Europe - Locate France and compare the similarities and differences with our own locality in relation to the physical and human features - Explore the diverse range of landscapes that France has to offer, including coasts and mountain ranges - Use digital mapping to identify the features of France (google earth) - Research a key human feature in France, the Channel Tunnel. Describe and understand its key aspects including trade links and economic activity	
COMPUTING	REALTIONSHPIS & HEALTH	RELIGION	
DATA RETRIEVING - Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. - Use an efficient procedure to simplify a program. - Use a sensor to detect a change which can select an action within my program. - Know that I need to keep testing my program while I am putting it together. - Use a variety of tools to create a program. - Recognise an error in a program and debug it. - Recognise that an algorithm will help me to sequence more complex programs. - Recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	Stonewall – Jake’s story - Know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded - Know that most friendships have ups and downs and that friendships can be repaired and strengthened - Know what a stereotype is, and how stereotypes can be unfair, negative or destructive - Explore the concept of ‘real boy’, ‘real girl’ - Know that there are similarities and differences between people - Support and show acceptance for what makes people special and unique	CHRISTIANITY & ISLAM-PILGRIMAGE - Identify and explain the core beliefs and concepts that underlie the practice of pilgrimage (Lourdes & Makkah) - Explore the meanings for the actions and events of pilgrimage, explaining how the journey may be linked to sacred texts and the stories they tell. - Identify connections between what people believe and how they practice pilgrimages in different religions - Using evidence and examples, show how and why people go on pilgrimage as an expression of religious community - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people	

Unit title: FRANCE-LET'S CREATE YEAR 4 Duration: SUMMER 2	LITERACY GENRES		READING ENHANCEMENT
	Newspapers & Magazines: Twinkl Newsroom (4 weeks) Stories with issues/dilemmas: Billionaire Boy, David Walliams (3 weeks)		A Walk In Paris by Salvatore Rubbino
PROGRAMMES OF STUDY			
SCIENCE		DESIGN TECHNOLOGY	
CHEMISTRY – STATES OF MATTER • Know the differences between solids, liquids or gases and their properties. • Know the effects of temperatures on substances and the rate of evaporation. • Know how and why temperature affects the states of matter. • Know how evaporation and condensation is and how it relates to the water cycle.		FOOD TECHNOLOGY-USING A HEAT SOURCE • Identify the main foods that have originated from France • Explore recipe ideas and identify main ingredients using a variety of sources (magazines, newspapers, books and online) • Distinguish between preparation, ingredients and method • Name kitchen equipment and use technical terms when cooking • Use whisking and measuring to prepare a crepe dish • With support, use a heat source to cook ingredients showing awareness of heat temperature and use frying as a technique	
COMPUTING	RELIGION		RELATIONSHIPS AND HEALTH
USING TECHNOLOGY • Know the difference between resources on the Internet, the school network or own devices • Identify key words to use when searching safely on the World Wide Web • Think about the reliability of information I read on the World Wide Web • Tell you how to check who owns photos, text and clipart • Create a hyperlink to a resource on the World Wide Web • Recognise that websites use different methods to advertise products	CHRISTIANITY & ISLAM-TEMPTATION • Explore Muslim and Christian beliefs about temptation, sin and forgiveness • Compare their ideas about temptation with those studied • Identify connections between belief about God and moral choices • Identify examples of the impact of ritual in life • Know the differences between Christian and Muslim ideas • Define Muslim and Christian teaching about temptation • Reflect on their own views about moral choices and forgiveness.		CONFLICT RESOLUTION • Understand the terms 'conflict' and 'resolution' • Know what is meant by the terms 'negotiate' and 'compromise' • Develop strategies to resolve disputes and conflict • Identify suitable compromises to situations to reach an agreement • Know how to respect and consider other people's needs as well as our own