

Year 4	Autumn 1 BHM	Autumn 2 Anti-Bullying Wk	Spring 1	Spring 2	Summer 1 Families’ Wk	Summer 2 SRE (in HFF week)
Whole school themed weeks	Black History Month National Poetry Day	Anti-bullying Week	STEM Week Enabling Enterprise – Number crunching	World Book Week (7 th March)	Families Week	Health, Fun and Fitness Week
History and Geography	History The Vikings – Their influence on Britain an religion The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Geography UK – rivers, canals and the water cycle Physical geography and human geography Name and locate counties and cities of the UK, geographical regions, human and physical characteristics, key topographical features and land use patterns Use maps, atlases, globes and digital maps	History Ancient Egyptians How were the Pyramids built? The legacy of Ancient Egypt civilisations, importance of the River Nile The achievements of the earliest civilisations	Geography Study of a European Country – Comparative study of the UK with Spain Key human and physical features, countries and major cities Physical and human geography – types of settlements, rivers, mountains,	History The Victorians - The impact of the Industrial Revolution, Rise of the Railway A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066	Geography Mapping the World - Brazil Biomes and Vegetation belts Locate the world’s countries, using maps to focus on South America Physical and human geography – biomes and vegetation belts Understand geographical similarities and difference through the study of human and physical geography of a region within South America
Literacy	Story with historical settings (Beowulf) Recount (Vikings) Newspaper report Key Text: Beowulf (DSR room)	Stories with a dilemma (anti-bullying week) Performance poetry Key Text:The Boy who Swam with Piranhas - David Almond	First person narrative Instructions (STEM) Poetry with figurative language Key text: Poetry by Heart- Andrew Motion	Third person narrative (Stig of the Dump) (with setting description) Informal letters (pen pal) Key Text: World Book Week text (tbc)	Playscripts (Oliver Twist) Diary writing Funny poems Key text- Oliver Twist by Charles Dickens	Persuasive writing Informative leaflets
SPAG	To understand the grammatical difference between plural and possessive -s. To use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. To use fronted adverbials e.g. Later that day, I heard the bad news. To use paragraphs to organise ideas around a theme. To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. To use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. To use apostrophes to mark plural possession e.g. the girl's name, the girls' names. To use commas after fronted adverbials. To understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.					
DR	Classic text: Beowulf BHM text: Wangari’s Trees of Peace- Jeanette Winter Science text: Genius! Non Fiction: Horrible History: Smashing Saxon – Terry Dreary History text: There's a Viking in My Bed and Other Stories – Jeremy Strong	Classic text: Chinese Fables -Shihos S. Nunes Science text: Who Was Ben Franklin? Non Fiction: The River Amazon- Valerie Bodden Winter text: The Polar Express- Chris Van Allsburg	Classic text: The Iron Man- Ted Hughes Science text: Stephen Hawking (Little People, Big Dreams) Fearless Female Text: Goth Girl- Chris Riddell	Classic text: Stig of the Dump- Clive King Science text: Women in Science : 50 Fearless Pioneers Who Changed teh World- Rachel Ignatofsky (BHM booklist)	Classic text: Oliver Twist- C.S Lewis Science text: Who was Steve Jobs? Refugees and Migrant text: When Jessie Came Across the Sea - Amy Hest	Classic text: The Most Beautiful Place in THE world - Ann Cameron Science text: Who Was Thomas Alva Edison?
Science	Sound	Animals including Humans	States of Matter	States of Matter	Living things and their habitats	Electricity
Maths	Place Value (2 weeks) Fractions Mental Strategies – Addition and subtraction Written methods - Addition Written methods - Subtraction	Mental Strategies - x and ÷ Mental Strategies - x and ÷ Multiplication Division Shape (2 weeks) Positional direction	Place Value Fractions Mental Strategies + and - Addition – working towards written method Subtraction – working towards written method	Mental Strategies x and ÷ Multiplication - Working towards written method Division - Working towards written method Shape and properties Positional direction	Place Value and Number Fractions Fractions & Measures Mental Strategies - + and – Addition Subtraction	Mental strategies (Using and applying/inverse through relative contexts ie. money and measures) Multiplication (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Division (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Multiplication and division (Using and applying/inverse through relative contexts ie. money and measures)

						Shape and Properties (2 weeks) Positional Direction
Computing	Espresso Coding Unit 1 (Espresso Coding)	Digital Literacy: Blogging – link to topic (Purple Mash)	Combining Text and Graphics – Photo story unit (Microsoft Publisher)	Scratch – quizzes and questions (Scratch v1.4)	Digital Literacy: Animation: Pivot animator/MovieSoup	Python Coding Unit 1 (Espresso Coding)
Start Art		Start Art to be displayed		Start Art to be displayed		
Art	Art - Viking experiment creating mood and sketching T1,2 and T4	DT - Making a boat that needs to float P4,5,6,7,8,9	Art - Egyptian Mask	DT - Spanish food C1,2,3,	Art - William Morris: Print making T1,5 and T6	DT - Electrical systems - Night lights P10, P4,5,6,7,8
Music	Ukulele					
RE	Unit 3: What do Hindu believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? Links with Easter		Unit 6: What do Christians believe about Agape?	
PSHE	Relationships How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can It be fun to have a friend who is different to me? What are some of the bad ways that people can behave towards one another? How do I know if I am being bullied? Why are some parents married and some not?	Feelings What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?	My body How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than boys? How do boys grow differently? Why are we different? Is it okay to be different? Should boys and girls behave differently?	Keeping safe and looking after myself What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?	People who help me Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?	Life cycles Why does having a baby need a male and a female? What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?
RRS	Looking at the general idea of rights and respecting others in relation to our rights in class. Rights are something that we have that can never be taken away like the right to be in school, be safe and be healthy We need to make sure that we respect everyone else’s rights so we can all share them.	Article15 : You have the right to chose your own friends or join a group as long as it isn’t harmful to others Article 18: you have the right to be raised by your parents if possible Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can’t do many of the things other kids can do	Article7: you have a right to a name which is officially recognised Article 14: you have the right to choose your own religion d beliefs. Your parents should have you decide what is right and wrong and what is best for you Article 30: you have the right to practise your own culture, language and religion	Article 3: all adults should do what is best for you Article 39: you have the right to help if you have been hurt, neglected or badly treated	Article 29: Your education should help you use and develop your talents	Article 16: You have the right to privacy Article 17: You have the right to get information that will keep you safe and well Article 24: you have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to keep you well
PE	Netball and Swimming	Swimming and Football	Basketball and Gymnastics	Cricket and Dance	Athletics and Dance	Athletics and Dance
Visits	National Maritime Museum Meet the Vikings: Raiders, invaders, traders (KS2) Tate Britain to see photography exhibition that they are part of	Hindu temple - Neasden	Horniman Museum - Ancient Egypt worksop	The Whitechapel Gallery - Spanish Artist	The Ragged School	Kew Gardens