


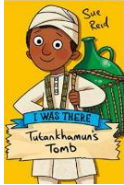
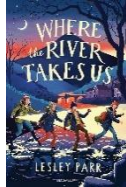

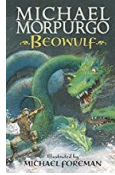




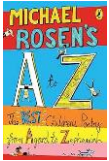




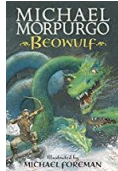













	Term 1	Term 2	Term 3
Topic title	<p>Ancient Civilisations</p>  <p>HISTORY</p>	<p>Misty Mountain, Winding River</p>  <p>GEOGRAPHY</p>	<p>Invasions</p>  <p>HISTORY</p>
Memorable experience	Egyptian Day	River visit - What a view – Using VR Headsets	
First Hand Experiences		The Deep Residential Trip	Vikings Day – History Van
English	<p>Secrets of a Sun King</p>  <p>I was there: Tutankhamun's Tomb</p>  <p>Newspaper writing Biographies - Tutankhamun Balanced Argument Diary Entry Instructions</p>	<p>Where the River takes us</p>  <p>Oliver and the Seawigs</p>  <p>Poetry Character descriptions Letter of persuasion Non-chronological report on Rivers and Mountains</p>	<p>Beowulf</p>  <p>How to Train your Dragon</p>  <p>Problem-resolution Narrative writing Kennings Poems Setting descriptions Diary Writing</p>

YEAR 4 CURRICULUM OVERVIEW (LTP) (Class 9 and 10)








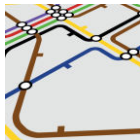


<p>Daily Reads</p>	<p>Land of Roar</p> <p>When the sky falls</p> 	<p>The book of stolen dreams</p> <p>Land of Roar</p> 	<p>The boy at the back of the class</p> <p>Great Dream Robbery</p> 
<p>Poetry Reads</p>	<p>Michael Rosen's A to Z</p> 	<p>Poem for every day of the year</p> 	<p>Poem for every day of the year</p> 
<p>Reading</p>	<p>Secrets of a Sun King and Non Fiction texts</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>King of the Cloud Forests and Non Fiction texts</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>Beowulf and Non Fiction texts.</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>
<p>Maths</p>	<p>Power Maths</p> <p>Unit 1 - Place Value Unit 2 - Place value Unit 3 - Addition and Subtraction Unit 4 - Area Unit 5 (Started) - Multiplication and Division</p>	<p>Power Maths</p> <p>Unit 5 (Continued) - Multiplication and Division Unit 6 - Multiplication and Divisions Unit 7 - Perimeter Unit 8 - Fractions Unit 9 - Fractions Unit 10 - Decimals</p>	<p>Power Maths</p> <p>Unit 11 - Decimals Unit 12 - Money Unit 13 - Time Unit 14 - Statistics Unit 15 - Geometry - angles and 2D shapes Unit 16 - Geometry - position and direction</p>

<p>Science</p>	<div style="text-align: center;">  <p>Electricity</p> <p>This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.</p> </div> <div style="text-align: center;">  <p>Animals, including humans</p> <p>This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.</p> </div>	<div style="text-align: center;">  <p>Sound</p> <p>This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed</p> </div> <div style="text-align: center;">  <p>States of Matter</p> <p>This project teaches children about solids, liquids and gases and their characteristic features. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.</p> </div>	<div style="text-align: center;">  <p>Living Things and their Habitat</p> <p>This project teaches children about the grouping of living things, known as classification. They study local and wider habitats and use classification keys to identify living things. Children also learn about the impact of human influences on habitats and their living things.</p> </div>
<p>Computing</p>	<p>Computing systems and networks – The Internet</p> <p>Creating Media – Audio Production</p> <div style="text-align: right;">  </div>	<p>Programming A – Repetition in shapes</p> <p>Data and information – Data logging</p> <div style="text-align: right;">  </div>	<p>Creating media – Photo editing</p> <p>Programming B – Repetition in games</p> <div style="text-align: right;">  </div>
<p>Art and Design</p>	<div style="text-align: center;">  </div>	<div style="text-align: center;">  </div>	<div style="text-align: center;">  </div>







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	<p>Statues, Statuettes and Figurines - This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>  <p>Islamic Art - This project teaches children about geometric shapes used in Islamic art. They use their clay skills to create relief sculptures based on geometric motifs.</p>	<p>Vista - Landscape; Perspective. This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p>  <p>Animal – This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.</p>	<p>Contrast and Complement - This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>  <p>Warp and Weft - Weaving; Exploring yarns, This project teaches children about the art form of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>
<p>Design and Technology</p>	 <p>Tomb Builders - Simple and compound machines. This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.</p>	 <p>Functional and Fancy Fabrics - This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.</p>	 <p>Fresh Food, Good Food - Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks. This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.</p>
<p>Geography</p>	<p>Geography revision and retrieval practice.</p> <p>Ancient Civilisations - Locate countries using maps Life in Ancient Sumer city states City life in Egypt</p>	 <p>Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Altitudinal zones; Data analysis.</p>	 <p>Interconnected World - Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of</p>




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		<p>This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p>the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry.</p> <p>This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p>
<p>History</p>	 <p>Ancient Civilisations - Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations. This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>		 <p>Invasions - Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy. This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p>
<p>MFL (Spanish)</p>	<p>Phonetics 2</p> <p>Presenting Myself</p> <p>Family</p> 	<p>Goldilocks or Tudors</p> <p>Habitats</p> 	<p>Classroom</p> <p>My Home</p> 
<p>Music</p>	<p>Ukulele Lessons</p>	<p>Ukulele Lessons</p>	<p>Ukulele Lessons</p>
<p>PSHE</p>	<p>What strengths, skills and interests do we have?</p> <p>How do we treat each other with respect?</p>	<p>How can we manage our feelings?</p> <p>How will we grow and change?</p>	<p>How can our choices make a difference to others and the environment?</p> <p>How can we manage risk in different places?</p>

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<p>Physical Education</p>	<p> Unit 1 Personal Skills - I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.</p> <p>Coordination - Footwork Static Balance - One leg</p> <p>Unit 2 Social Skills -I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>Dynamic Balance to Agility - Jumping and landing Static Balance - Seated</p>	<p> Unit 3 Cognitive skills - I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions.</p> <p>Dynamic Balance - On a Line Coordination - Ball skills</p> <p>Unit 4 Creative Skills - I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Sending and receiving Counter balance</p>	<p> Unit 5 Physical Skills - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.</p> <p>Agility - Reaction/response Static balance - floor work</p> <p>Unit 6 Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p>Agility - Ball Chasing Static Balance - Stance</p>
<p>RE Sheffield Agreed Syllabus</p>	<p>What is the trinity and why is it important for Christians? What do Hindus believe God is like?</p>	<p>What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus sided “Good Friday?”</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark significant events in their life?</p>