

Y4	Science	History	Geography	Art & Design	DT	Music	Computing	Languages	RE	PSHE	PE
Aut 1 Invasion (Beowulf - fiction)	Electricity	<u>Romans, Anglo-Saxons and Vikings</u> -Invasion timeline -Significant events in the middle ages -Anglo-Saxons - invasion, kingdoms, Sutton Hoo, monasteries, everyday life, legacy		<u>Drawing - Pencil</u> A pencil drawing of a dragon (graphite pencil).	Researching food eaten during the Anglo-Saxon period Baking bread and other items to sell at our medieval market	Drumming	Becoming computer literate	Revision of colours Parts of the Body	Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die? Diwali	Being Me in My World	Tag Rugby Hockey
Aut 2 Invasion (Beowulf - fiction)	Sound	<u>Romans, Anglo-Saxons and Vikings</u> -Vikings - first landing, Lindisfarne, surrender or fight, comparison to Anglo-Saxons, King Athelstan -Norman Invasion		<u>Sculpture - Clay</u> A clay sculpture of a dragon's eye.	Developing enterprise skills by inviting parents to our market stall. Evaluating the effectiveness of our products and suggesting improvements.	Drumming	Sending and receiving emails	Zoo animals Members of the family Christmas	Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die? Christmas	Celebrating Difference	Dance Handball
Spr 1 Road trip to Europe	Living things and their habitats		Locate European countries on a map Describe similarities and differences between one European country and a country in the UK. Take a virtual tour of European landmarks? Discuss the position of places on a map using compass points	<u>Drawing - Pencil</u> A portrait pencil drawing of a famous architect (graphite pencil).	Design, create and evaluate our own bridge.	Drumming	Develop our coding skills using the Scratch program	Locate Spanish speaking countries on a world map Compare everyday life in a Spanish speaking country with their own Similarities and differences between Easter celebrations in Spain and England	Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation. Easter	Dreams & Goals	Athletics Basketball
Spr 2 Road trip to Europe	Animals including humans		Use geographical vocabulary to describe key physical and human features of locations. Weather - how does the weather differ across Europe? How does this affect the landscape?	<u>Digital Art - Bisa Butler</u> A digital art image of a mode of transport. <u>Painting - Watercolour Paint</u> A watercolour painting inspired by Vincent van Gogh's watercolour 'Boats at Saintes-Marie'.	Design, create and evaluate our own mode of transport.	<u>Music from Europe</u> Listening and appraising the song, participating in a variety of musical activities and games (pulse, rhythm, pitch, etc), and performing the song (including singing and playing musical instruments).	Develop our knowledge on E- Safety.	Pets Revision of colours Hobbies	Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation. Eid	Healthy Me	Football Gymnastics
Sum 1 Land of hope and glory (The Railway Children)	Materials	<u>Local history study</u> The history of the UK - key events (coal mining, the industrial revolution) How has the monarchy developed over the years?		<u>Printmaking - Poster Paint</u> A poster paint print of a local historical building or landmark.	<u>Sewing</u> - linked to monarchy - design and sew a new royal emblem.	<u>Let Your Spirit Fly</u> Listening and appraising the song, participating in a variety of musical activities and games (pulse, rhythm, pitch, etc), and performing the song (including singing and playing musical instruments).	Develop our ability to handle data using programmes such as Google Sheets.	Te gusta... Numbers 13-30 Means of transport	Worship, pilgrimage and community: what matters to Hindus, Christians and to us? How can we make sure everyone belongs?	Relationships	

Sum 2 Land of hope and glory (The Railway Children)	Addressing Misconceptions		Describe the key aspects of different cities, towns and villages within the UK. Use aerial photographs and plan perspectives to recognise landmarks within the UK. Devise a simple map and use basic symbols in a key.	<u>Drawing/Painting - Pastel</u> A pastel drawing/painting of a local historical building or landmark, inspired by Ida O'Keefe's painting 'Lighthouse'.	<u>Sewing</u> - linked to monarchy - design and sew a new royal emblem.	<u>Bringing Us Together</u> Listening and appraising the song, participating in a variety of musical activities and games (pulse, rhythm, pitch, etc), and performing the song (including singing and playing musical instruments).	Develop our ability to handle data using programmes such as Google Sheets.	Weather expressions Clothing	Worship, pilgrimage and community: what matters to Hindus, Christians and to us? How can we make sure everyone belongs?	Changing Me	
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Aut 1 Invasion	Electricity	Invasions		<u>Drawing - Pencil</u> A pencil drawing of a dragon (graphite pencil)	Food Technology	Drumming	Become computer literate	Revision of colours Parts of the body	Christianity and Hinduism: What is God like? What matters most in life? What happens when we die? + Diwali	Being me in my world	Hockey Football
Curriculum Drivers	Communities - Why are electricians important in our local community? Possibilities - Electrician - ability to work in a wide range of setting e.g. theatre/mechanics Responsibility - Behave responsibly when handling electrical equipment.	Communities - Why might people move from one place to another? Possibilities - Historian Responsibility - How could the invaders have acted more responsibly? Do we still see invasions today?		Communities - Local artists Possibilities - Artist Responsibility - Taking responsibility for the dragon. After learning the different techniques, children decide the outcome.	Communities - Inviting parents/carers into our mediaeval market stall. Possibilities - Become a baker Responsibility - Measuring accurately/deciding on the flavour of the bread.	Communities - Local musicians, music groups, links with Oakwood High School/ Thomas Rotherham College (advertise events within the academy). Possibilities - Listening, appreciating, playing instruments, singing songs, recording similar music. Musician Responsibility - Showing respect for a variety of musical instruments/ specialist equipment.	Communities - Who uses computers? For what reasons? Develop links with ICT departments at Oakwood/TRC Possibilities - Entry into any role which requires you to be computer literate and opens a variety of doors. Responsibility - Handling ICT equipment carefully. Learning how to correctly log on and off.	Communities - Inviting a Spanish teacher from Oakwood to teach a session. Possibilities- Being able to talk to someone in Spanish, perhaps on holiday or in the community. Breaking down barriers. Responsibility - sharing words pertinent to themselves with family members to reinforce learning.	Communities - what religions do the children follow within the class? Possibilities - Sharing symbols, photos of Diwali celebrations Responsibility - Children to find out information about their own religion to feed back in class, sharing knowledge and appreciating similarities and differences.	Community - How can I work together with my team and other members of the school community? Possibilities- How can you play a part in our school community? Responsibility - How can I Settle into a new classroom and interact with new teachers?	Community - Local facilities/teams. Find out where/ when open etc. Possibilities - Professional player/play for a team Responsibility - Aiming to complete a goal/ personal challenge. Work well as part of a team.
Key Vocabulary	appliances, mains, battery, circuit, cell, bulb, switch, conductors, insulators	Vikings, Anglo-Saxons, Normans, Christianity, conquer, invasion, monastery, monk, Pagan, raid, reeve, wattle and daub, Vikings, King Athelstan		critique, appreciate, line, tone, texture, grade	weigh, measure, grams, kilograms, ingredients, enterprise, accurate	appraise, pulse, rhythm, pitch, arrangement, solo, texture, tempo, dynamics, structure, ensemble	keyboard, formatting, spell check, communication, table, cell, layout, research	Spanish Colours Spanish body parts	Hinduism, Christianity, journey of life, artefacts, Gods, Goddesses, music, Diwali	Democracy, Motivation, Class, Citizen, Voice, Peer pressure	Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pick-up. step Hockey: control, attack, defend, use space, dribble, pass, push, slap. tactics, compete, collaborate, teamwork, score, shoot
2 05/09/22	Identifying common appliances that run on electricity (7a)	<u>Invasion timeline</u> - Accurately using dates and terms to describe British invasions (2d)		<u>Artist appreciation</u> Critiquing a painting - 'Scenes from Beowulf' by Andrew Howat (1a, 2d)		Applying knowledge of rhythms when playing a drum (2d)	Memorising the location of the alphabet, and other important keys (e.g. shift, ctrl, alt, del), on the keyboard with accuracy (3a)	<u>Discussing colours</u> - Asking & answering questions about colours (3a)	Solving questions about puzzling aspects of life (5a) What does the journey of life mean to us?	Understand that my attitudes and actions make a difference to the class team (1a)	Tag Rugby - Passing and receiving the ball with accuracy Hockey - Passing and receiving the ball with accuracy
3 12/09/22	Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (7b)	<u>Significant events in the middle ages</u> - Placing British invasions, from different periods in history, on a timeline using dates (2a)		'Siegfried kills Fafner' by Arthur Rackham Developing use of pencil techniques, including hatching and cross-hatching, to create different lines and tones (1a, 3g)		Composing a short musical composition by arranging rhythm cards and indicating the tempo of the music and the volume it should be played at (3a)	<u>Word Processing - formatting</u> Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	<u>Matching colours</u> - Read and understand some familiar colours. (4a)	Identifying religious artefacts and explaining how and why they are used (2a) What do Hindus believe about God?	Understanding who is in my school community, the roles they play and how I fit in (1b)	Tag Rugby - Running with the ball using the correct technique Hockey - Controlling the ball when moving around players unchallenged

4 19/09/22	Identifying 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 (7c)	<u>Anglo-Saxons -Invasion</u> Using more than one piece of evidence for historical enquiry in order to gain a more accurate understanding of Anglo-Saxon invasions (1c)		Recreating dragon scales using a variety of pencil techniques to create different lines and tones (3e, 3g) Using different materials to create a variety of textures (3e)		Composing a short musical composition by arranging rhythm cards and indicating the tempo of the music and the volume it should be played at (3a)	<u>Word Processing - Spell Check</u> Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	<u>Parts of the body - Demonstrating a growing vocabulary for parts of the head (3b)</u>	Presenting the key teachings and beliefs of a religion (1a) Why do Hindu people worship many gods and goddesses?	Understanding how democracy works through the School Council (1c)	Tag Rugby - Keeping possession of the ball in small groups Hockey- Keeping possession of the ball in small groups unchallenged
5 26/09/22	Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (7d)	<u>Anglo-Saxons - Kingdoms</u> Suggesting causes and consequences of some of the Anglo-Saxons settling in Britain (1e)		Using watercolour to create different shades to produce realistic scales (3c)		Listening to, and then repeating, familiar musical rhythms (2c)	<u>Word Processing - Insert and format a table</u> Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	<u>Parts of the body</u> Asking and answering questions on parts of the head (3a)	Explaining some of the religious practices of both clerics and individuals (2c) A Hindu journey:What does it mean?	Understanding that my actions affect myself and others; I care about other people's feelings and try to empathise with them (1d)	Tag Rugby - Increasing distances on passes Hockey - Increasing distance on passes
6 03/10/22	Recognising some common conductors and insulators, and associate metals with being good conductors (7f)	<u>Anglo-Saxons - Sutton Hoo</u> Using evidence to ask and answer questions about the level of wealth and power of the object's owner (1a)		Drawing a dragon's eye using different hardnesses of pencils to show line, tone and texture (3e)		Following a beat and playing in time with a group (2b)	<u>Word processing - changing a layout</u> Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	<u>Parts of the body</u> Demonstrating a growing vocabulary for parts of the body (3b)	Identifying religious symbolism in literature and the arts (4a) How do Christian communities use and enjoy music to express their beliefs about God?	Understanding how groups come together to make decisions (1e)	Tag Rugby - Receiving the ball and running into space Hockey - Turning with the ball unchallenged
7 10/10/22	Recognising some common conductors and insulators, and associate metals with being good conductors (7f)	<u>Anglo-Saxons - Monasteries</u> Describing the religious diversity and the reintroduction of Christianity during the Anglo-Saxon period (3d)		Using a range of pencil techniques to create form (shading, tone, line and texture) (3e, 3g)		Following instructions from a leader about how and when to play or sing so that musical ideas are performed accurately as a group (2a)	<u>Internet research - Anglo-Saxons</u> Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	<u>Parts of the body</u> Understanding simple instructions for specific words and phrases related to the body, including numbers and colours. (2b)	<u>Diwali -</u> Explaining some of the religious practices of both clerics and individuals (2c)	Understanding how democracy and having a voice benefits the school community (1f)	Tag Rugby - Using different length passes to attack Hockey - Using a range of passes to build an attack
8 17/10/22		<u>Anglo-Saxons - Everyday life</u> Using literacy skills to a good standard in order to interpret evidence from the Anglo-Saxon period (4b)		Using prior knowledge and skills to create and analyse an independent piece of artwork (1c, 2d, 3e, 3g)		Listing ways in which people interact with music in their daily life. Listening to, and naming pieces of music, which are used to celebrate important events in the present day (1b)					Tag Rugby and Hockey - Using new skills to be effective in game situations.

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Aut 2 Invasion	Sound	Invasions		Sculpture - clay	Enterprise - bread stall	Drumming	Sending and receiving emails	Spanish - Zoo animals Members of the family Christmas	Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die? Christmas	Celebrating difference	Dance Handball
Curriculum Drivers	Communities - How can we communicate effectively with one another? Possibilities - scientist, otolaryngologist Responsibility - Taking care of our ears. Communicating with those hard of hearing.	Communities - Why might people move from one place to another? Possibilities - Historian Responsibility - How could the invaders have acted more responsibly? Do we still see invasions today?		Communities - Critiquing clay dragon eyes created by pupils attending other local schools in the community Possibilities - Local artist Responsibility - Using the sculpture tools sensibly, safely and responsibly	Communities - Inviting parents/carers into our mediaeval market stall. Possibilities - Become a baker Responsibility - Measuring accurately/deciding on the flavour of the bread.	Communities - Local musicians, music groups, links with Oakwood High School/ Thomas Rotherham College (advertise events within the academy). Possibilities - Listening, appreciating, playing instruments, singing songs, recording similar music. Musician Responsibility - Showing respect for a variety of musical instruments/ specialist equipment.	Communities - How can we stay in touch with members of our community? Possibilities - Update charities/governors/parents on work produced or money raised Responsibility - Using the internet safely	Communities - Inviting a Spanish teacher from Oakwood to teach a session. Possibilities- Being able to talk to someone in Spanish, perhaps on holiday or in the community. Breaking down barriers. Responsibility - sharing words pertinent to themselves with family members to reinforce learning.	Communities - how can children of different faiths share their knowledge? Possibilities - Sharing symbols, photos of Christmas celebrations Responsibility - Children to find out information about their own religion to feed back in class, sharing knowledge and appreciating similarities and differences.	Communities - Celebrating all members of our community Possibilities - Who we are and where we fit into our community.What differences can we make? Responsibility - Treating others equally	Communities - Identify local dance clubs Possibilities - discover a talent or interest and join a dance group Responsibility - Increase confidence to perform in front of an audience

Key Vocabulary	Vibrations, pitch, tone, soundwaves	Vikings, Anglo-Saxons, Normans, Christianity, conquer, invasion, monastery, monk, Pagan, raid, reeve, wattle and daub, Vikings, King Athelstan		critique, sculpture, texture, tool, technique, detail	weigh, measure, grams, kilograms, ingredients, enterprise, accurate	appraise, pulse, rhythm, pitch, arrangement, solo, texture, tempo, dynamics, structure, ensemble	communication, email, address, technology, safety	Spanish animals, names of members of the family, Christmas themed words and phrases.	Jesus, life after death, heaven, morals, journeys, christianity, hinduism, Christmas	Judgement Appearance Acceptance Influences Impressions	Dance: dance, turn, levels, stretch, rhythm, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, choreographer, slide, formation Handball: control, use space, defend, attack, chest pass, tactics, compete, collaborate, score, shoot, footwork, foul, free throw, link, teamwork, 3 step, double dribble
9 31/10/22	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (1e)	<u>The Anglo-Saxon legacy</u> Suggesting the causes, consequences and impact of the invasion and settlement in Britain (1e)		<u>Artist appreciation</u> Critiquing a clay dragon sculpture - providing details of the techniques used by an artist, using visual language. (1a, 2d)		Applying knowledge of rhythms when playing a drum (2d)	Explain the benefits of some of the uses of technology (e.g. emailing is a faster way to communicate than posting letters) (1a)	Demonstrating a growing vocabulary by naming zoo animals (3b) elefante, tigre, jirafa, león, serpiente, mono, tortuga, pingüino, oso, cocodrilo	Explaining how beliefs about right and wrong affect people's behaviour (3a) What do Christians believe about life after the death of Jesus?	Understanding that, sometimes, we make assumptions based on what people look like (2a)	Dance - Developing dance 'freeze frames' based on a visual stimulus Handball - protecting the ball from our opponent after catching it
10 07/11/22	Identifying how sounds are made, associating some of them with something vibrating (5a)	<u>The first Viking landing.</u> Giving a broad overview of life in Britain including the impact of power struggles (3b)		Developing control of sculpture tools and techniques. (2b, 3h)		Composing a short musical composition by arranging rhythm cards and indicating the tempo of the music and the volume it should be played at (3a)	Demonstrating an understanding of various uses of technology (e.g. internet browsing, email, Google apps etc.) (1b)	Writing simple sentences relating to zoo animals (4b) Tiene/está...	Describing how some of the values held by communities or individuals affect behaviour and actions (3b) Is death the end? What do you believe and how does this affect the way you live your life?	Understanding what influences me to make assumptions based on how people look (2b)	Dance - Developing freeze frame positions to include transitions Handball - shooting with the overarm technique
11 14/11/22	Finding patterns between the pitch of a sound and features of the object that produced it (5c)	<u>Viking Raids at Lindisfarne</u> Using evidence to ask and answer questions about the past and understand how the context in which it was written influences the writer's viewpoint. (1a)		Improving mastery of sculpture techniques with clay. (2b, 3h)		Composing a short musical composition by arranging rhythm cards and indicating the tempo of the music and the volume it should be played at (3a)	Demonstrating an understanding of various uses of technology (e.g. internet browsing, email, Google apps etc.) (1b)	Demonstrating a growing vocabulary by naming members of the family (3b) madre, padre, hermano, hermana, abuela, abuelo, tío, tía, primo, prima, madrastra, padrastro, hermanastra, hermanastro	Discussing and giving opinions on stories involving moral dilemmas (3c) Are all journeys similar? Can we compare the journeys of Christians and Hindus?	Knowing that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure (2c)	Dance - Learning and replicating a set phase Handball - building an attack in a team
12 21/11/22	Recognising that vibrations from sounds travel through a medium to the ear (5b)	<u>Surrender or fight back?</u> Using literacy skills to a good standard in order to discuss whether the Anglo-Saxons surrendered or fought back (4b)		Creating a clay sculpture of a dragon's eye, influenced by the studies of others. Adding materials to provide interesting detail and including texture that conveys feelings. (1c, 3h, 3i, 3j)		Listening to, and then repeating, familiar musical rhythms (2c)	Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	Writing simple sentences using familiar vocabulary, for members of the family (4b) Tiene/Está...	Showing an understanding that personal experiences and feelings influence attitudes and actions (5a) My journey through life: how is it going?	Explaining why witnesses sometimes join in with bullying and sometimes don't tell (2d)	Dance - Performing in cannon routines and cannon lines Handball - performing turns on the move to get back and defend
13 28/11/22	Recognising that sounds become fainter as the distance from the sound source increases (5d)	<u>Comparing the everyday lives of Vikings and Anglo-Saxons</u> Comparing and contrasting two civilisations (3c)		Creating a clay sculpture of a dragon's eye, influenced by the studies of others. Adding materials to provide interesting detail and including texture that conveys feelings. (1c, 3h, 3i, 3j)		Following a beat and playing in time with a group (2b)	Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (3bi)	Demonstrating a growing vocabulary by naming some Christmas themed words and phrases (3b) muñeco de nieve, copo de nieve, árbol de navidad, navidad, estrella, pavo, regalo, papá noel, velas, campanas, chimenea	Showing an understanding that personal experiences and feelings influence attitudes and actions (5a) Do rules matter? What is a code for living?	Identifying what is special about me and value the ways in which I am unique (2e)	Dance - Sequencing movements in a logical order Handball - performing a 7 metre throw with power and accuracy
14 05/12/22	Finding patterns between the volume of a sound and the strength of the vibrations that produced it (5e)	<u>Significant person – King Athelstan</u> Describing the social, ethnic, cultural and religious beliefs of a significant leader (3d)				Following instructions from a leader about how and when to play or sing so that musical ideas are performed accurately as a group (2a)	Using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally (4b)	Identifying similarities and differences between festivals and celebrations in Spain and England (1c)	Identifying religious artefacts and explaining how and why they are used (2a) Christmas	Describing a time when my first impression of someone changed when I got to know them (2f)	Dance - Creating a 5 action routine following the theme Handball - using a throw off to restart a game
15 12/12/22						Developing enterprise skills by inviting parents to our market stall. Evaluating the effectiveness of our products and suggesting improvements.					

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Spr I Road trip to Europe	Living things and their habitats		Road Trip to Europe	<u>Drawing - Pencil</u> A portrait pencil drawing of a famous architect (graphite pencil).	Design, create and evaluate our own bridge	Drumming	Develop our coding skills using the Scratch program	Locate Spanish speaking countries on a world map Compare everyday life in a Spanish speaking country with their own Similarities and differences between Easter celebrations in Spain and England	Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation.	Dreams & Goals	Athletics Basketball
Curriculum Drivers	Communities - Local wildlife - what lives locally to us? Possibilities - WWF/RSPB/National Trust - what are the roles of the staff/volunteers within this organisation. How can we support them now and in the future? Responsibility - How can we protect local wildlife?		Communities - How does Rotherham fit into Yorkshire, England, Great Britain and Europe. Possibilities - Visiting different countries in Europe - learning about the languages, culture, landscape and landmarks. Responsibility - Showing a clear understanding of different countries and being respectful of their traditions and ways of life.	Communities - Critiquing portrait pencil drawings created by pupils attending other local schools in the community Possibilities - Local artist Responsibility - Using the artistic equipment responsibly, sensibly and respectfully	Communities - Local bridges - how are they built to hold the weight of people and vehicles? Possibilities - Designing innovative structures Responsibility - Handling hazardous equipment safely - wearing safety goggles and protecting hands where necessary.	Communities - Local musicians, music groups, links with Oakwood High School/Thomas Rotherham College (advertise events within the academy). Possibilities - Listening, appreciating, playing instruments, singing songs, recording similar music. Musician Responsibility - Showing respect for a variety of musical instruments/specialist equipment.	Communities - How are computer software programmes made? Possibilities - Equipping children with the basic skills to programme their own computer software. Responsibility - Using the chromebooks, computers and internet safely	Communities - Inviting a Spanish teacher from Oakwood to teach a session. Possibilities- Being able to talk to someone in Spanish, perhaps on holiday or in the community. Breaking down barriers. Responsibility - sharing words pertinent to themselves with family members to reinforce learning.	Communities - how can children have a positive impact on society? Possibilities - Listening to and being accepting of different faiths. Responsibility - Children to find out information about their own religion to feed back in class, sharing knowledge and appreciating similarities and differences.	Communities - Different roles available in the local community. Possibilities - Describing hopes and dreams for the future - considering different job roles. Responsibility - Understanding that not all dreams become a reality. Learning how to tackle disappointment.	Communities - Identify local athletic/basketball clubs Possibilities - discover a talent or interest and join a new sporting group. Responsibility - Increase confidence to perform with confidence.
Key Vocabulary	habitat, producers, predators, prey, herbivores, carnivores, omnivores, environment		Europe, continent, capital city, human features, physical features, map, atlas, aerial view, weather, climate, seasons, north, south, east, west.	critique, appreciate, portrait, proportion, line, tone, texture, light, shadow, grade	joining, measure, cut, mould, shape, support, structure	appraise, pulse, rhythm, pitch, arrangement, solo, texture, tempo, dynamics, structure, ensemble	sequence, coordinates, conditions, code, variables	<i>¿Dónde está...? Está...</i> Spanish-speaking countries, commonly used verbs to describe and compare everyday life in Spanish-speaking countries with the UK, vocabulary to describe Easter celebrations in Spain: <i>Semana Santa, un paso, una cofradía, un nazareno, un costalero, una saeta, una procesión, una vela, un cristo, una cruz.</i>	Christianity, Hinduism, values, right, wrong, code for living	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, take off, accuracy. Basketball: Turnover, double dribble, cross over ball, tip off, intercept, bounce pass, jump shot, opposed, violation
I 03/01/23	Explaining using food chains / webs how feeding relationships occur in a habitat. Identifying producers, predators, prey, herbivores, carnivores, omnivores. Recognising that environments can change and that this can sometimes pose dangers to living things (1f)		Locating the countries within Europe (2a) Locating Europe and its countries (map work)	<u>Artist Appreciation</u> Critiquing two famous portraits (Weeping Woman - Picasso & Mona Lisa - Leonardo da Vinci) (1a, 2d)		Interpreting music through visual or linguistic means. E.g. drawing how a piece of music makes you feel or what an image makes you think of (1a)	Setting the appearance of objects and creating sequences of changes (2b)	Locating on a world map and knowing the name of some other Spanish speaking countries in the world. (1a) Demonstrate a growing vocabulary. (3b) <i>Países hispanohablantes</i>	Describing how some of the values held by communities or individuals affect behaviour and actions (3b) What codes for living do non-religious people use?	Describing some of my hopes and dreams (4a)	Athletics - Challenging yourself to jump in a variety of ways for distance and height. Basketball - Demonstrating pressure as a defender to force attackers to make a mistake.
2 09/01/23	Constructing and interpreting a variety of food chains, identifying producers, predators and prey (1g)		Locating the countries within Europe (2a) Locating Europe and its countries (countries and their capital cities)	<u>Head and Face Proportions</u> Using different pencil grades to show line, tone and texture (3e)		Writing the lyrics to a song that uses verse and chorus structure (3b)	Using specified screen coordinates to control movement (2a)	Locating on a world map and knowing the name of some other Spanish speaking countries in the world. (1a) Asking and answering questions on several topics. (3a) <i>¿Dónde está...? Está...</i>	Showing an understanding that personal experiences and feelings influence attitudes and actions (5a) What can we learn from discussion and drama about good and bad, right and wrong?	Understanding that sometimes hopes and dreams do not come true and that this can hurt (4b)	Athletics - Assessing what fast running feels like. Basketball - Using the double dribble rule in isolation

3 16/01/23	Recognising that living things can be grouped in a variety of ways (1h)		Using basic geographical vocabulary to describe key human features of locations (3a) European Landmarks	<u>Head and Face Proportions</u> Using different pencil grades to show line, tone and texture (3e)		Writing the lyrics to a song that uses verse and chorus structure (3b)	Using specified screen coordinates to control movement (2a)	Knowing about some specific aspects of everyday life in a Spanish speaking country and comparing them with their own. (1b) Demonstrating a growing vocabulary. (3b)	Describing how some of the values held by communities or individuals affect behaviour and actions (3b) What codes for living do Christians try to follow?	Knowing that reflecting on positive and happy experiences can help me to counteract disappointment (4c)	Athletics - Using running to increase the distance of jumps. Basketball - Identifying a player to mark from a jump ball.
4 23/01/23	Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment (1i)		Using basic geographical vocabulary to describe key physical features of locations (3a) Mountain Ranges	<u>Facial Features</u> Sketching facial features, using shading to show light and shadow (3f)	Examining and comparing their designs and the work of others, evaluating the effectiveness (1a)	Identifying and having knowledge about some famous classical composers, for example Mozart and Beethoven (4a)	Controlling the shade of pens in a code (2d)	Knowing about some specific aspects of everyday life in a Spanish speaking country and comparing them with their own. (1b) Demonstrating a growing vocabulary. (3b)	Explaining some of the religious practices of both clerics and individuals (2c) What can we learn from a values game?	Knowing how to make a new plan and set new goals even if I have been disappointed (4d)	Athletics - Introducing the sling technique for discus throws. Basketball - Using the bounce pass for accuracy and speed.
5 30/01/23	Recognising that environments can change and that this can sometimes pose dangers to living things (1j)		The United Kingdom Locating the countries within Europe and find similarities and differences between one European country and a country in the UK (2a)	<u>Independent Application</u> Using prior knowledge and skills to create and analyse an independent piece of artwork (portrait pencil drawing of a famous architect) (1c, 2d, 3e, 3f, 3g)	Applying appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) (2e)	Following instructions from a leader about how and when to play or sing so that musical ideas are performed accurately as a group (2a)	Specifying conditions to trigger events in a code (2e)	Identifying similarities and differences between festivals and celebrations in Spain and England. (1c)	Describing how some of the values held by communities or individuals affect behaviour and actions (3b) Can we create a code for living that will help the world?	Knowing how to work out the steps to take to achieve a goal, and doing this successfully as part of a group (4e)	Athletics - Performing running on a curve. Basketball - Using the jump shot in isolation and attempting to jump shot in an opposed situation.
6 06/02/23				<u>Independent Application</u> Using prior knowledge and skills to create and analyse an independent piece of artwork (portrait pencil drawing of a famous architect) (1c, 2d, 3e, 3f, 3g)	Measuring and marking out to the nearest millimetre (2f) Selecting appropriate joining techniques (2g)	Following a beat and playing or singing in time with a group (2b)					

Y4	Science	History	Geography	Art & Design	DT	Music	Computing	Languages	RE	PSHE	PE
Spr 2 Road trip to Europe	Animals including humans		Road Trip to Europe	<u>Digital Art - Bisa Butler</u> A digital art image of a mode of transport. <u>Painting - Watercolour Paint</u> A watercolour painting inspired by Vincent van Gogh's watercolour 'Boats at Saintes-Marie'.	Develop our sewing skills in the context of landmarks/ European flags (cross-curricular with art)	Develop our understanding of music from different countries in Europe. Appraise and appreciate music. Compose and perform a simple song to the tune of Frere Jacques.	Develop our coding skills using the Scratch program	Pets Hobbies Revision of colours	Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation. Easter	Healthy Me	Football Gymnastics
Curriculum Drivers	Community - Invite a dentist into school to discuss the importance of looking after teeth? Possibilities - healthcare careers - the positive impact of the NHS Responsibility - Caring for our teeth/bodies		Communities - How does Rotherham fit into Yorkshire, England, Great Britain and Europe? Possibilities - Visiting different countries in Europe - learning about the languages, culture, landscape and landmarks. Responsibility - Showing a clear understanding of different countries and being respectful of their traditions and ways of life.	Communities - Critiquing digital art images created by pupils attending other local schools in the community Possibilities - Local digital artist Responsibility - Using the computer sensibly, safely, responsibly and respectfully	Community - link to Europe (flags) Possibilities - Seamstress. Create the logo to wear to represent different European countries. Responsibility - Design, focus, independence.	Communities - listen to music native to European countries. Link to music familiar to pupils. Possibilities - Musical opportunities to play, perform and compose music. Responsibility - using musical instruments responsibly.	Communities - How are computer software programmes made? Possibilities - Equipping children with the basic skills to programme their own computer software. Responsibility - Using the chromebooks, computers and internet safely	Communities - Inviting a Spanish teacher from Oakwood to teach a session. Possibilities- Being able to talk to someone in Spanish, perhaps on holiday or in the community. Breaking down barriers. Responsibility - sharing words pertinent to themselves with family members to reinforce learning.	Communities - how can children have a positive impact on society? Possibilities - Listening to and being accepting of different faiths. Responsibility - Children to find out information about their own religion to feed back in class, sharing knowledge and appreciating similarities and differences.	Communities - Building healthy relationships within the community Possibilities - Playing an active role in society - spreading awareness of risks and dangers to others. Responsibility - Resisting peer pressure and understanding the health risks associated with alcohol and drugs.	Communities - Identify local football/gymnastic clubs Possibilities - discover a talent or interest and join a new sporting group. Responsibility - Increase confidence to perform with confidence.

	Key Vocabulary	anus, canine, digestion, digestive system, excretion, incisor, large intestine, molar, mouth, nutrients, oesophagus, premolars, rectum, saliva, small intestine, stomach		Europe, continent, capital city, human features, physical features, map, atlas, aerial view, weather, climate, seasons, north, south, east, west.	digital art, pattern, image, rotate, layer, transparency, alpha channel, intelligent scissors, copy, paste, edit, floating selection	textiles, stitching, running stitch, back stitch, cross stitch	dynamics, pulse, orchestra, genre, composer, performer	sequence, coordinates, conditions, code, variables	un gato, un ratón, un perro, un hamster, un conejo, un pez, un pájaro, un conejo de Indias, una tortuga Tengo.... ¿Tienes...? También / y bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele, ir al parque Me gusta (mucho), no me gusta	belonging, holi festival, communities, ramadan, easter	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Football - control, defend, attack, dribble, pass, tactics, complete, collaborate, score, shoot, intercept Gymnastics - fluency, contrasting, unison, low, combinations, turn, sustained, explosive, power, control, similar, different, direction, speed, partner, compositional, stamina
7	20/02/23	Describing the simple functions of the basic parts of the digestive system in humans (2c)	Describing the weather and climate in the United Kingdom and wider world, including seasonal and daily weather patterns (3c) The United Kingdom - Weather	Artist appreciation Critiquing a digital art image by Bisa Butler (providing details of the techniques used by the artist, using visual language) (1a, 2d)			Music appreciation Listening to musical extracts from a variety of different countries in Europe. Begin to discuss each piece, then label the country of composition on a map to create a 'musical map of Europe' (1b, 1a)	Using the controls IF / THEN to control events or objects (2f)	Listening and responding to simple rhymes, stories and songs. (2a) Demonstrating a growing vocabulary naming pets. (3b)	Showing an understanding that personal experiences and feelings influence attitudes and actions (5a) What does it mean to belong? How does it show that we belong to our school?	Recognising how different friendship groups are formed, how I fit into them and the friends I value the most (4a)	Football - working collaboratively to work towards and score goals Gymnastics - Composing and performing a sequence of 6 elements
8	27/02/23	Describing the simple functions of the basic parts of the digestive system in humans (2c)	Summarising similarities and differences through the study of human and physical geography of a region or area in a European country (3b) France	Independent Application Creating a digital art image of a mode of transport, influenced by the studies of others Analysing an independent piece of artwork, using visual language (1c, 2d, 3p, 3q, 3r)			Music appreciation Focusing on one piece of music, and listen in detail to describe the different musical strands. Teaching instrument names and families. (1b)	Using the controls IF / THEN to control events or objects (2f)	Demonstrating a growing vocabulary naming pets. (3b) Writing simple sentences using familiar vocabulary. (4b)	Explaining some of the religious practices of both clerics and individuals (2c) Holi Festival	Understanding there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations (4b)	Football - moving to stay with an attacking player. Gymnastics - Working with a partner to create a sequence in unison
9	06/03/23	Identifying the different types of teeth in humans and their simple functions (2d)	Using basic geographical vocabulary to describe the key aspects of human geography, including city, town, village, factory, farm, house, office and shop (3e) Italy	Independent Application Creating a digital art image of a mode of transport, influenced by the studies of others Analysing an independent piece of artwork, using visual language (1c, 2d, 3p, 3q, 3r)			Music composition Using Frere Jacques as a musical stimulus, can children compose a short song (3b)	Creating and editing sounds on a code. Controlling when they are heard, their volume, duration and rests (2c)	Demonstrating a growing vocabulary by naming hobbies. (3b) Understanding simple instructions listening for specific words and phrases. (2b)		Understanding the facts about smoking and its effects on health, and also some of the reasons some people start to smoke (4c)	Football - practising defensive tackling. Gymnastics - Composing a sequence of actions including some element of weight on hands.
10	13/03/23	Identifying the different types of teeth in humans and their simple functions (2d)	Using simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right), to describe the location of features and routes on a map (4a) Greece			Understanding the need for a seam allowance (2h)	Music Performance Using Frere Jacques as a musical stimulus, can children perform their short song (use Glockenspiels for the melody) (2c, 2a, 2b)	Creating a game using variables to store a score (2h)	Reading and understanding some familiar words and phrases. (4a) Writing simple sentences using familiar vocabulary. (4b)	Explaining some of the religious practises of both clerics and individuals (2c) Ramadan	Understanding the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol (4d)	Football - Using dribbling to press forward. Gymnastics - Working in groups of 4 to compose a 6 element sequence.
11	20/03/23	Gathering and recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (1d)	Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (4b) Overview of Europe - consolidate learning			Joining textiles with appropriate stitching (2i)	Music Appreciation Focus on music listening skills. Compare and contrast with a different musical piece. (4a, 1b)	Creating a game using variables to store a score (2h)	Demonstrating a growing vocabulary - colours. (3b) Identifying similarities and differences between festivals and celebrations in Spain and England. (4c)	Presenting the key teachings and beliefs of Christians at Easter time (1a) What do Christians remember at Easter?	Recognising when people are putting me under pressure and can explain ways to resist this when I want (4e)	Football - Passing the ball to players over distance. Gymnastics - Implementing a compositional component to change the sequence e.g. levels, speed
12	27/03/23					Selecting the most appropriate techniques to decorate textiles (2j)				Explaining some of the religious practises of both clerics and individuals (2c) How does belonging to a Christian religion show at Easter time?	Knowing myself well enough to have a clear picture of what I believe is right and wrong (4f)	

Y4

Science

History

Geography

Art & Design

DT

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Computing

Languages

RE

PSHE

PE

Sum I Land of hope and glory								Pets Revision of colours Hobbies	Eid		
Curriculum Drivers	Communities - Possibilities - Responsibility -										
Key Vocabulary											
1 17/04/23											
2 24/04/23											
3 01/05/23											
4 08/05/23											
5 15/05/23											
6 22/05/23											

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