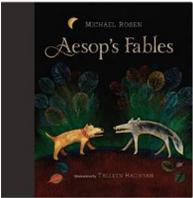
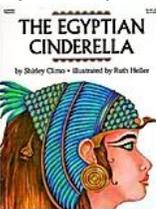
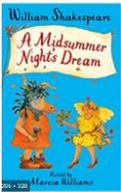
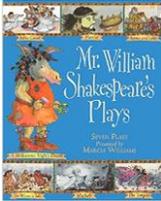
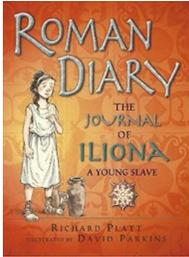
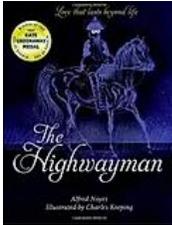
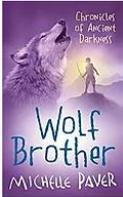
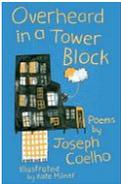
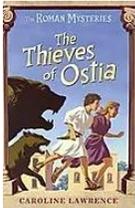
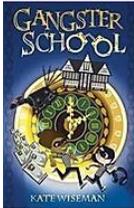


Year 4	Term 1 (8 weeks) 02/09/20-22/10/20	Term 2 (7 weeks) 02/11/20-18/12/20	Term 3 (5 weeks) 05/01/21-12/02/21	Term 4 (6 weeks) 23/02/21-01/04/21	Term 5 (6 weeks) 19/04/21-28/05/21	Term 6 (7 weeks) 08/06/21-21/07/21
Trips /Experienceology	Ufton Court Oracy: Public announcement on bees	Foraging in Southcote	Ancient Egyptian Day Mummification Game	Production	Silchester/Reading Museum In school Roman reinactment battle	Reading Prisons
Science	Living Things (Classifying Living things)	Sound	The Big Build	Looking at States		Power it up
	Learn how living things can be classified use a simple key to identify living things Learn about invertebrates and vertebrates Learn how to sort and classify living things Learn why bees are endangered Find ways to encourage bees into your school grounds.	Observe and name a variety of sources of sound Find out how sounds are made Find patterns between the volume of a sound and how it is made Notice that sounds get fainter as they move away from you Explore how to change the pitch of a sound.	Learn about different structures Learn about which shapes are the strongest for construction Carry out fair tests Research information about structures made by humans and other animals Apply what you know to build a structure.	Group materials together using their properties Recognise solids, liquids and gases Observe how materials change from a solid to a liquid or a liquid to a gas Measure temperature accurately Explore patterns in freezing and melting Find out what the 'water cycle' is.		Identify some appliances that use electricity Know the dangers of electricity Know what is needed to build a circuit Know what happens in different circuits Know the difference between electrical conductors and insulators Solve some electrical problems.
History		The Stone Age	Ancient Egyptians		Roman Britain	Crime and punishment
		To define the 'Stone Age' and its different periods	To identify reasons why the Ancient Egyptians are considered a successful civilisation		To understand the reasons why the Romans wanted to	To understand how and why laws and punishments change over time

		<p>To use sources to identify distinctive features of two time periods</p> <p>To compare change between the Neolithic period and earlier periods</p> <p>To know about life in Neolithic times from investigating historical and archaeological sources</p> <p>To provide valid reasons for the existence of monuments.</p>	<p>To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life</p> <p>To understand how different groups of people contributed to Ancient Egyptian achievements</p> <p>To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids</p> <p>To understand Ancient Egyptians beliefs about creation and the afterlife</p> <p>To be able to identify the most important achievements of the Ancient Egyptians</p>		<p>invade and settle in Britain</p> <p>To understand why the Romans were able to defeat the Celts</p> <p>To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall</p> <p>To be able to reach a valid conclusion on whether Roman roads were a positive development</p> <p>To use evidence to decide which of the Roman developments has the greatest significance today</p> <p>To use evidence to re-enact experiences in the Roman army</p>	<p>I can explain how attitudes towards crime have changed over time</p> <p>To understand how and why the police force has changed over time</p> <p>To understand that views on what is a punishment have changed over time</p> <p>To understand how and why attitudes towards the suffragettes have changed over time</p> <p>To share our knowledge about the changes in Crime and Punishment</p>
Geography	The Americas		Rivers and the water Cycle		Earthquakes and Volcanoes	
	<p>Key Questions</p> <p>What are North American cities like?</p> <p>What are South American cities like?</p>		<p>Key Questions</p> <p>Where does all the rain go?- To introduce the sky (atmosphere) and its role in the water cycle</p>		<p>Key Questions</p> <p>What is happening when the Earth shakes?</p> <p>What is happening when the Earth rattles and rolls? - To have</p>	

	<p>Are South American cities similar to North American cities?</p> <p>What are the Americas' main environmental regions?</p> <p>What is Route 66?</p> <p>What are landmarks and can I locate North American landmarks to its state and its city.</p>		<p>Where does all the rainfall come from?</p> <p>What can we learn about the River Thames?</p> <p>How and where do people use and change rivers?</p> <p>How do rivers wear away mountains?</p> <p>Can we model a river or a stream?</p>		<p>some understanding of the causes, outcomes and locations of volcanoes</p> <p>Understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today</p> <p>Discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.</p> <p>How disastrous have recent earthquakes and/or volcanic eruptions been?</p> <p>Can we make a model volcano that erupts?</p>	
English	<p>Writing their own fable (Aesop's fables)</p> <p>Description writing: Song lyrics and art as stimulus</p>	<p>Finding Tale (Stig of the dump)</p> <p>Instructions (Forgaing/how to make a Stone Age weapon Christmas poetry</p>	<p>Narrative (The Egyptian Cinderella)</p> <p>Tale of Fear The Great Egyptian Grave Robbery</p>	<p>Playscripts (A Midsummer Nights Dream)</p> <p>Persuasion Letter and leaflets for the production</p>	<p>Diary Entry (Roman Diary)</p> <p>Explanation/information text about earthquakes/volcanoes</p>	<p>Poetry The Highwayman</p> <p>Instructions on how to make a circuit? Wanted Poster/Newspaper report</p>

<p>Core books for English lessons</p>	<p>Aesop's fables by Michael Rosen</p> 	<p>Stig of the Dump by Clive King</p> 	<p>The Egyptian Cinderella By Shirley Climo</p>  <p>Flat Stanley: The Great Egyptian Grave Robbery by Sara Pennypacker</p> 	<p>A Midsummer Nights Dream</p>  <p>Mr William Shakespeares plays</p> 	<p>Roman Diary by Richard Platt</p> 	<p>The Highwayman by Alfred Noyes and Charlies Keeping</p> 
<p>Spine books (Class reads)</p>	<p>The Dress and the girl by Camille Andros</p> 	<p>Wolf Brother By Michelle Paver</p> 	<p>Secrets of a Sun King by Emma Carroll</p> 	<p>Overheard in a Tower Block by Josphe Coelho</p>  	<p>The Thieves of Ostia by Caroline Lawrence</p> 	<p>Gangster School by Kate Wiseman</p> 
<p>Maths</p>	<p>Place Value Addition Subtraction Money Permeter Inverse</p>	<p>Addition Subtraction Time Fractions Decimals</p>	<p>Multiplication Division Area and perimeter Money Invserse</p>	<p>Time Measure Money Place Value</p>	<p>Shape Position and direction Statistics Fractions</p>	<p>Consolidation Gaps</p>
<p>Art/DT</p>	<p>Inner and outer self portrait Andy Warhol art South American dream catchers/toten poles</p>	<p>Hand print art (silhouette) Cave drawings- Lascaux Stone age poo</p>	<p>Hieroglyphics Tutankhamun masks Egyptian jewellery Clay work-Canopic jars</p>	<p>Lego building Structures out of marshmallows and spaghetti</p>	<p>Mosaic art (big art)</p>	<p>DT Project- Painting with food Interpretative piece on crime and punishment Criminal pictures/graffiti art</p>

Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
PSHE	Jigsaw Wellbeing/Growth Mindset	Jigsaw Celebrating Difference	Jigsaw Changing Me	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships
PE	Football Orienteering	Tag Rugby	Gymnastics	Line Dance	Tennis	Athletics
RE	Judaism Beliefs and Practises	Christianity Christmas	Judaism Passover	Christianity Easter	Judaism Beliefs and Practises	Christianity Prayer and worship
ICT	Purple Mash-Coding/Internet Safety Times Tables		Purple Mash-Search Technologies Times Tables		Purple Mash-Blogging Times Tables	
French	Salut	Salut	Salut	Salut	Salut	Salut