


AUTUMN		SPRING		SUMMER		
 <p><b>CLASS 4</b> 4/5</p>	<p>History-Topic Title: <b>Anglo-Saxons</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To identify where the tribes came from using maps and what their motives were for invading and settling in England</li> <li>To learn about Anglo Saxon Law and order, explore effectiveness, fairness and compare with differences to the present</li> <li>To understand Anglo Saxon conversion to Christianity. Study the evidence of how Christianity arrived in England and how we know it happened.</li> <li>To name the initial kingdoms and the people that settled in each, plus some important leaders.</li> </ul> <p><b>Big Enquiry Question:</b> Were the Anglo-Saxons the ruin of Britain?</p>	<p>History – Topic Title: <b>The Vikings</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand how knowledge of the past is obtained and constructed.</li> <li>Describe how different interpretations arise.</li> <li>To understand that historical understanding is being continuously revised.</li> <li>To learn about Viking raids and invasions.</li> <li>To understand the push and pull factors for Viking invasions.</li> <li>Explain consequences in terms of immediate and longer term effects and how people were affected differently.</li> <li>Link causes and explain that one cause might be linked to another.</li> <li>Compare and contrast Viking lives to our lives now.</li> <li>Explore Viking culture.</li> </ul> <p><b>Big Enquiry Question:</b> What were the effects of the Vikings on the history of Britain?</p>	<p>Geography Topic Title: <b>Energy and Sustainability</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To explain and investigate the effects of global warming, including tornados.</li> <li>To understand where energy comes from and how we use energy in the home.</li> <li>Investigate renewable energy sources (solar, wind, hydro).</li> <li>To understand the importance of wind energy and how wind turbines create electricity.</li> <li>To understand how these energy sources are useful and the different contexts we use them.</li> <li>Explore ways to save energy on an individual scale, school level, country level, world level.</li> </ul> <p><b>Big Enquiry Question-</b> How important is energy sustainability?</p>	<p>Geography Topic Title: <b>Natural resources in Chile</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Identify natural resources on earth</li> <li>Understand where Chile is situated on a map of the world</li> <li>To group items under the correct categories of natural resources</li> <li>Explore the origin of copper and understand how humans use this natural resource</li> <li>Understand the origins of coal and understand how humans use this natural resource</li> <li>Explore the origin of natural oils and understand how humans use this natural resource</li> <li>Understand how forests are useful to humans and the variety of ways this natural resource is utilised.</li> </ul> <p><b>Big Enquiry Question:</b> Could we survive without natural resources?</p>	<p>History Topic Title: <b>The Tudors</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand the Tudor era was between 1485-1603.</li> <li>Explain who the Tudors were and why they are an important part of History.</li> <li>Understand that the success at the Battle of Bosworth began the reign of the Tudors.</li> <li>Know what information can be gathered about Henry VIII from portraits and written sources</li> <li>Know the importance of the role of a Tudor monarch.</li> <li>Recall Henry VIII wives and how they died.</li> <li>Give suggestions as to why Henry married each of his wives.</li> <li>Understand the contrast of the rich and poor during this era.</li> </ul> <p><b>Big Enquiry Question:</b> What was life like during the Tudor era?</p>	<p>Geography Topic Title: <b>Global awareness in Brazil</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Identify the human and physical features of Brazil</li> <li>To be able to locate Brazil on a map</li> <li>To understand the differences between rich and poor within Brazilian Cities.</li> <li>T know physical features of the Amazon rainforest</li> <li>Understand deforestation in the Amazon rainforest</li> <li>Know how land is being used in the Amazon rainforest and how this is changing.</li> <li>Know how we can ensure the sustainable future of the Amazon rainforest.</li> </ul> <p><b>Big Enquiry Question:</b> Can we save the future of the Amazon rainforest?</p>
	<p>Science Topic Title: <b>Feeding relationships and the environment</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Living things can be divided into groups based upon their characteristics. Explore and use classification keys to help group.</li> <li>Different food chains occur in different habitats.</li> <li>Environmental change affects different habitats differently.</li> <li>Human activity significantly affects the environment.</li> <li>Different organisms are affected differently by environmental change</li> </ul> <p><b>Teach in a greater depth</b></p>	<p>Science Topic Title: <b>Life cycles</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Different types of organism have different life cycles.</li> <li>Life cycles have evolved to help organisms survive to adulthood.</li> <li>Describe simple functions of parts of human digestive system</li> <li>Identify types of teeth in humans and their function</li> </ul> <p><b>Sexual and asexual reproduction</b></p> <ul style="list-style-type: none"> <li>Some organisms reproduce sexually where offspring inherit information from both parents</li> <li>Some organisms reproduce asexually by making a copy of a single parent</li> </ul>	<p>Science Topic Title: <b>How plants make their food</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Plants make their own food in their leaves to provide them with energy, grow, repair, and reproduce.</li> <li>Leaves absorb sunlight and carbon dioxide through leaves.</li> <li>Plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant.</li> <li>The plant makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves)</li> </ul>	<p>Science Topic Title: <b>How plants reproduce</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Flowering plants have evolved specific parts to carry out pollination, fertilisation and seed growth.</li> <li>Seed dispersal improves chances of enough seeds germinating and growing to mature plants and reproducing.</li> <li>Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth (i.e. until the plant is able to produce its own food)</li> </ul>	<p>Science Topic Title: <b>Forces that oppose motion</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Air resistance and water resistance are forces against motion caused by objects having to move air and water out of the way.</li> <li>Friction is a force against motion caused by two surfaces rubbing against each other</li> <li>Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.</li> </ul>	<p>Science Topic Title: <b>Magnets and their effects</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Magnets exert attractive forces on some materials.</li> <li>Magnets exert attractive and repulsive forces on each other.</li> <li>Magnets exert non-contact forces, which work through some materials.</li> <li>Magnetic forces are affected by the magnets strength.</li> <li>Magnetic forces are affected by the mass of the object being attracted.</li> <li>Magnetic forces are affected by the distance between magnet and object</li> </ul>
	<p><b>Art</b> <b>Linked to Anglo-Saxons</b> Knowledge / key concepts: Drawing, painting, sketching, art and ICT</p> <ul style="list-style-type: none"> <li>Children will be introduced to a variety of shield- themed artworks created by artists and encouraged to express their opinions of them.</li> <li>Begin to evaluate and analyse their work.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Know the significance of shields in the Anglo-Saxon era.</li> <li>pattern of coloured squares on a grid.</li> <li>Make informed choices on colour and design based on prior knowledge and experience.</li> <li>Design and finish painting an Anglo-Saxon shield.</li> <li>Evaluate the finished work and plan how to exhibit it to a wider audience.</li> </ul>	<p><b>DT</b> Topic Title: <b>Textiles, money containers</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Research the designs of money containers – what is their purpose.</li> <li>Research the designs of Viking money containers</li> <li>Contrast with money containers today, what are the similarities and differences?</li> <li>Explore their features.</li> <li>Know how to sew using a range of different stitches.</li> <li>Identify the differences between different types of stitching.</li> <li>To be able to fasten two pieces of fabric together.</li> <li>Designing and planning; Bringing Design to Life;</li> </ul>	<p><b>Art</b> <b>Linked to Global warming</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Children will explore pictures/paintings of planet earth from space created by famous artists and encouraged to express their opinions of them</li> <li>Identify paintings of planet earth with depict global warming and the effects this has on earth</li> <li>Design own paintings of planet earth from space by sketching their ideas</li> <li>Learn more about famous artist Chesley Bonestell and his style of work</li> <li>Evaluate and analyse their work</li> <li>Use paper-mache to create a planet earth model, showing how the planet is being faced by global warming</li> </ul>	<p><b>DT</b> Topic Title: <b>Cooking</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To know that different foods and drinks provide what the body needs to be healthy.</li> <li>Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten.</li> <li>To be able to design a healthy food snack and observe how ingredients, preparation and cooking can affect the end product.</li> <li>Use nets as patterns to make 3D products, e.g. simple containers, bags.</li> <li>Combine foods from different food groups to create healthy food products.</li> <li>Discuss how products can be improved and how well they meet the needs of the intended user.</li> </ul>	<p><b>Art</b> <b>Linked to the Tudors</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Select and record visual and other information in a sketchbook and use this to help develop ideas</li> <li>Apply experience of materials and processes, including drawing, developing control of tools and techniques</li> <li>Compare ideas, methods and approaches to others and describe their thoughts and feelings about them</li> <li>Adapt work according to your own views and describe how this might help develop it further</li> <li>Use different materials and processes used in art, craft and design and make links to how these can be matched to ideas and intentions</li> <li>Study Tudor artist Gluseppe Arcimboldo’s work, understanding his genre of art and his techniques</li> </ul>	<p><b>DT</b> Topic title: <b>Moving mechanisms linked to the Amazon Rainforest</b> Knowledge/key concepts:</p> <ul style="list-style-type: none"> <li>To understand what a mechanism is</li> <li>Understand how linkages and pivots work together to create a change in direction or motion</li> <li>To make different linkages using levers and pivots</li> <li>To be able to label designs exploring different mechanisms</li> <li>Create a moving poster using linkages and pivots</li> <li>Understand what a lever is and know that there are different classes of lever</li> <li>Create and test a mechanism that includes a lever</li> </ul>

<p><b>COMPUTING – Computing Systems and Networks</b></p> <p>The internet:</p> <ul style="list-style-type: none"> <li>To understand that networks need to be kept secure and that the World Wide Web is part of the internet.</li> <li>To use sites to create content and learn about who owns content online.</li> </ul>	<p><b>COMPUTING- Creating Media</b></p> <p>Photo editing</p> <ul style="list-style-type: none"> <li>To understand how digital images can be changed and edited.</li> <li>To evaluate the impact that edited images can have.</li> </ul>	<p><b>COMPUTING – Creating Media</b></p> <p>Audio Editing – Using Audacity and headphones/ microphones</p> <ul style="list-style-type: none"> <li>To understand input and output when recording sound.</li> <li>To create their own recordings using Audacity, planning, recording and editing their own work and evaluating the effectiveness of their work.</li> </ul>	<p><b>COMPUTING Programming A</b></p> <p>Repetition in shapes</p> <ul style="list-style-type: none"> <li>To create programs by planning, modifying and testing commands to create shapes and patterns.</li> </ul>	<p><b>COMPUTING – Programming B</b></p> <p>Repetition in games</p> <ul style="list-style-type: none"> <li>To use their knowledge to modify existing animations and games using repetition.</li> <li>To plan a game using repetition.</li> </ul>	<p><b>COMPUTING – Data and Information</b></p> <p>Data logging</p> <ul style="list-style-type: none"> <li>To collect and analyse data.</li> <li>To understand what data points, data sets and logging are.</li> <li>To use computers to help analyse data.</li> <li>To pose questions and draw conclusions about the data collected.</li> </ul>
<p><b>RE Janamashtami</b></p> <ul style="list-style-type: none"> <li>Understand the belief of Avatar’s</li> <li>Understand the birth of Krishna</li> <li>Understand how the birth of Krishna is celebrated through a Hindu festival called Janamashtami</li> </ul>	<p><b>RE Christmas</b></p> <ul style="list-style-type: none"> <li>Explore various rituals related to Christmas</li> <li>Identify symbols celebrations across the world</li> <li>Understand and explore prophecies</li> </ul>	<p><b>RE Cycle of Life</b></p> <ul style="list-style-type: none"> <li>Explore a Hindu festival in honour of one of their Gods – Shiva</li> <li>Understand the devotion involved</li> <li>Understand the belief of the circle of life, including the rites of passage</li> </ul>	<p><b>RE Easter</b></p> <ul style="list-style-type: none"> <li>Understand the symbolism of Hot X Buns and how this is related to lent</li> <li>Explore the meaning of lent</li> <li>Recognise and understand the meaning of symbols related to Easter</li> </ul>	<p><b>RE Aids to Worship</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of worship and associated symbols</li> <li>Visit a Hindu Temple to expand knowledge of a type of worship</li> </ul>	<p><b>RE The Lord’s Prayer</b></p> <ul style="list-style-type: none"> <li>Explore what prayer means</li> <li>Rules associated with prayer</li> <li>Recognise the Lord’s Prayer</li> </ul>
<p><b>French</b></p> <ul style="list-style-type: none"> <li>Understand simple phrases in French including greetings.</li> <li>Recognise numbers up to 12 in French</li> <li>Know how to pronounce and write simple sentences based on colours</li> <li>To be able to talk about birthdays including the month and ages</li> <li>To recognise and verbally discuss some parts of the body</li> <li>Use some adjective to describe parts of the body</li> <li>Describe various family members including pets.</li> <li>Recognise different animals and be able to write their names</li> <li>To be able to ask simple questions in French</li> </ul>		<p><b>French</b></p> <ul style="list-style-type: none"> <li>To write sentences using vocabulary related to parts of the body and clothing</li> <li>To use French vocabulary to talk about the weather</li> <li>To use verbal and written methods to discuss ways of travelling</li> <li>Engage in conversation about hobbies</li> <li>Use vocabulary related to the weather to create simple weather reports</li> </ul>		<p><b>French</b></p> <ul style="list-style-type: none"> <li>Compare and contrast everyday life in France to their own</li> <li>Compare traditional stories</li> <li>Learn a traditional French playground game</li> <li>Use the verb etre and avoir</li> <li>Talk about French festivals and celebrations and compare to our own (Christmas)</li> </ul>	
<p><b>P.E</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Change speed, direction and levels</li> <li>Work collaboratively to share ideas and formulate ideas</li> <li>Learn taught movements</li> <li>Develop dance vocabulary and performance skills</li> <li>Create dance routines using a range of movement and patterns</li> </ul> <p><b>Fundamental skills / Games- Invasion netball style</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified for attacking and defending in netball</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Can keep possession with some success during games</li> <li>Understand and use rules related to netball</li> </ul>	<p><b>P.E</b></p> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>Perform a range of actions and agilities with consistency, fluency and a clarity of movement</li> <li>Assess performances</li> <li>Combine actions and maintain the quality of performance at the same time as a partner</li> <li>Combine actions to make sequences with changes of speed, level, direction ad clarity of shape</li> <li>Understand that strength and suppleness are key features of gymnastic performance</li> </ul> <p><b>Fundamental skills/ Games- Invasion netball style</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified for attacking and defending in netball</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Can keep possession with some success during games</li> <li>Understand and use rules related to netball</li> </ul>	<p><b>P.E</b></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Fundamental skills / Games- invasion hockey style</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified for attacking and defending in hockey</li> <li>Use running, passing, receiving and dribbling to play effectively</li> <li>Can keep possession with some success during games</li> <li>Understand and use rules related to hockey</li> </ul>	<p><b>P.E</b></p> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>Travel using a variety of levels</li> <li>Understand the meaning of unison whilst working with a partner</li> <li>Demonstrate a range of shapes during flight</li> <li>Understand and demonstrate counter balance showing shapes</li> <li>Create simple sequences that include performing shapes and balances accurately</li> </ul> <p><b>Fundamental skills / Games – Invasion hockey style</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified for attacking and defending in hockey</li> <li>Use running, passing, receiving and dribbling to play effectively</li> <li>Can keep possession with some success during games</li> <li>Understand and use rules related to hockey</li> </ul>	<p><b>P.E</b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Demonstrate quick reactions and rapid acceleration</li> <li>Accelerate from a variety of static positions</li> <li>Pass a relay baton at speed using a push pass</li> <li>Demonstrate ability to change pace</li> <li>Sustain running at a consistent pace</li> <li>Work in a cooperative manner</li> <li>Improve running techniques</li> <li>Perform dynamic combination jump sequences with control</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Compose dances with small groups/partner</li> <li>Select and apply movements within rhythmic and spatial patterns</li> <li>Understand dance in cultural and historical contexts</li> <li>Perform dance with control</li> <li>Use traveling in various forms</li> <li>Evaluate and reflect on own dance and others</li> </ul> <p><b>Fundamental skills/ Games – Invasion Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>Throw and catch a ball accurately</li> <li>Develop the consistency of throwing skills</li> <li>Develop batting skills</li> <li>Know a range of fielding techniques</li> </ul>	
<p><b>Citizenship/ PSHE:</b></p> <ul style="list-style-type: none"> <li>To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.</li> <li>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</li> <li>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</li> <li>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not</li> </ul>		<p><b>Citizenship/ PSHE:</b></p> <ul style="list-style-type: none"> <li>To be able to recognise and respond appropriately to a wider range of feelings in others</li> <li>To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</li> <li>To learn that their actions affect themselves and others.</li> <li>To work collaboratively towards shared goals.</li> <li>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of</li> </ul>		<p><b>Citizenship/ PSHE:</b></p> <ul style="list-style-type: none"> <li>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</li> <li>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</li> <li>For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</li> <li>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</li> </ul>	

	<p>appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</p> <ul style="list-style-type: none"> <li>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</li> <li>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> </ul>	<p>view.</p>	<ul style="list-style-type: none"> <li>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)</li> </ul>			
	<p><b>Music- Don't Stop Believin'</b></p> <ul style="list-style-type: none"> <li>Recognise a range of musical instruments and the different sounds they make</li> <li>Recognise and explore a range of musical styles and traditions, understanding their basic style indicators</li> <li>Develop an increasing understanding of the history and context of music</li> </ul>	<p><b>Music Christmas</b></p> <ul style="list-style-type: none"> <li>To sing as part of an ensemble</li> <li>To sing with increasing confidence and precision,</li> </ul>	<p><b>Music Glockenspiel 3</b></p> <ul style="list-style-type: none"> <li>Use musical language to appraise a piece or style of music</li> <li>Copy increasingly challenging rhythms using body percussion and untuned instruments</li> <li>Compose complex rhythms using aural memory.</li> <li>Understand how pulse, rhythm and pitch work together</li> </ul>	<p><b>Music Stop!</b></p> <ul style="list-style-type: none"> <li>Listen to and recall sounds with increasing aural memory</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Improvise with increasing confidence using your voice, rhythms and varied pitch</li> </ul>	<p><b>Music- Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>Understand some formal, written notation which includes minims and quavers, semibreves and dotted crotchets and their position on a staff</li> </ul>	<p><b>Music- Practise for a Performance</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo or ensemble contexts with increasing confidence, some accuracy, control, fluency and expression</li> </ul>