


2 Year Rolling Topic – Cycle 1: Science, Geography, DT, Art, PSHE, History, ICT, Music, Dance/P.E, French, R.E. 2021-2022

AUTUMN <i>Topic Theme: STONE AGE/CAVES</i>		SPRING <i>Topic Theme: RAINFORESTS Trip: Living Rainforest- Newbury (Spring 2)</i>		SUMMER <i>Topic Theme: THE NATURAL WORLD</i>		
 CLASS 4 Year 3/4	HISTORY – Topic Title: Prehistoric Britain Knowledge/Key Concepts: <ul style="list-style-type: none"> - To gain an overview of the major changes from the Stone Age to the Iron Age. - To consider how we know about a historical period without written sources. - To research what it might have been like to live in Britain during this period. <p>Big Enquiry Question: How did life change between the Neolithic, Bronze and Iron Ages?</p>	GEOGRAPHY-Topic Title: Southampton Economic Activity Knowledge/Key Concepts: <ul style="list-style-type: none"> • Chn locate the UK in the world using key vocabulary including its position within Europe, bordering countries and oceans. • Chn locate Hampshire in the UK using key vocabulary including countries, capital cities, counties and compass directions. • Chn read maps to find out about Hampshire’s key physical and human characteristics. • Chn describe the pattern to features they have identified using the four points of a compass. • Chn will embed key locational and positional vocabulary. • Chn will identify the human and physical features of Hampshire and describe the pattern across the county using the four points of a compass. <p>Big Enquiry Question: Is Southampton a gateway to the world?</p>	HISTORY-Topic Title: Anglo-Saxons Knowledge/Key Concepts: <ul style="list-style-type: none"> • Study archaeological evidence at Sutton Hoo and answer questions • To find out who the Picts and Scots were and when they lived • To identify where the tribes came from using maps and what their motives were for invading and settling in England • To explore Anglo Saxon every day life • To explore the extent of the Anglo-Saxon Kingdoms and how their place names are relevant today • To understand Anglo Saxon conversion to Christianity. Study the evidence of how Christianity arrived in England and how we know it happened. • To draw conclusions about who was buried at Sutton Hoo <p>Big Enquiry Question: Who was buried at Sutton Hoo?</p>	GEOGRAPHY – Topic Title: Peru Biomes and Climate Change Knowledge/Key Concepts: <ul style="list-style-type: none"> - identify the different features of the world’s biomes - To name and locate rainforests and distinguish relationships within that ecosystem - What is life like in the Amazons? How do people live in that biome? - To understand how climate change is affecting the tropical rainforest biomes - To explore the UK’s deciduous forest biome - How are the UK forests different to the rainforests? - How is climate change affecting deciduous forest biomes? <p>Big Enquiry Question: Which biome is easiest to live in?</p>	HISTORY – Topic Title: Local Study (Ancient Church) Knowledge/Key Concepts: <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Big Enquiry Question: What can we learn about Preston Candover from the past?</p>	GEOGRAPHY – Topic Title: Nepal Mountains and earthquakes Knowledge/Key Concepts: <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Asia. • Chn read maps to find out about Asia’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass. • Chn will embed accurate knowledge of the location of each continent and ocean. • Chn will identify continents and oceans bordering Asia. • Chn will identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass. <p>Big Enquiry Question: Do mountains move?</p>
	SCIENCE – Topic Title: Light and Dark Knowledge/Key Concepts: <ul style="list-style-type: none"> · There must be light for us to see. Without light it is dark. · Light comes from a source. · We need light to see things even shiny things. · Transparent materials let light through them and opaque materials don’t let light through. · Beams of light bounce off some materials (reflection). · Shiny materials reflect light beams better than non-shiny materials · Translucent materials will allow light through but we won’t be able to see through it <p>Introduce and set up Longitudinal Study.</p>	SCIENCE – Topic Title: Electricity Knowledge/Key Concepts: <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying key components - Identify whether or not a lamp will light in a simple series circuits 	SCIENCE - Topic Title: Animals, Skeletons and Movement Knowledge/Key Concepts: <ul style="list-style-type: none"> - Many animals have skeletons to support their bodies and protect vital organs - Muscles are connected to bones and move them when they contract - Movable joints connect bones <p>SCIENCE - Topic Title: Feeding Relationships and their environment Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Living things can be divided into groups based upon their characteristics - Explore and use classification keys to help groups 	SCIENCE - Topic Title: Digestion Knowledge/Key Concepts: <ul style="list-style-type: none"> - Describe simple functions of parts of human digestive system - Identify types of teeth in humans and their function 	SCIENCE – Topic Title: Mixtures and separating them / Solids, Liquids and Gases Knowledge/Key Concepts: <ul style="list-style-type: none"> -Materials change state by heating and cooling -Cooling causes gases to condense to liquids and liquids to freeze to solids - Heating causes gases to condense to liquids and liquids to evaporate to gases -The temperatures at which given substances change state are always the same. - Some changes can be reversed and some can’t - When two or more substances are mixed and remain present the mixture can be separated. <p>Rocks and soils (added) (3)</p> <ul style="list-style-type: none"> • Comparing and grouping different kinds of rocks on basis of their appearance and simple physical properties <p>Conclude Longitudinal Study.</p>	
<p>LONGITUDINAL STUDY – How might a change to the school grounds affect the plants and animals that live there?</p>						

<p>ART – Topic Title: Stone Age Art (Sculpture and 3D)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> -Research visual elements of Stone Age Art - Research Banksy - Investigate Mark Making with charcoal and pastels - Create ‘stained’ background to class painting - Who was Alberto Giacometti? - Sketching to capture movement - Experiment with manipulating wire - Design 3D sculpture in the style of Alberto Giacometti - Create 3D wire and papier mache sculptures -Photograph and Evaluate 	<p>DT – Topic Title: Circuits</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> -Make simple circuits using batteries, wires, bulbs, buzzers, motors and switches -Evaluate products and ideas against design criteria -Investigate insulators and conductors comparing materials and common objects -Design and make switches for a specific use using card, paper fasteners, wire, foil, drawing pins etc... -Construct circuits using stranded wire and wire strippers to make semi-permanent connections -Develop circuits containing 2 or more lamps or devices (e.g, vehicles with 2 lights, designing and making road safety signs and make lamps or lanterns) 	<p>DT – Topic Title: Food Tech</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Healthy snack bar? - Combine foods from different food groups to create healthy food products - Know that different foods and drinks provide what the body needs to be healthy - Observe how ingredients, preparation and cooking can affect the end product - Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten - Use nets as patterns to make 3D products, e.g. simple containers, bags - Discuss how products can be improved and how well they meet the needs of the intended user 	<p>ART – Topic Title: Rainforest Art (Collage and Print Making)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Research ideas and biological terms to inform shapes/ functions of plant forms. Investigate and use materials and skills for recording as a scientist / artist. -Observation and colour matching appreciation. -Using photography to capture flowers and plants. -Collage skills of cutting, ripping and sticking. -Creating a composition considering spaces and overlapping papers to have some and no gaps. -Appreciate the work of Georgia O’Keefe and compare to Vincent Van Gogh <p><i>Link to Amazon Rainforest/ Living Rainforest Trip</i></p>	<p>ART – Topic Title: Picasso Portraits (Drawing and Painting)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Painting / drawing - Pointillism - Use primary colour and black and white to mix a range of hues and tones - work with a wide range of specialist media and mix media to achieve effects - learn about great artists (Picasso) 	<p>DT – Topic Title: Sewing</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> -Cut and join fabrics using staples, glue and stitching: simple pictures, card figures -Cut and stitch 2 pieces of felt type fabric using running stitch, E.g, hand puppets - Use patterns or templates to mark out fabric products and recognise the need for seam allowances -simple embroidery using thick wools, range of fabrics, beads, buttons and sequins -Recognise basic properties of fabrics and the relationship with their application Eg, waterproof coat and shelters <p><i>Link to Christmas</i></p>
<p>COMPUTING – Topic Title: The Internet (Computing systems and Networks)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> -To understand that networks need to be kept secure and that the WWW is part of the internet. -To use sites to create content and learn about who own content online 	<p>COMPUTING – Topic Title: Data Logging (Data and Information)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To collect and analyse data - To understand what data points, data sets, and logging are. - To use computers to help analyse data - To pose questions and draw conclusions about the data collected 	<p>COMPUTING – Topic Title: Repetition in shapes (Programming A)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To create programs by planning, modifying and testing commands to create shapes and patterns 	<p>COMPUTING – Topic Title: Repetition in games (Programming B)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To use their knowledge to modify existing animations and games using repetitions. - To plan a game using repetition 	<p>COMPUTING – Topic Title: Audio Editing (Creating Media)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To understand input and output when recording sound - To create their own recordings using Audacity. Planning, recording and editing their own work and evaluating the effectiveness of their work 	<p>COMPUTING – Topic Title: Photo Editing (Creating Media)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To understand how digital images can be changed and edited. - To evaluate the impact that edited images can have
<p>RE - Topic Title: Story of Dussehra</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Good vs Evil 	<p>RE – Topic Title: Angels</p> <p>Key Concepts:</p> <p>Angels</p>	<p>RE – Topic Title: Holi</p> <p>Key Concepts:</p> <p>Holi Celebrations</p>	<p>RE – Topic Title: Prayer</p> <p>Key Concepts:</p> <p>Ritual</p>	<p>RE – Topic Title: Places of Worship</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Sacred Place 	<p>RE – Topic Title: The Journey of Life</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Rites of Passage
<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Listen to and respond to a range of spoken phrases - Engage in conversations, giving basic information relating to themselves, their age, pet, their family, where they live, when their birthday is - Ask how to say something in French - Understand that all nouns have a gender 	<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Talk about French festivals and celebrations and traditions and compare these to our own (Christmas) - Use the verb form aimer to express likes and dislikes - Describe people and animals linking two or more ideas together - Recognise nouns and verbs - Use some adjectives, <i>grand, petit, gentil</i> etc 	<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Use vocabulary related to parts of the body and clothing - Talk about their hobbies - Write one or two sentences to a model - Understand simple rules for converting singular to plural - Use French connectives 	<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Use French vocabulary to talk about the weather - Use vocabulary related to ways of travelling -Understand and read out familiar written phrases e.g. simple phrases/phrases about the weather/pets/hobbies - Use quantifiers <i>assez</i> and <i>tres</i> 	<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Start to use a French dictionary, becoming familiar with its layout - Link sentence to write simple descriptions about themselves/others/animals etc - Use the verbs <i>etre</i> and <i>avoir</i> 	<p>FRENCH</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Compare and contrast everyday life in France to their own - Compare traditional stories - Learn a traditional French playground game
<p>PE/DANCE</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Badminton - Dance - Invasion Games - Netball - Gym 		<p>PE/DANCE</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Swimming - Gym - Invasion Games - Hockey 		<p>PE/DANCE</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Rounders - Athletics - Striking and Fielding games 	

<p>CITIZENSHIP/PSHE – Topic Title: Relationships</p> <p>Knowledge/Key Concepts: How do we treat each other with respect? Recognising what they are good at and setting goals Recognise and respond to a range of feelings in others;</p> <p><i>CWP Year 4 lesson 3</i> <i>PSHE ASSOC.</i> <i>NOIOS: Dogs Don't Do Ballet</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: Relationships</p> <p>Knowledge/Key Concepts: How can we communicate safely? How to keep safe in local area and online; people who help them stay safe and healthy Solving disputes and conflicts amongst peers Treating each other with respect Listen and respond effectively to people; share points of view</p> <p><i>PSHE ASSOC.</i> <i>NOIOS: A Crayon's Story</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: Health and Wellbeing</p> <p>Knowledge/Key Concepts: What makes a balanced lifestyle? Hygiene, diet, choices etc... What contributes towards positive mental health</p> <p><i>PSHE ASSOC.</i> <i>NOIOS: King and King</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: Health and Wellbeing</p> <p>Knowledge/Key Concepts: What are the changes in puberty? Changes that happen in life and feelings associated with change Recap correct names for body parts</p> <p><i>CWP Year 4 lesson 1</i> <i>CWP Year 4 lesson 2</i> <i>PSHE ASSOC.</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: Living in the Wider World</p> <p>Knowledge/Key Concepts: Appreciating differences and diversity Discuss and debate health and wellbeing issues. Rules and laws; human rights and children's rights. Antisocial behaviour Sustainability of the environment across the world</p> <p><i>NOIOS: The Way Back Home</i> <i>NOIOS: Beegu</i> <i>NOIOS: This is our House</i> <i>RADE/ PSHE ASSOC.</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: Living in the Wider World</p> <p>Knowledge/Key Concepts: Managing money 'Interest' and 'loans' in simple terms</p> <p><i>PSHE ASSOC.</i></p>
<p>MUSIC – Topic Title: Three Little Birds</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can listen with direction to a range of high quality music.</p> <p>Y3- I can begin to listen to and recall sounds with increasing aural memory.</p> <p>Y4 - I can confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Y4- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p>	<p>MUSIC – Topic Title: Carol Service Christmas</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can sing as part of an ensemble with confidence and precision</p> <p>Y4- I can sing as part of an ensemble with confidence and precision.</p>	<p>MUSIC – Topic Title: Glockenspiel 2</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Y3- I can understand that composition is when a composer writes down and records a musical idea.</p> <p>Y4- I can use musical language to appraise a piece or style of music.</p> <p>Y4- I can copy increasingly challenging rhythms using body percussion and untuned instruments.</p>	<p>MUSIC – Topic Title: Mamma Mia</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can find the pulse in songs/music with confidence.</p> <p>Y3- I can understand some formal, written notation which includes crotchets and rests.</p> <p>Y4- I can listen to and recall sounds with increasing aural memory.</p>	<p>MUSIC – Topic Title: RRR (Reflect, Rewind and Replay)</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can confidently recognise a range of musical instruments.</p> <p>Y4- can understand some formal, written notation which includes minims and quavers.</p>	<p>MUSIC – Topic Title: Performance</p> <p>Knowledge/Key Concepts:</p> <p>Y3- I can play and perform in solo or ensemble contexts with increasing confidence</p> <p>Y4- I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>
<p><i>Music to be taught by specialist teacher</i></p>					