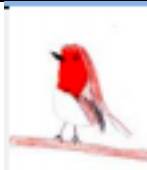


2 Year Rolling Topic - Cycle 1: Science, Geography, DT, Art, PSHE, History, ICT, Music, Dance/P.E, French, R.E. 2021-2022

	AUTUMN What makes someone great? Topic Theme: STONE AGE/CAVES		SPRING Have humans destroyed the Earth beyond repair? Topic Theme: RAINFORESTS Trip: Living Rainforest- Newbury (Spring 2)		SUMMER Why is it good to be different? Topic Theme: THE NATURAL WORLD	
<div></div> <div>CLASS 4 Year 3/4</div>	<div>HISTORY – Topic Title: <u>Prehistoric Britain</u></div> <div>Knowledge/Key Concepts:</div> <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. <div>Big Enquiry Question: How did life change between the Neolithic, Bronze and Iron Ages?</div>	<div>GEOGRAPHY-Topic Title: <u>Southampton Economic Activity</u></div> <div>Knowledge/Key Concepts:</div> <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. <div>Big Enquiry Question: Is Southampton a gateway to the world?</div>	<div>HISTORY-Topic Title: <u>Anglo-Saxons</u></div> <div>Knowledge/Key Concepts:</div> <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 <div>Big Enquiry Question: Who was buried at Sutton Hoo?</div>	<div>GEOGRAPHY – Topic Title: <u>Peru Biomes and Climate Change</u></div> <div>Knowledge/Key Concepts:</div> <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? <div>Big Enquiry Question: Which biome is easiest to live in?</div>	<div>HISTORY – Topic Title: <u>Local Study (Ancient Church)</u></div> <div>Knowledge/Key Concepts:</div> <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.• <div>Big Enquiry Question: What can we learn about Preston Candover from the past?</div>	<div>GEOGRAPHY – Topic Title: <u>Nepal Mountains and earthquakes</u></div> <div>Knowledge/Key Concepts:</div> <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. <div>Big Enquiry Question: Do mountains move?</div>
	<div>SCIENCE – Topic Title: Light and Dark</div> <div>Knowledge/Key Concepts:</div> <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 <div>Translucent materials will allow light through but we won't be able to see through it</div> <div>Introduce and set up Longitudinal Study.</div>	<div>SCIENCE - Topic Title: Animals, Skeletons and Movement</div> <div>Knowledge/Key Concepts:</div> <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 <div>SCIENCE - Topic Title: Feeding Relationships and their environment</div> <div>Knowledge/Key Concepts:</div> <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 <div>SCIENCE - Topic Title: Digestion</div> <div>Knowledge/Key Concepts:</div> <ul style="list-style-type: none">- Describe simple functions of parts of human digestive system- Identify types of teeth in humans and their function	<div>SCIENCE – Topic Title: Mixtures and separating them / Solids, Liquids and Gases</div> <div>Knowledge/Key Concepts:</div> <ul style="list-style-type: none">-Materials change state by heating and coolingCooling 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. <div>Rocks and soils (added) (3)</div> <ul style="list-style-type: none">• Comparing and grouping different kinds of rocks on basis of their appearance and simple physical properties <div>Conclude Longitudinal Study.</div>			
<div>LONGITUDINAL STUDY – How does the habitat and types of plants and animals living around a tree vary throughout the seasons?</div>						

	<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: 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>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: 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>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: Good vs Evil, Story of Dussehra</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To explore the story of Dussehra - What do good and evil mean to us? - What do good and evil mean in the context of different religions? In the story of Dussehra? - What is the significance of Dussehra to Hindus? 	<p>RE – Topic Title: Christmas – Rituals, Symbols and Celebrations (Prophecy and Fulfilment)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Visit to St Mary’s to tell the Christmas story through the stain glass windows. Which interpretation is depicted? - Christmas Service in St Mary’s <p>Key Question: Was Jesus the Messiah?</p>	<p>RE – Topic Title: Holi Celebrations</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Vishnu - What is Holi? - What does Holi celebrate? 	<p>RE – Topic Title: Lent – Right and Wrong (Transformation through Repentance and Change)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - The Rector in class to talk about this - Easter service in St Mary church <p>Key Question: What did Jesus do to save human beings?</p>	<p>RE – Topic Title: Pilgrimages (Journeys and Pilgrimages)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - The Rector in class to talk about this and the Labyrinth or anyone we know who has made a Pilgrimage 	<p>RE – Topic Title: Food used in Worship (Symbol)</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - The Rector in class or at St Mary’s to talk about this by comparing a celebration meal with the Eucharist in terms of ‘symbol’ <p>Key Question: What does it mean if God is holy and loving?</p>
	<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

	PE/DANCE Knowledge/Key Concepts: - Badminton - Dance - Invasion Games - Netball - Gym		PE/DANCE Knowledge/Key Concepts: - Swimming - Gym - Invasion Games - Hockey		PE/DANCE Knowledge/Key Concepts: - Rounders - Athletics - Striking and Fielding games	
	CITIZENSHIP/PSHE – Topic Title: Relationships 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; <i>CWP Year 4 lesson 3</i> <i>PSHE ASSOC.</i> <i>NOIOS: Dogs Don't Do Ballet</i>	CITIZENSHIP/PSHE – Topic Title: Relationships 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 <i>PSHE ASSOC.</i> <i>NOIOS: A Crayon's Story</i>	CITIZENSHIP/PSHE – Topic Title: Health and Wellbeing Knowledge/Key Concepts: What makes a balanced lifestyle? Hygiene, diet, choices etc... What contributes towards positive mental health <i>PSHE ASSOC.</i> <i>NOIOS: King and King</i>	CITIZENSHIP/PSHE – Topic Title: Health and Wellbeing 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 <i>CWP Year 4 lesson 1</i> <i>CWP Year 4 lesson 2</i> <i>PSHE ASSOC.</i>	CITIZENSHIP/PSHE – Topic Title: Living in the Wider World 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 <i>NOIOS: The Way Back Home</i> <i>NOIOS: Beegu</i> <i>NOIOS: This is our House</i> <i>RADE/ PSHE ASSOC.</i>	CITIZENSHIP/PSHE – Topic Title: Living in the Wider World Knowledge/Key Concepts: Managing money 'Interest' and 'loans' in simple terms <i>PSHE ASSOC.</i>
	MUSIC – Topic Title: Three Little Birds Knowledge/Key Concepts: Y3- I can listen with direction to a range of high quality music. Y3- I can begin to listen to and recall sounds with increasing aural memory. Y4 - I can confidently recognise a range of musical instruments and the different sounds they make. Y4- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	MUSIC – Topic Title: Carol Service Christmas Knowledge/Key Concepts: Y3- I can sing as part of an ensemble with confidence and precision Y4- I can sing as part of an ensemble with confidence and precision.	MUSIC – Topic Title: Glockenspiel 2 Knowledge/Key Concepts: Y3- I can understand that improvisation is when a composer makes up a tune within boundaries. Y3- I can understand that composition is when a composer writes down and records a musical idea. Y4- I can use musical language to appraise a piece or style of music. Y4- I can copy increasingly challenging rhythms using body percussion and untuned instruments.	MUSIC – Topic Title: Mamma Mia Knowledge/Key Concepts: Y3- I can find the pulse in songs/music with confidence. Y3- I can understand some formal, written notation which includes crotchets and rests. Y4- I can listen to and recall sounds with increasing aural memory.	MUSIC – Topic Title: RRR (Reflect, Rewind and Replay) Knowledge/Key Concepts: Y3- I can confidently recognise a range of musical instruments. Y4- can understand some formal, written notation which includes minims and quavers.	MUSIC – Topic Title: Performance Knowledge/Key Concepts: Y3- I can play and perform in solo or ensemble contexts with increasing confidence Y4- I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression
	<i>Music to be taught by specialist teacher</i>					