


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

<p>ART – Topic Title: Stone Age Art (Sculpture and 3D)</p> <p>Outcome: Stone Age Cave Painting</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-Research visual elements of Stone Age Art</li> <li>- Research Banksy</li> <li>- Investigate Mark Making with charcoal and pastels</li> <li>- Create ‘stained’ background to class painting</li> <li>- Who was Alberto Giacometti?</li> <li>- Sketching to capture movement</li> <li>- Experiment with manipulating wire</li> <li>- Design 3D sculpture in the style of Alberto Giacometti</li> <li>- Create 3D wire and papier mache sculptures</li> <li>-Photograph and Evaluate</li> </ul> <p><u>Artists</u> Banksy Alberto Giacometti</p>	<p>DT – Topic Title: Circuits</p> <p>Outcome: Collective Worship Lantern</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-Make simple circuits using batteries, wires, bulbs, buzzers, motors and switches</li> <li>-Evaluate products and ideas against design criteria</li> <li>-Investigate insulators and conductors comparing materials and common objects</li> <li>-Design and make switches for a specific use using card, paper fasteners, wire, foil, drawing pins etc...</li> <li>-Construct circuits using stranded wire and wire strippers to make semi-permanent connections</li> <li>-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)</li> </ul>	<p>DT – Topic Title: Food Tech</p> <p>Outcome: Healthy salad- link to fairtrade</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>- Explore existing salads</li> <li>- Know that different foods and drinks provide what the body needs to be healthy</li> <li>-Prepare ingredients safely and hygienically</li> <li>- Combine foods from different food groups to create healthy food products</li> <li>- Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten</li> <li>- Use nets as patterns to make 3D products, e.g. simple containers, bags</li> <li>- Discuss how products can be improved and how well they meet the needs of the intended user (evaluate)</li> </ul>	<p>ART – Topic Title: Rainforest Art (Collage and Print Making)</p> <p>Outcome: Whole class collage</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>- Appreciate the work of Georgia O’Keefe and compare to Vincent Van Gogh</li> <li>-Draw and paint in the style of Georgia O’Keefe</li> <li>-Observation and colour matching appreciation.</li> <li>-Using photography to capture flowers and plants.</li> <li>- Digital paintings</li> <li>-Collage skills of cutting, ripping and sticking.</li> <li>-Creating a composition considering spaces and overlapping papers to have some and no gaps.</li> <li>- Evaluate outcome</li> </ul> <p><u>Artists</u> Georgia O’ Keefe Vincent Van Gogh</p> <p><i>Link to Amazon Rainforest/ Living Rainforest Trip</i></p>	<p>ART – Topic Title: Picasso Portraits (Drawing and Painting)</p> <p>Outcome: Portrait</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>- Painting / drawing</li> <li>- Pointillism</li> <li>- Use primary colour and black and white to mix a range of hues and tones</li> <li>- work with a wide range of specialist media and mix media to achieve effects</li> </ul> <p><u>Artists</u> Picasso</p>	<p>DT – Topic Title: Sewing</p> <p>Outcome: tbc</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-Cut and join fabrics using staples, glue and stitching: simple pictures, card figures</li> <li>-Cut and stitch 2 pieces of felt type fabric using running stitch, E.g, hand puppets</li> <li>- Use patterns or templates to mark out fabric products and recognise the need for seam allowances</li> <li>-simple embroidery using thick wools, range of fabrics, beads, buttons and sequins</li> <li>-Recognise basic properties of fabrics and the relationship with their application Eg, waterproof coat and shelters</li> </ul>
<p>COMPUTING – Topic Title: The Internet (Computing systems and Networks)</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-To understand that networks need to be kept secure and that the WWW is part of the internet.</li> <li>-To use sites to create content and learn about who own content online</li> </ul>	<p>COMPUTING – Topic Title: Data Logging (Data and Information)</p> <p><b>Knowledge/Key Concepts:</b></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>COMPUTING – Topic Title: Audio Editing (Creating Media)</p> <p><b>Knowledge/Key Concepts:</b></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>Create a radio advert for their salad</p>	<p>COMPUTING – Topic Title: Photo Editing (Creating Media)</p> <p><b>Knowledge/Key Concepts:</b></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><i>Link to Art Outcome</i></p>	<p>COMPUTING – Topic Title: Repetition in shapes (Programming A)</p> <p><b>Knowledge/Key Concepts:</b></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>COMPUTING – Topic Title: Repetition in games (Programming B)</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>- To use their knowledge to modify existing animations and games using repetitions.</li> </ul> <p>To plan a game using repetition</p>
<p>RE - Topic Title: Story of Dussehra</p> <p><b>Key Concepts:</b> Good vs Evil</p>	<p>RE – Topic Title: Angels</p> <p><b>Key Concepts:</b> Angels</p>	<p>RE – Topic Title: Jesus’ teaching and message</p> <p><b>Key Concepts:</b> Message</p>	<p>RE – Topic Title: Prayer</p> <p><b>Key Concepts:</b> Ritual</p>	<p>RE – Topic Title: Places of Worship</p> <p><b>Key Concepts:</b> Sacred Place</p>	<p>RE – Topic Title: The Journey of Life</p> <p><b>Key Concepts:</b> Rites of Passage</p>
<p>FRENCH</p> <p><b>J'apprends le français</b> Children are introduced to France and the French-speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling and demonstrate basic understanding by responding to simple classroom instructions. Some simple phonic sounds are introduced.</p>	<p>FRENCH</p> <p><b>Quel âge as-tu ?</b> Children dive deeper into basic phonics for numbers to 12, making predictions about spellings and learning to write individual words. Using their new knowledge of numbers, pupils build upon their bank of simple questions and responses by giving their age as well as talking about where they live. At the end of the half term they learn about Christmas celebrations in France</p>	<p>FRENCH</p> <p><b>‘Ours brun’</b> Pupils learn about Epiphany celebrations in France. They are introduced to a simple range of nouns (along with the indefinite article) and learn to create simple sentences using the starter voici (here is). Through phonics activities, children are introduced to simple adjectives (colours) and explore noun/adjective order and how it differs to English. New vocabulary is used to create a mini book, containing a simple retelling of the Ours Brun story.</p>	<p>FRENCH</p> <p><b>‘La chenille qui fait des trous’.</b> Using phonics, children learn to say and spell the names of the days of the week. Pupils learn a new range of nouns, this time fruits, and continue to consolidate their use of the indefinite article, creating simple sentences. The concept of adding an ‘s’ to create a plural is introduced and children create mini books to retell the focus story ‘La chenille qui fait des trous.’ in their own words.</p>	<p>FRENCH</p> <p><b>As-tu un animal ?</b> Nouns for pets, such as chat and chien (from ‘Ours Brun’) are revised, along with some other pet names (all masculine to avoid agreement complexities) accompanied by their indefinite articles. Children review simple question forms and learn to answer the question as-tu un animal? A range of new adjectives are introduced where no agreement is needed. Children describe their pet using il est e.g J’ai un chat. Il est gentil</p>	<p>FRENCH</p> <p><b>‘Vive l’heure du goûter’.</b> Children are introduced to the typically French concept of goûter (the after-school snack). They compare and contrast the sorts of foods eaten and drunk in France as a snack and those in the UK. Pupils learn a new set of nouns, this time introduced by the definite article. Pupils create simple sentences using the verb ‘manger’. Children taste some typically French goûter snacks and use j’aime (I like) and je n’aime pas (I don’t like) to describe them, attempting to incorporate conjunctions to extend their sentences. The year ends with le 14 juillet celebrations</p>
PE/DANCE	PE/DANCE	PE/DANCE			

<b>Knowledge/Key Concepts:</b> - Badminton - Dance - Invasion Games - Netball - Gym (Static Shapes)		<b>Knowledge/Key Concepts:</b> - Swimming - Gym (Movement) - Invasion Games – Hockey - Dance (Rainforest)		<b>Knowledge/Key Concepts:</b> - Rounders - Athletics - Striking and Fielding games	
CITIZENSHIP/PSHE – Topic Title: Relationships  <b>Knowledge/Key Concepts:</b> 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  <b>Knowledge/Key Concepts:</b> 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  <b>Knowledge/Key Concepts:</b> Choose what happens to my body and know I can get help with any concerns How to keep my body healthy Healthy sleeping habits Importance of hygiene Taking medicine safely and keeping safe around drugs Making better choices and choosing healthy habits  <i>PSHE ASSOC.</i> <i>NOIOS: King and King</i>	CITIZENSHIP/PSHE – Topic Title: Health and Wellbeing  <b>Knowledge/Key Concepts:</b> 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  <b>Knowledge/Key Concepts:</b> 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  <b>Knowledge/Key Concepts:</b> Managing money 'Interest' and 'loans' in simple terms  <i>PSHE ASSOC.</i>
MUSIC – Clarinet  Key Skills: <ul style="list-style-type: none"> <li>• Play and read the notes G, F, E and D and be able to play them for 4 beats each with a controlled tone</li> <li>• Perform simple tunes using G, F and E notation</li> <li>• Identify and understand changes of tempo and dynamic</li> <li>• Sing and play matching pitch accurately</li> </ul>		MUSIC- Samba  Key Skills: <ul style="list-style-type: none"> <li>• Know instrument names and demonstrate correct playing techniques</li> <li>• Respond to aural and visual signals within a performance</li> <li>• Identify and understand changes of tempo and dynamic</li> <li>• Sing and play matching pitch accurately</li> </ul>		MUSIC- Samba- TBC by Hampshire Music Service	
<i>Instrumental music lessons are taught by specialist teacher HMS</i>					