



YR 3/4	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	Egyptians		Romans		Rainforests / South America	
English	<p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>• Instructions for mummification: roleplay, sequence</li> <li>• Newspaper report: Discovery of Tutankhamun’s Tomb (Howard Carter)</li> <li>• Drama/role play</li> <li>• Script for vlog/podcast for British Museum – to publish on the British Museum website</li> <li>• Biography – King Tut (<b>History link</b> -what was he like? How did he rule? Etc)</li> </ul>	<p><b>Writing to Entertain</b></p> <p><i>The Egyptian Cinderella</i></p> <ul style="list-style-type: none"> <li>• Compare to traditional Cinderella</li> <li>• Description of Gods and Goddesses</li> <li>• Diary Entry as Rhodopis: thoughts and feelings</li> <li>• Story mapping</li> <li>• Plan/draft/edit own version</li> </ul> <p><i>The Scarab’s Secret</i></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Description of a scarab beetle (<b>Science link</b> – habitat, food)</li> </ul> <p><i>Melvyn the Mummy</i></p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul>	<p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>• Non-chronological report: What did the Romans do for us? (Roads, aqueducts, buildings)</li> <li>• Script for a TV documentary</li> <li>• Instructions: How to win a battle? (<b>History link</b> – Army/Empire)</li> <li>• Biography: Julius Caesar or Boudicca</li> <li>• Report on Boudicca’s rebellion from different perspectives</li> <li>• Research Romans in the local area and write a letter</li> </ul>	<p><b>Writing to Entertain</b></p> <p><i>Escape from Pompeii</i></p> <ul style="list-style-type: none"> <li>• Sensory descriptions</li> <li>• Descriptive recount</li> <li>• Earthquake / volcano performance poetry</li> <li>• Plan and write the story – include lots of description</li> </ul> <p><i>Escape from Pompeii Poetry</i></p> <ul style="list-style-type: none"> <li>• Performance poetry (volcano)</li> <li>• Haiku</li> </ul> <ul style="list-style-type: none"> <li>• Diary of a gladiator (drama/role play)</li> <li>• Romulus and Remus retelling of story</li> <li>• Description of Boudicca</li> </ul>	<p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>• Persuasive letter – deforestation</li> <li>• Holiday brochure for rainforest resort (<b>Geography link</b> – Where in the world? Equator? Climate? Contrasting locations)</li> <li>• Script for charity advert to protect the rainforest (drama/role play)</li> <li>• Write a postcard from Brazil describing what it is like and persuading your family to visit</li> </ul>	<p><b>Writing to Entertain</b></p> <p><i>Journey to the River Sea</i></p> <ul style="list-style-type: none"> <li>• Description of good/bad characters</li> <li>• Setting description</li> <li>• A letter from Maia explaining what has happened and if she wants to stay</li> </ul> <p><i>The Explorer</i></p> <ul style="list-style-type: none"> <li>• Tragedy – plane crash</li> <li>• Retelling story</li> <li>• Plan/draft/edit own version</li> </ul> <p>Rainforest poetry – performance poetry using sounds</p>
	<p style="text-align: center;"><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>2. Discussing and recording ideas</li> <li>3. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>4. Organising paragraphs around a theme</li> <li>5. Assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>6. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>7. Proof-read for spelling and punctuation errors</li> </ol> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
SPaG	<p style="text-align: center;"><b>Year 3 / 4 Curriculum Terminology to be used constantly throughout the year (including Y2 terminology that is still relevant):</b></p> <p>Noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>					

	<p><b>Punctuation:</b> -Using capital letters, and full stops in a simple sentence. -Using commas in a list -Question marks and exclamation marks for questions and exclamations.</p> <p><b>Text Structure</b> -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation</p>	<p><b>Punctuation:</b> -Using and punctuating direct speech -Using apostrophes to indicate possession</p> <p><b>Sentence Structure:</b> -Coordinating conjunctions -Subordinating conjunctions</p> <p><b>Word Work:</b> -Word families -Using a dictionary</p>	<p><b>Punctuation:</b> -Using commas to separate clauses -Using apostrophes to indicate contractions</p> <p><b>Sentence Structure:</b> -Expanded noun phrases -Fronted adverbials</p> <p><b>Word Work:</b> -Use of the forms a or an -Other determiners</p> <p><b>Text Structure:</b> -Appropriate choice of pronoun or noun to aid cohesion</p>	<p><b>Punctuation:</b> -Using the possessive apostrophe with plural nouns -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p><b>Word Work:</b> -Using standard English -The grammatical difference between plural and possessive -s</p>	<p><b>Punctuation:</b> -Using commas after fronted adverbials</p> <p><b>Sentence structure:</b> -Extending sentences using a wider range of subordinate clauses -Adverbials</p> <p><b>Text Structure:</b> Use of the perfect form of verbs. Children understand the use of the auxiliary. e.g. I <i>have</i> been to France -Use of paragraphs to organise ideas</p>	<p><b>Consolidation</b> Recap and revision where needed</p>
SPAG - SPELLING	<p><b>Y3 Spelling:</b> -The /ow/ sound spelled 'ou' -The /u/ sound spelled 'ou' -The /i/ sound spelled with a 'y' -Endings that sound like /ze/ spelled '-sure' -Endings that sound like /ch/ spelled '-ture' -Challenge words</p> <p><b>Y4 Spelling:</b> -Homophones -The prefix 'in-' -The prefixes 'in-'; 'il-' and 'ir-' -The prefix 'sub-' -The prefix 'inter-' -Challenge words –Y3/4 spelling list</p>	<p><b>Y3 Spelling:</b> -The prefix 're-' -The prefix 'dis-' -The prefix 'mis-' -Adding suffixes beginning with vowel letters -Adding suffixes beginning with vowel - Challenge words – taken from Y3/4 spelling list</p> <p><b>Y4 Spelling:</b> -The suffix '-ation' -The suffix '-ation' -Adding -ly to adverbs -Adding '-ly' -Word with the 'sh' sound spelled ch -Challenge Words –Y3/4 spelling list</p>	<p><b>Y3 Spelling:</b> -The long vowel /a/ sound spelled 'ai' -The long /a/ vowel sound spelled 'ei' -The long /a/ vowel sound spelled 'ey' -Adding the suffix -ly -Homophones -Challenge Words – taken from Y3/4 spelling list</p> <p><b>Y4 Spelling:</b> -Adding the suffix '-ion.' -Adding the suffix -ous.' -The suffix '-ous.' -The 'ee' sound spelled with an 'i.' -The suffix '-ous.' -Challenge Words –Y3/4 spelling list</p>	<p><b>Y3 Spelling:</b> -The /l/ sound spelled '-al' at the end of words. -The /l/ sound spelled '-le' at the end of words. -Adding the suffix '-ly' -Adding the suffix '-ally' -Adding the suffix -ly. -Challenge Words – taken from Y3/4 spelling list</p> <p><b>Y4 Spelling:</b> -The 'au' digraph - The suffix '-ion' -The suffix '-cian' used instead of '-sion' -Adding '-ly' to create adverbs of manner -Challenge Words –Y3/4 spelling list</p>	<p><b>Y3 Spelling:</b> -Words ending in '-er' - Words with the /k/ sound spelled 'ch' -Words ending with the /g/ sound spelled '-gue' -Words with the /s/ sound spelled 'sc' -- -Homophones -The suffix '-sion' <b>Y4 Spelling:</b> -Homophones -The /s/ sound spelled c before 'i' and 'e' -The 'sol' and 'real' word family -Word families -Prefixes – 'super-' 'anti' and 'auto.' -The prefix bi- -Possessive apostrophes</p>	<p><b>Y3 Spelling:</b> -Challenge words –Y3/4 spelling list -Revision – spelling rules learned in Stage 3</p> <p><b>Y4 Spelling:</b> -Challenge words – taken from Y3/4 spelling list -Revision – spelling rules learned in Stage 4</p>
Reading	<p style="text-align: center;"><b>Word Reading</b></p> <p style="text-align: center;">Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p style="text-align: center;"><b>Comprehension</b></p> <p style="text-align: center;"><b>Develop positive attitudes to reading and understanding of what they read by:</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>					

	<p>Recognising some different forms of poetry [for example, free verse, narrative poetry]  <b>Understand what they read, in books they can read independently, by:</b>          Asking questions to improve their understanding of a text          Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		
	<p><b>The Ancient Egypt Sleepover – Stephen Davies</b></p>	<p><b>The Firework-Maker’s Daughter – Philip Pullman</b></p>	<p><b>Running Wild – Michal Morpurgo</b></p>
	<p><b>Vocabulary:</b>          Use dictionaries to check the meaning of words that they have read          Discuss words and phrases that capture the reader’s interest and imagination          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Inference:</b>          Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p><b>Prediction</b>          Predict what might happen from details stated and implied</p> <p><b>Explanation:</b>          Identify and explain how language, structure, and presentation contribute to meaning          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Retrieval</b>          Retrieve and record information from non-fiction</p> <p><b>Summarise:</b>          Identify main ideas drawn from more than one paragraph and summarise these</p>	<p><b>Vocabulary:</b>          Use dictionaries to check the meaning of words that they have read          Discuss words and phrases that capture the reader’s interest and imagination          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Inference:</b>          Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p><b>Prediction</b>          Predict what might happen from details stated and implied</p> <p><b>Explanation:</b>          Identify and explain how language, structure, and presentation contribute to meaning          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Retrieval</b>          Retrieve and record information from non-fiction</p> <p><b>Summarise:</b>          Identify main ideas drawn from more than one paragraph and summarise these</p>	<p><b>Vocabulary:</b>          Use dictionaries to check the meaning of words that they have read          Discuss words and phrases that capture the reader’s interest and imagination          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Inference:</b>          Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p><b>Prediction</b>          Predict what might happen from details stated and implied</p> <p><b>Explanation:</b>          Identify and explain how language, structure, and presentation contribute to meaning          Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><b>Retrieval</b>          Retrieve and record information from non-fiction</p> <p><b>Summarise:</b>          Identify main ideas drawn from more than one paragraph and summarise these</p>
<p><b>MATHS Y3</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Place value in a given number</li> <li>- Compare and order numbers to 1000</li> <li>- Read and write numbers up to 1000</li> <li>- Identify, represent and estimate numbers using different representations</li> <li>- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> </ul> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally, including 3-digit numbers and ones, tens, hundreds</li> <li>- Add and subtract numbers using a formal method (columnar)</li> <li>- Estimate the answer to a calculation and use inverse operations to check answers</li> </ul> <p><b>Multiplication and Division:</b></p>	<p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>- Solve problems, including missing number problems</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>- Recognise, find and write fractions of a discrete set of objects</li> <li>- Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>- Add and subtract fractions with the same denominator</li> <li>- Compare and order unit fractions, and fractions with the same denominators</li> </ul> <p><b>Measurement:</b></p>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>- Read time to the nearest minute; compare time in terms of seconds, minutes and hours</li> <li>- Know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>- Identify right angles and compare to quarter, half turns; identify whether angles are greater than or less than a right angle</li> <li>- Identify horizontal and vertical lines and pairs</li> </ul>

	<ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>- Write and calculate statements for two-digit numbers times one-digit numbers, using mental and progressing to formal method</li> </ul>	<ul style="list-style-type: none"> <li>- Measure, compare and add/subtract: length; mass; volume/capacity</li> <li>- Measure the perimeter of simple 2-D shapes</li> <li>- Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>	<p>of perpendicular and parallel lines</p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>- Interpret and present data using bar charts, pictograms and tables</li> <li>- Solve questions [for example, 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>
<b>MATHS Y4</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Count in multiples of 6, 7, 9, 25 and 1000</li> <li>- Find 1000 more or less than a given number</li> <li>- Count backwards through zero to include negative numbers</li> <li>- Place value of each digit in a given number</li> <li>- Order and compare numbers beyond 1000</li> <li>- Identify, represent and estimate numbers using different representations</li> <li>- Round any number to the nearest 10, 100 or 1000</li> <li>- Read Roman numerals to 100</li> </ul> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers using columnar methods</li> <li>- Estimate and use inverse operations to check answers to a calculation</li> <li>- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>- Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>- Multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>- Recognise and use factor pairs</li> <li>- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul>	<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving the above (including integer scaling problems)</li> </ul> <p><b>Fractions and Decimals:</b></p> <ul style="list-style-type: none"> <li>- Recognise and show, using diagrams, families of common equivalent fractions</li> <li>- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>- Add and subtract fractions</li> <li>- Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>- Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>- Divide numbers by 10 and 100 and understand the effect</li> <li>- Round decimals with one decimal place to the nearest whole number</li> <li>- Compare numbers with the same number of decimal places up to two decimal places</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- Convert between different units of measure</li> <li>- Measure and calculate the perimeter</li> <li>- Find the area of rectilinear shapes by counting squares</li> <li>- Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>- Solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>- Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Compare and classify geometric shapes, based on their properties and sizes</li> <li>- Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>- Identify lines of symmetry in 2-D shapes</li> <li>- Complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>- Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>- Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>- Plot specified points and draw sides to complete a given polygon.</li> <li>- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
<b>SCIENCE - WS</b>	<p style="text-align: center;"><b>Working Scientifically</b></p> <p>Pupils should use the five enquiry types: observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources. This should be done through investigations where possible. Pupils should:</p> <ol style="list-style-type: none"> <li>1. Ask relevant questions and use different types of enquiries to answer them.</li> <li>2. Set up practical enquiries, comparative and fair tests.</li> <li>3. Make careful observations and take accurate measurements using a range of equipment.</li> <li>4. Gather, record, classify and present data to help answer questions.</li> <li>5. Record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>6. Report on findings from enquiries using oral or written explanations, presentations of results and conclusions.</li> <li>7. Use results to draw conclusions, make predictions, suggest improvements and raise further questions.</li> <li>8. Identify differences, similarities or changes.</li> </ol>		

<b>SCIENCE</b>	9. Use scientific evidence to answer questions or support their findings.					
	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>- Identify that animals need the right type of nutrition</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>- Describe the functions of the basic parts of the digestive system</li> <li>- Identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>Forces and Magnets:</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- Observe how magnets attract or repel each other and attract materials</li> <li>- Identify some magnetic materials</li> <li>- Describe magnets as having two poles</li> <li>- Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>- Recognise that we need light in order to see things and that dark is the absence of light</li> <li>- Notice that light is reflected from surfaces</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- Find patterns in the way that the size of shadows change</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>- Investigate the way in which water is transported within plants</li> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>			
<b>COMPUTING</b>	<p><b>Digital Literacy: E-Safety:</b> Use technology safely, respectfully and responsibly Recognise acceptable/ unacceptable behaviour Identify a range of ways to report concerns about content and contact</p>					
	<p><b>Computer Science:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms Solve problems by decomposing them into smaller parts: - Turn a simple real-life situation into an algorithm by deconstructing it into smaller parts</p>	<p><b>Information Technology – Software:</b> Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: - Create a Word document and change text size, colour, bold, underlined, italics (Y3) - Create a Word document and change columns, centring, input pictures, bullet points (Y4) - Save documents with name/initials (Y3) - Save documents on the Pupil drive, using the</p>	<p><b>Computer Science:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller part. Use sequence, selection and repetition in programs. Work with variables and various forms of input an output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs: - Use loops/repetition within code to avoid repeating commands (Y3) - Code multi-step programs to follow a simple logical sequence - Identify an error within an algorithm and correct it - Use the “if statements” for</p>	<p><b>Information Technology – Searching and Software:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Carry out simple searches - Understand that searches are ranked Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: - Create online content (Y3) - Evaluate different software for making posters (Y4)</p>	<p><b>Computer Science:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller part. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs: - Use loops/repetition within code to avoid repeating commands (Y3) - Code multi-step programs to follow a simple logical sequence - Identify an error within</p>	<p><b>Information Technology – Uses:</b> Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Communicate and collaborate via an online platform</p>

		correct folders (Y4)	selection (Y4)		an algorithm and correct it Use the "if statements" for selection (Y4)	
<b>GEOGRAPHY</b>	<b>World:</b> <ul style="list-style-type: none"> <li>- Where is Egypt? Capital? Use atlases</li> <li>- Continents and oceans</li> <li>- Depth study: comparison of Egypt and UK (climate, population, land use etc). Recording data with graphs.</li> </ul> <b>Rivers – River Nile</b> <ul style="list-style-type: none"> <li>- Formation</li> <li>- Land use</li> <li>- characteristics</li> </ul>		<b>Europe:</b> Italy study.  <b>Volcanoes – Pompeii (<u>History link</u>)</b> <ul style="list-style-type: none"> <li>- Formation</li> <li>- Famous volcanoes (and where)</li> <li>- Eruptions</li> <li>- Land use</li> </ul>		<b>World:</b> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, equator, N./S. Hemispheres, Tropics, Arctic/Antarctic circles.</li> <li>- Rainforests in the world</li> <li>- Climate zones.</li> <li>- South America – continent study</li> </ul>	
<b>HISTORY</b>	<b>Ancient Egypt:</b> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Life as an Egyptian – clothes, food, houses</li> <li>- Hierarchy – slaves to Pharaohs</li> <li>- Engineering - pyramids</li> <li>- Importance of the Nile</li> <li>- Beliefs – Gods and Goddesses</li> <li>- Afterlife and mummification</li> <li>- Hieroglyphics</li> <li>- King Tutankhamun</li> </ul>		<b>The Roman Empire:</b> <ul style="list-style-type: none"> <li>- Dates – understanding BC/AD</li> <li>- Life as a Roman – houses, clothes, food</li> <li>- Roman army and empire</li> <li>- Roman engineering</li> <li>- Julius Caesar and attempted invasion</li> <li>- Invasion and conquest by Claudius</li> <li>- Hadrian’s Wall</li> <li>- British resistance – Boudica</li> <li>- Impact of Romans on Britain – technology, culture, beliefs</li> <li>- Local History study – ruins in surrounding areas</li> </ul>			
<b>ART</b>	Create Oil pastel drawings Egyptian art – landscapes, sunsets	Sketching faces Designing Egyptian death masks Making death masks	Roman columns using chalk Roman shields	Mosaics Famous Italian artists: Da Vinci, Michelangelo	Henri Rousseau Rainforest watercolours	Dreamcatchers Famous artists: Frida Khalo South American art: investigating bold colours and patterns
<b>DT</b>	<b>Food and packaging:</b> Sandwich ( <b>Science link – balanced diet</b> ) <ul style="list-style-type: none"> <li>- Investigate different sandwiches, likes, dislikes,</li> <li>- Food groups, balanced diet</li> <li>- Personal hygiene, health and safety</li> <li>- Plan sandwich</li> <li>- Make and evaluate</li> </ul> Packaging <ul style="list-style-type: none"> <li>- Investigate types of packaging, purposes, nets, constructing 3D structures</li> <li>- Plan, considering needs for product,</li> <li>- Practise drawing, scoring, making</li> <li>- Construct and evaluate</li> </ul>		<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>- Investigate Roman food (History link)</li> <li>- Have a Roman Banquet</li> <li>- Design a pizza</li> <li>- Discuss healthy options</li> <li>- Make</li> <li>- -Evaluate</li> </ul> <b>Roman Catapult</b> <ul style="list-style-type: none"> <li>- Investigate Roman weapons (History link)</li> <li>- Design – Types of materials, Advantages/Disadvantages.</li> <li>- Make</li> <li>- Evaluate</li> </ul>		<b>Photo Frames: Structures</b> <ul style="list-style-type: none"> <li>- Investigate structures</li> <li>- How do they stand up? Mechanisms</li> <li>- Comparing existing</li> <li>- How to strengthen paper and card</li> <li>- Joining techniques</li> <li>- Design, plan, draw, label</li> <li>- Construct and evaluate</li> </ul>	
<b>RE</b>	<b>Detectives – Investigating Jesus</b> -Christianity	<b>Light and Dark &amp; Christmas</b> -Hinduism and Christianity	<b>Jewish Celebrations and Family Life</b> -Judaism	<b>Hindu Worship</b> -Hinduism <b>Easter</b> -Christianity	<b>Muhammad, pbuh, Mosques and Prayer</b> -Islam	<b>Amazing Rollercoaster Rides in the Bible</b> -Christianity and Judaism

PE	Invasion games		Net and Wall games and OAA		Striking and Fielding	
	Swimming		Swimming	Dance	Gymnastics	Athletics
MUSIC	<b>Trombone and Percussion</b> - Instrumental Techniques	<b>Band Workshop</b> - Blue Suede Shoes - 12 Bar Blues	<b>Trumpet and Ukulele</b> - Instrumental Techniques	<b>Band Workshop</b> - Hold on I'm Coming - Rhythm and Blues	<b>Samba</b> - Samba Insectos - World Music	<b>Whole Class Orchestra</b>
<b>Citizenship/ PSHE/ SRE (SCARF)</b>	<b>Health and Wellbeing (4)</b> Healthy Lifestyles Keeping Safe Growing and Changing		<b>Relationships (4)</b> Healthy Relationships Feelings and Emotions Valuing Difference		<b>Living in the Wider World (4)</b> Rules, Rights and Responsibilities Caring for the Environment Money	
<b>German</b>	<ul style="list-style-type: none"> <li>Talking about myself</li> <li>Writing about myself</li> <li>Asking other people about themselves</li> <li>Describing where I live</li> <li>Types of houses</li> <li>Rooms in a house</li> <li>Jobs</li> <li>Christmas</li> </ul>		<ul style="list-style-type: none"> <li>Siblings</li> <li>Describing them</li> <li>Family members</li> <li>German Carnival</li> <li>School</li> <li>Subjects</li> <li>Favourite</li> <li>Easter</li> </ul>		<ul style="list-style-type: none"> <li>Body parts</li> <li>Talking about what hurts/aches</li> <li>Over-the-counter remedies</li> <li>Doctors</li> <li>Numbers up to 100</li> <li>Fruit and vegetables</li> <li>Market</li> </ul>	
<b>Useful Websites</b>	<a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a> <a href="https://www.dkfindout.com/uk/search/egyptians/">https://www.dkfindout.com/uk/search/egyptians/</a>		<a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a> <a href="https://www.dkfindout.com/uk/search/romans/">https://www.dkfindout.com/uk/search/romans/</a>		<a href="https://ypte.org.uk/lesson-plans/browse">https://ypte.org.uk/lesson-plans/browse</a> <a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a> <a href="https://www.dkfindout.com/uk/search/rainforest/">https://www.dkfindout.com/uk/search/rainforest/</a>	