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Spring 1 – Year 4																
	History – Life in Ancient Rome	W	M	T	Geography – Eastern Europe	W	M	T	Science – Ecology	W	M	T	Art – Design	W	M	T
1.	Locating Ancient Rome				Key Places in Eastern Europe				Habitats				Meaning of design in art			
2.	Monarchy, Republic, Empire: Rome’s different Governments				Climate of Eastern Europe				Interdependence of organisms and their environment				The elements of art			
3.	Pompeii				Russia				Producers, consumers and decomposers				Composition			
4.	A Day in the Life in Ancient Rome				Compare and contrast physical features (with UK Moscow/ London)				Food webs				Expressionism			
5.	Latin				Compare and contrast human features (with UK Moscow/ London)				Producers, predators and prey				Colour and line to create emotion			
6.									Human threats to the environment				Complementary colours			
Spring 2 – Year 4																
	History – The Rise and Fall of Rome	W	M	T	Geography – UK Geography: Northern Ireland	W	M	T	Science – Sound	W	M	T	Art – Monuments of Ancient Rome	W	M	T
1.	The Punic Wars and the expanding empire				An Introduction to Northern Ireland				How sound is created				What is a monument?			
2.	Julius Caesar				Visiting Northern Ireland				How sound travels, sound waves, speed of sound				Monuments to show emperor’s power			

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3.	Caesar Augustus and the Pax Romana				Northern Ireland, the Republic of Ireland and the partition				Pitch, Intensity				Construction and use of the Pantheon and Colosseum			
4.	Christianity in the Roman Empire				Finn MacCool and the Giant's Causeway				The human voice				Relief sculpture on Trajan's column			
5.	The Fall of the Roman Empire				The Marble Arch Caves				Hearing, the human ear							
6.																

Summer 1 – Year 4																
	History – The Stuarts	W	M	T	Geography – UK Geography: London and the South East	W	M	T	Science – States of Matter and the Water Cycle	W	M	T	Art – Monuments of the Byzantine Empire	W	M	T
1.	James I and the Union of the Crown				Introduction to the South East				Change of state				Byzantine empire			
2.	The Gunpowder Plot				London				Evaporation				Constantine and Constantinople			
3.	Charles I				The River Thames and the Thames Barrier				Condensation				Mosaics			
4.	The English Civil War				Canterbury				Precipitation				Byzantine patterns			
5.	Oliver Cromwell and the Commonwealth				White Cliffs of Dover – Coastal Erosion and Weathering				Humidity				What is an icon?			
6.	The Restoration of Charles II								Groundwater							

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Autumn 1 – Year 4																
	Music – Mamma Mia	W	M	T	Religious Education – Harvest and Church	W	M	T	Languages - Body Parts	W	M	T	Computing – The Internet	W	M	T
1.	Pop Music structure: intro, verse, bridge, chorus.				Knowledge: To know what happens in a church during Harvest, to understand how the Church is decorated and how Christians celebrate Harvest.				New learning: names of 14 body parts as well as the introduction of gender (masculine & feminine).				To describe how networks physically connect to other networks			
2.	Singing in unison.					Intercultural learning: European Day of Languages (basic Swedish phrases).				To recognise how networked devices make up the internet						
3.	Play instrumental parts of a song using: G, A & B.				Understanding: To explore why Harvest is special to Christians and to understand that Christians believe that God is the giver of all.								To outline how websites can be shared via the World Wide Web (WWW)			
4.	Improvise using G, A & B.									To describe how content can be added and accessed on the World Wide Web (WWW)						
5.	Reflect on feelings created by listening to this genre.				Reflect: How do we show that we care for each other?								To recognise how the content of the WWW is created by people			
6.	Recognise ABBA as a pop group.									To evaluate the consequences of unreliable content						
Autumn 2 – Year 4																
	Music – Glockenspiel Stage 2	W	M	T	Religious Education – Christmas Story	W	M	T	Languages – Animals in a Zoo	W	M	T	Computing – Audio Production	W	M	T
1.	Recognise: Mardi Gras Groovin’, Two-Way Radio, Flea Fly,				Knowledge: To have an in depth				New learning: names of 12 zoo animals through the story				To identify that sound can be recorded			

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	Rigadoon, Mamma Mia.				understanding of the Christmas story.				'Mama' and the story about a trip to the zoo.							
2.	Learn to play: Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia.									New learning: learning the vowel sounds.				To explain that audio recordings can be edited		
3.	Compose using: C, D, E, F & G.				Understanding: Understand that the events of the story meant something slightly different to different people then, and that they still do now				Intercultural learning: Christmas (the day of the kings) and New Year traditions and celebrations in Spain.				To recognise the different parts of creating a podcast project			
4.	Learn more complex rhythm patterns.										To apply audio editing skills independently					
5.					Reflect: What would the event have meant to other characters in the story e.g. the donkey/shepherds/wis e men.								To combine audio to enhance my podcast project			
6.														To evaluate the effective use of audio		

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	Music – Stop!	W	M	T	Religious Education – Temptation/ Meaning of Easter	W	M	T	Languages – Family Members	W	M	T	Computing – Repetition in Shapes	W	M	T
1.	Grime: recognise intro and 6 rapped verses with sung chorus.				Knowledge: The story of Jesus in the desert for 40 days.				Introduction to winter clothing with recap on parts of the body learning.				To identify that accuracy in programming is important			
2.	Sing and rap in unison.				Understanding: Understand why it's important for Christians to resist temptation.				New learning: names of 8 family members.				To create a program in a text-based language			
3.	Play and copy back using C & D.				Reflect: To reflect on what we'd give up and why?								To explain what 'repeat' means			
4.	Compose rapped lyrics.				Knowledge: What is the Easter story and why is it important to Christians?								To modify a count-controlled loop to produce a given outcome			
5.	Identify emotional responses to grime.				Understanding: Do Christians celebrate Easter the same way? How Easter is celebrated across the world?								To decompose a task into small steps			
6.	Recognise grime as electronic music containing rapped sections.				Reflect: Easter and Spring mean new beginnings and hope. What do you hope for the future?								To create a program that uses count-controlled loops to produce a given outcome			
Spring 2 – Year 4																
	Music – Lean On Me	W	M	T	Religious Education – The Mosque	W	M	T	Languages – Animals as Pets	W	M	T	Computing – Data Logging	W	M	T

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1.	To listen to soul/ gospel music. Identify structure: Intro, verse, chorus, verse, bridge, chorus, verse, outro.				Knowledge: Know about the common features of mosques and the reasons for their inclusion and positions in the building.				New learning: names of 9 pets through the story of 'The Enormous Turnip' as well as comparing different language versions of the stories.				To explain that data gathered over time can be used to answer questions			
2.	Sing in unison creating a class performance.								Intercultural learning: Las Fallas festival in Valencia.				To use a digital device to collect data automatically			
3.	Play instrumental parts using: C,E,F & G.				Understanding: Understanding how the layout of the mosque links all Muslims to Mecca.								To explain that a data logger collects 'data points' from sensors over time			
4.	Improvise simple melody using: F,G & A or D, E, F, G & A.												To recognise how a computer can help us analyse data			
5.	Reflect on emotional response to soul/ gospel music.				Reflect: How is our arranged to help with learning?								To identify the data needed to answer questions			
6.	Recognise Lean on Me as a soul song.												To use data from sensors to answer questions			

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Summer 1 – Year 4																
	Music - Blackbird	W	M	T	Religious Education – The Ten Commandments	W	M	T	Languages – Hobbies	W	M	T	Computing – Photo editing	W	M	T
1.	Recognise blackbird as a song about equality and civil rights.				Knowledge: To know the Ten Commandments contained in the Old Testament.				New learning: names of 7 hobbies.				To explain that the composition of digital images can be changed			
2.	Perform in unison and tell the story of the song.				Understanding: To understand that we need rules so that everyone can live successfully together								To explain that colours can be changed in digital images			
3.	Play instrumental parts using: C, D & E.				Reflect: What are our rules in school and why do we have them?								To explain how cloning can be used in photo editing			
4.	Improvise using C, D & E or C, D, E, G & A.				Knowledge: To understand that the 5k's are symbols of the Khalsa								To explain that images can be combined			
5.	Recognise emotional response to a song about equality.				Understanding: Everyone who belongs to the Khalsa must wear five symbols that show that they Sikhs –								To combine images for a purpose			

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					Kesh, Kangha, Kara, Kachera and Kirpan and understand their meanings.												
6.	Recognise that The Beatles reshaped pop music and were one of the most successful bands ever.				Reflect: Do you wear anything that helps you identify yourself? What things do you have that help others understand who you are?								To evaluate how changes can improve an image				
Summer 2 – Year 4																	
	Music – Reflect, Rewind & Replay	W	M	T	Religious Education – Diwali/ Buddhist worship	W	M	T	Languages – 16 – 31/ Compass points	W	M	T	Computing – Repetition in Games	W	M	T	
1.	Listen to styles of music covered this year. Identify instruments, voices, pulse, rhythm, tempo, dynamics, song meaning and pitch.				Knowledge: That Hindus celebrate many festivals throughout the year and that they are sacred (refer to Diwali).				New learning: numbers 16-31				To develop the use of count-controlled loops in a different programming environment				
2.	Sing different genres and appraise performance.				Understanding: Explore that Diwali is a precious time for Hindus. It is a time to celebrate the victory of Good over Evil.				New learning: the names of the four compass points				To explain that in programming there are infinite loops and count controlled loops				
3.	Play tuned instruments of up to four notes and non-tuned instruments				Reflect: How do you and your family prepare for a special time? How does that time make you feel?				The names of 10 modes of transport				To develop a design that includes two or more loops which run at the same time				

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	following rhythm and pulse.				What makes it feel special?												
4.	Improvise using: C,D & E. Compose a melody using: C, D & E or C, D, E, G & A.				Knowledge: know what Buddhist temple look like, what they have inside them and what people do there.				Intercultural learning: San Fermin (running of the bulls) in Pamplona.				To modify an infinite loop in a given program				
5.	Reflect on emotional responses to genres covered this year.				Understanding: Understand that Buddhist have scared places of worship but ultimately believe that everyone has a 'Buddha in them' (that there inner peace and self-awareness is sacred).								To design a project that includes repetition				
6.	Recognise the history of pieces of music covered this year.				Reflect: What is self-awareness and can we learn to have it?								To create a project that includes repetition				

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D&T – Year 4			
	1. Make A Roman Catapult	2. Make a Volcano	3. Ancient Greek Food
1.	Research and design a functional product that is fit for purpose.	Develop and communicate ideas through discussional and cross-sectional diagrams.	Understand and apply the principles of a healthy and varied diet.
2.	Develop and model their ideas through annotated sketches and prototypes.	Use equipment to perform practical tasks - shaping	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
3.	Select from and use a wider range of materials and components	Select from materials and components according to functional properties and aesthetic qualities.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
4.	Evaluate their ideas against their design criteria.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
5.	Apply their understanding of how to strengthen more complex structures		
6.			