

Theme	Brazil	Ancient Maya	Early Islamic Civilisation	Rainforests	Earthquakes and Settlements	European history: Local History
	Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements	Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians	The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology	Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	Understanding why earthquakes take place and what effects they had in Haiti and Japan	Why is Manchester famous today? How has [local feature] been important in our community? How has migration shaped our community?
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p>Poetry Text: Poems Aloud - Joseph Coelho Outcome: Poem (1 week)</p> <p>Instructional Writing: Texts: Building With Lego Chop, Sizzle Wow – The Silver Spoon Outcome: Instructions (2 weeks)</p> <p>Developing Description: Text: The Building Boy – Ross Montgomery Outcome: Description Narrative (3 weeks)</p>	<p>Writing To Inform: Text: Dragonology: The Complete Book of Dragons – Dugald Steer Outcome: Newspaper (3 weeks)</p> <p>Writing Short Stories: Characters & Settings Text: The Story Shop: Stories for Literacy – Nikki Gamble Outcome: Character Description (2 weeks)</p>	<p>Creating Narrative: Traditional Tales Text: Usborne's 1001 Arabian Nights Outcome: Traditional Tale (3 weeks)</p> <p>Dual Purpose Writing: David Attenborough Wildlife Voiceovers Text: Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins Outcome: Voiceover (3 weeks)</p>	<p>Creating Narrative: Text: The Great Kapok Tree Outcome: Narrative (2 weeks)</p> <p>Persuasion: Save the Rainforest Text: There's a 'Rangtan in my Bedroom - James Sellick and Frann Preston- Gannon Outcome: Persuasion Poem (3 weeks)</p>	<p>Writing to Entertain: Text: Quick! Let's Get Out of Here -Michael Rosen Outcome: Recount (3 weeks)</p> <p>Discussion: Text: This or That? Pippa Goodheart Outcome: Argument (3 weeks)</p>	<p>Author Study: Text: Nicola Davies Outcome: Author Study (3 weeks)</p> <p>Biography: Text: Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston Outcome: Biography (2 weeks)</p>
Maths	<p>Number and place value (4 Weeks)</p> <p>Number: Addition and Subtractions (3 week)</p>	<p>Measurement: Length and Perimeter (2 weeks)</p> <p>Number: Multiplication and Division (3 weeks)</p>	<p>Number: Multiplication and Division (3 weeks)</p> <p>Measurement: Area (1 Week)</p>	<p>Number: Fractions (2 weeks)</p> <p>Number: Decimals (3 weeks)</p> <p>Consolidation (1 week)</p>	<p>Number: Decimals (2 weeks)</p> <p>Measurement: Money (2 weeks)</p>	<p>Statistics (1 week)</p> <p>Geometry: Properties of Shape (2 weeks)</p> <p>Geometry: Position and Direction (2 weeks)</p>

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			Number: Fractions (2 weeks)		Measurement: Time (2 weeks)	Consolidation (1 week)
Science	Biology Classifying Organisms Introduction to classifying animals and their environment.	Biology Food & Digestion The human digestive system and simple food chains.	Chemistry Particle model and states of matter States of matter in relation to particle arrangement	Physics Sound Relationship between strength of vibrations and volume of sound.	Physics Electricity Simple series circuit.	Chemistry Properties of materials Considering physical and chemical properties
Geography	Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements			Rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan	
History		North American history: Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians	Asian history: Early Islamic Civilisation The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology			European history: Local History Why is Manchester famous today? How has [local feature] been important in our community? How has migration shaped our community?
Art		Collage- Mayan Masks Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements		Sculpture- Islamic Tiles Build in clay a functional form using a range of techniques and surface decoration Investigate and apply understanding of pattern		Printing/photography Design a complex pattern from 2 or more motifs and print a tiled version Superimposing images, layering and cutting out for effect Use camera to take specific photo

						Printing wallpaper from an industrial stimulus
DT	<p><u>Mechanisms: Linkages</u> <u>Understand how a range of linkage type mechanisms work</u></p> <p><u>Assemble a range of mechanisms including pop ups, spinners, sliders, levers and tabs</u></p> <p><u>Apply to the design of a pop-up book. Pop Up Book with moving parts (Guide To the Rainforest)</u></p>		<p>Textiles- reinforcing fabric – Making an Islamic purse to contain a coin.</p> <p>Investigate ways of reinforcing fabric –e.g. over stitching, running stitch</p> <p>Create and use a pattern.</p> <p>Develop decorative techniques and fastenings e.g., applique</p>		<p>Electrical Control Draw on understanding of simple electrical circuits and switches</p> <p>Join components, cut and shape material with precision</p> <p><i>An alarm system for a precious artefact</i></p>	
Music	<p>Poetry Children will create performances of contrasting poems in this unit. They use their voices to speak expressively and rhythmically, and discover ways to create ostinati and accompaniments to enhance their performances. Looking at music notation with reference to metre and accent</p>	<p>Sounds Children will explore the way sounds are produced and classified. They will use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round.</p> <p>Recycling The children make their own instruments from junk and use them to improvise, compose and</p>	<p>Building Building-themed songs allow children to explore different music textures. Children use layers and rondo structure to combine ostinati using body percussion and tuned instruments.</p> <p>Around the World The children explore pentatonic melodies and syncopated rhythms, learning that</p>	<p>Ancient Worlds Children celebrate achievements of the 'Amazing Egyptians'. They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p> <p>Singing in Spanish</p>	<p>Communication Children create a news programme complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Time Music featuring bells and clocks helps the children to understand</p>	<p>In the past Children create a news programme complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Food and Drink The children cook up a musical feast. They enjoy a varied diet of healthy</p>

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	<p>Environment Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>play junk jazz music in a variety of different musical styles.</p>	<p>the fundamental dimensions of music are the same all over the world.</p>	<p>A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p>	<p>rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p>beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
<p>Computing</p>	<p>E-safety: We are Year 4 rule writers Reviewing and editing our online safety rules.</p> <p>Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p> <p>Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.</p> <p>Review and edit their online safety guidelines.</p> <p>Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils..</p>	<p>E-safety: We are standing up to peer pressure Dealing positively with peer pressure</p> <p>Understand that peer pressure can be a positive and negative influence.</p> <p>Understand that access to the internet is not the same for everyone.</p> <p>Recall ways to report concerns and inappropriate behaviour.</p> <p>Computing: We are toy designers Prototyping an interactive toy</p> <p>Design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches,</p>	<p>E-safety: We are aware that our online content lasts forever Getting the message: pre and post-internet</p> <p>Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past.</p> <p>Understand that although information posted on the internet might not always be true or accurate, it lasts forever.</p> <p>Computing: We are musicians Producing digital music</p> <p>Use one or more programs to edit music.</p>	<p>E-safety: We are online risk managers Understanding risk and prevention of information loss</p> <p>Understand the risks involved in clicking on and opening links on suspicious websites and in emails.</p> <p>Understand that hacking can be illegal and has consequences for the hacker</p> <p>Develop awareness of viruses and what to do if they think their account has been compromised.</p> <p>Computing: We are HTML editors Editing and writing HTML</p> <p>Understand some technical aspects of</p>	<p>E-safety: We are respectful of digital rights and responsibilities Understanding and respecting digital rights and responsibilities</p> <p>Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.</p> <p>Understand that there are consequences for knowingly ignoring rights.</p> <p>Further develop a positive and responsible attitude towards technology and internet use.</p> <p>Computing: We are co-authors Producing a wiki</p>	<p>E-safety: We are careful when talking to virtual friends Virtual friendship vs real friendship; who we can trust</p> <p>Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.</p> <p>Understand that there are consequences for knowingly ignoring rights.</p> <p>Further develop a positive and responsible attitude towards technology and internet use.</p> <p>Computing: We are meteorologists Presenting the weather</p> <p>Understand different measurement</p>

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	<p>Computing: We are software developers Developing a simple educational game</p> <p>Develop an educational computer game using selection and repetition. Understand and use variables.</p> <p>Start to debug computer programs.</p> <p>Recognise the importance of user interface design, including consideration of input and output.</p>	<p>motors, lights and speakers).</p> <p>Design, write and debug the control and monitoring program for their toy</p>	<p>Create and develop a musical composition, refining their ideas through reflection and discussion.</p> <p>Develop collaboration skills.</p> <p>Develop an awareness of how their composition can enhance work in other media.</p>	<p>how the internet makes the web possible.</p> <p>Use HTML tags for elementary mark up.</p> <p>Use hyperlinks to connect ideas and sources.</p> <p>Code up a simple web page with useful content.</p> <p>Understand some of the risks in using the web</p>	<p>Understand the conventions for collaborative online work, particularly in wikis.</p> <p>Be aware of their responsibilities when editing another people's work.</p> <p>Become familiar with Wikipedia, including potential problems associated with its use. Practise research skills. Write for a target audience using a wiki tool.</p> <p>Develop collaboration skills.</p> <p>Develop proofreading skills.</p>	<p>techniques for weather, both analogue and digital.</p> <p>Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts</p> <p>Analyse data, explore inconsistencies in data and make predictions •</p> <p>Practise using presentation software and, optionally, video</p>
RE	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism *Add Humanism if appropriate</p>	<p>Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p>Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism</p>	<p>Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism *Add Humanism if appropriate</p> <p>Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism</p>	<p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>
MFL	<p>¡Soy yo!: All about me!</p>	<p>Mi cuerpo: My body.</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Animales: zoológico y animales en casa.</p>	<p>Mi familia y yo: Me and my family.</p>	<p>¿Te gusta? Mis aficiones: What hobbies do you like?</p>	<p>Mis vacaciones de verano: Packing for my summer holidays!</p>

Year 4

			Números Españoles 10 - 20	Números Españoles 20 - 30	Transporte: How to get around!	
PSHE	Growth Mindset What is the impact of words and phrases on mindsets?	Mental and Emotional Health What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination?	Keeping Safe How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs? Are all drugs harmful?	Healthy Lifestyles How do I make sure I sleep well? What is fuel for the body? How do I know if I'm physically ill?	Living in the wider world What are the rights of the child? How do we look after our money? What is sustainability?	Relationships and Sex Education What is diversity? Do boys and girls have different roles? What changes happen to my body?
PE	Why do we learn to swim?	How do we work as a team in sports?	Can I demonstrate a good attitude and respect when playing sport?	Why is sport important to local community?	Why is sport important to local community?	Can I communicate effectively in sport?
Theme Days / Key Events	Creative Brazil: Brazilian Playground (Website: creativebrazil.org) (phone 07737938082) Manchester Museum (living things gallery)	Past productions.co.uk Mayan workshop (phone 07894866432)	Lab rascals? – link to science (phone 07825285155) Katie@labrascals.co.uk			Tatton Park workshop tattoneducation@cheshi ree ast.gov.uk (phone 01625 374428)