










	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>The Rotten Romans</b> 	<b>Invaders: The Anglo-Saxons</b> 	<b>Invaders: The Vikings!</b> 	<b>Tropical Rainforest</b> 	<b>My Green Country</b> 	<b>Mighty Monarchs</b> 
<b>Wow starter</b>	VR day		Jorvick Viking Centre or Viking Workshop	Tropical World	Fieldwork skills in the local area	Elizabethan banquet.
<b>Visitor/trip</b>						
<b>Reading into writing process</b>	<b>Weslandia and Julius Caesar (a Shakespeare story)</b> <u>Fiction</u> : historical fiction, play scripts, retelling, character description, book review, play scripts, a messing scene, speech writing. <u>Non-fiction</u> : non-chronological report, persuasive leaflet, newspaper report.	<b>Cinliteracy linked to The Dragon Slayer</b> <u>Fiction</u> : descriptive narrative for a scene, writing a sequel <b>Beowulf by Rob Lloyd Jones</b> <u>Fiction</u> : character and setting descriptions, using dialogue, letter writing (focus on showing, not telling), write own hero myth <u>Non-fiction</u> - non-chronological reports on dragons	<b>How to Train Your Dragon.</b> <u>Fiction</u> : written dialogue, Hiccup's monologue, diary entry, character description, writing the next chapter in Hiccup's POV. <u>Non-fiction</u> : formal persuasive letter writing, fact files. <u>Poetry</u> : Dragon shape poems	<b>Cinnamon</b> <u>Poetry</u> - limericks <u>Non-fiction</u> : adverts <u>Fiction</u> : Diary entries, informal dialogue, and 'stories in the style of'. <b>Jabberwocky</b> <u>Poetry</u> : Nonsense and narrative poetry and explanatory descriptions <b>The Girl who Fell From The Sky-</b> Juliane Koepcke (Survivors) <u>Fiction</u> : Short adventure story <u>Non-fiction</u> : Newspaper report	<b>The Abominables</b> <u>Fiction</u> : issue/dilemma narrative. <u>Non-fiction</u> : autobiographies linked to journey through a mountain range.  <b>Welcome to Nowhere by Elizabeth Laird</b> Comparative setting descriptions (linking to drama and illustrative art), speech <u>Poetry</u> : narrative poetry	<b>My Friend Walter by Michael Morpurgo</b> <u>Fiction</u> : comic strip, short adventure story (linked to the power of invisibility), diary entry, descriptive character profiles, next chapter, predictions by writing the end of the story. <u>Non-fiction</u> : newspaper article, auto biography (Sir Walter Raleigh), letter (replying to one in the story), descriptive poster for missing jewels
<b>Cross-curricular writing</b>	Fact files Persuasive advertisement Explanations Storyboards	Diary entry Fact files A day in the life of...	Diary entry. Letter writing. Postcards.	Fairtrade posters and leaflets. Writing linked to Earth Day	Explanation text. Persuasive leaflet linked to renewable energy	Flip books/fact file. Formal letter writing. Persuasive leaflet Descriptive Tudor menus
<b>Guided reading book</b>	Romans on the Rampage by Jeremy Strong.	Fergus Crane by Paul Stewart & Chris Riddell	Odd and the Frost Giants by Neil Gaiman and Chris Riddell	The Eye of the Wolf Paperback By Daniel Pennac	The Wind in the Willows by Kenneth Grahame	My Friend Walter by Michael Morpurgo
<b>Class book</b>	Roald Dahl- Charlie and the Chocolate Factory	Charlotte's Web	How to Train Your Dragon	The Eye of the Wolf Paperback By Daniel Pennac	Welcome to Nowhere by Elizabeth Laird	The Secret Diary of Thomas Snoop, Tudor Boy Spy by Philip Ardagh & Jamie Littler
<b>Maths</b>	Place value Addition & Subtraction	Multiplication & Division Fractions	Fractions Decimals Consolidation	Fractions Time	Statistics Properties of Shape Position & Direction	Decimals Money Time



Cross-curricular maths	Roman numerals.	Time line- ordering numbers	Coordinates linked to map reading.	Temperature.	Measurement linked to DT.	Comparing what you could get for your money in Elizabethan times.
<p><b>Science</b></p>	<p><b>Living things and their habitats</b>                      Recognise that living things can be grouped in a variety of ways.                      Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.                      Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Looking at states</b>                      Compare and group materials together, according to whether they are solids, liquids or gases.                      Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).                      Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>What’s that sound?</b>                      Identify how sounds are made, associating some of them with something vibrating.                      Recognise that vibrations from sounds travel through a medium to the ear.                      Find patterns between the pitch of a sound and features of the object that produced it                      Find patterns between the volume of a sound and the strength of the vibrations.                      Recognise how sounds get fainter.</p>	<p><b>Teeth and eating</b>                      Describe the simple functions of the basic parts of the digestive system in humans                      Identify the different types of teeth in humans and their simple functions.                      Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Power it up!</b>                      Identify common appliances that run on electricity.                      Construct a simple series electrical circuit, identifying and naming its basic parts.                      Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.                      Recognise that a switch opens and closes a circuit.</p>	<p><b>The Big Build</b></p>
<p><b>Geography</b></p>	<p><b>Locational knowledge</b>                      Name and locate countries and cities of the UK, geographical regions and identify their human &amp; physical characteristics &amp; land use; and understand how some of these aspects have changed over time.  <b>Human &amp; Physical geography</b>                      Describe and understand key aspects of human geography, including: types of settlement and land use  <b>Geographical skills &amp; fieldwork</b>                      Use maps and atlases locate countries and regions, describe features studied</p>	<p><b>Human &amp; physical geography.</b>                      Describe and understand key aspects of human geography, including: types of settlement and land use. How does this compare to the Romans?  <b>Locational knowledge</b>                      Locate homelands of The Anglo-Saxons: Northern Germany, Denmark and The Netherlands, locating these European countries and their physical and human characteristics.                      Name and locate countries and cities of the UK, geographical regions and identify their human &amp; physical characteristics &amp; land use; and understand how some of these aspects have changed over time.  <b>Geographical skills &amp; fieldwork</b></p>	<p><b>Geographical skills &amp; fieldwork</b>                      Use four and six-figure grid references, symbols and key to build their knowledge of the UK and wider world.  <b>Locational knowledge</b>                      Locate homelands of The Vikings: Norway, Sweden and Denmark, including their human characteristics.                      Move on to locate Europe’s countries using maps (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  <b>Place Knowledge</b>                      Understand geographical similarities and differences through the study of human</p>	<p><b>Locational knowledge</b>                      Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn the Prime/Greenwich Meridian and time zones (including day and night) in relation to Rainforests of the world.  <b>Human &amp; Physical geography</b>                      Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.  <b>Geographical skills &amp; fieldwork</b>                      Use eight points of a compass, symbols and key to build their knowledge of the wider world.</p>	<p><b>Human &amp; physical geography</b>                      Sustainability around the world.                      Locating wind farms and explaining their location.  <b>Locational knowledge</b>                      Locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns linked to becoming ‘green’.                      Understand how some of these aspects have changed over time.  <b>Geographical skills &amp; fieldwork</b>                      Use fieldwork to observe, measure and record and</p>	<p><b>Locational knowledge</b>                      Locate parts of the country that where part of the Battle of Bosworth - the Battle of Bosworth – include cities and counties.                      Locate parts of the world that formed the British Empire.  <b>Human &amp; physical geography</b>                      Discuss the trades of each country that formed part of the British Empire.</p>



		Use maps and atlases locate countries and regions, describe features studied	and physical geography of a region of the UK and a region in a European country.		present the sustainable physical features in the local area using a range of methods. Ordnance survey.	
<b>History</b>	The Roman Empire and its impact on Britain.	Find out about Britain's settlement by Anglo-Saxons, exploring the Anglos-Saxon invasion, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture.	Find out about the Viking struggle for the kingdom of England to the time of Edward the Confessor. Explore Viking raids and invasion; resistance by Alfred the Great and Edward the Confessor's death in 1066		How has energy production changed over time? Look at the use of canals and how they have changed e.g. in the past they were used to transport goods. Has this change made the country more eco-friendly?	Study the changing power of monarchs using case studies linked to the Tudors. Change in social history- crime and punishment.
<b>Art</b>				Focus on <b>Kandinsky</b> Use 'circles' art to create own  Rainforest pieces e.g.		
<b>D &amp; T</b>	Research, plan, make and evaluate a <b>Roman village/villa</b> .	Research, plan, design and recreate Anglo-Saxon art (brooches)	Research, plan, design and make a <b>Viking boat</b> .	Make a <b>digestive system</b> .	Stem challenge: design and <b>make a simple wind turbine</b> .	Design, plan and sew a Tudor rose cushion.
<b>Computing</b>	Coding and e-safety	Spreadsheets and e-safety	Logo and e-safety	Animation and e-safety	Effective searching and e-safety	Hardware investigators and e-safety
<b>P.E</b>	Swimming Y4 P.E scheme	Swimming Y4 P.E scheme	Swimming Y4 P.E scheme	Y4 P.E scheme	Swimming Y4 P.E scheme	Y4 P.E scheme
<b>Music</b>	<b>70s pop</b> - listen and appraise, play instruments with a song, improvise, compose and perform.	Develop playing skills through the glockenspiel- reading notes and scoring.	<b>Song/rap about bullying</b> - listen and appraise, play instruments with a song, improvise, compose and perform.	<b>Soul/gospel</b> - listen and appraise, play instruments with a song, improvise, compose and perform.	<b>Explore songs with meaning</b> (civil rights) - listen and appraise, play instruments with a song, improvise, compose and perform.	Consolidate learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.