



**Subject** **Autumn** **Spring** **Summer**

<b>Assemblies</b>	Values Assemblies, Singing Assemblies & Celebration Assemblies					
<b>Special Events</b>	Macmillan Cut your carbon Black History month School Council elections Recycle Week	Diwali Harvest Time Anti-bullying week Remembrance Children in Need Christmas	Chinese New Year Safer Internet Day Mental Health Week NSPCC Number Day	Autism awareness week World Book Day British Science Week Eid Easter	VE Day No Mow May	Transition World Refugee Day
<b>Trips, theme days, visits, workshops</b>			Y4 Trip – Roman focus			
<b>Weeks (190 days)</b>	7 + 3d	7	5 + 4d	6	4 + 3d	7 + 2d
<b>Topic</b>	<b>North America</b> What are the human and physical features of North America?	<b>Crime and Punishment - stories of infamy</b> How have crime and punishment changed over time?	<b>Romans</b> Why did they come to Britain & what is their legacy?	<b>Anglo-Saxons</b> How have the Anglo Saxons impacted on our lifestyle today?	<b>Settlements</b> Why do living things settle where they do?	<b>Rivers</b> What are rivers and how are they used?
<b>Literacy</b>  <i>To cover: outcome 18 weeks - fiction 12 weeks - non-fiction 6 weeks – poetry</i>  <b>Writing Task:</b> <b>Genre:</b> weeks? <b>Audience:</b> <b>Purpose:</b> <b>Author’s voice (POV):</b> <b>Subject link:</b>	1. `Iron Man` by Ted Hughes  Immersion task – drama, hot seating, eye-witness account, interviews (write an interview)  <b>Writing Task 1:</b> Newspaper article <b>Genre: Non-fiction 3 weeks</b> <b>Audience:</b> Villagers <b>Purpose:</b> To inform the villagers of this unidentified and mysterious figure that has come to the village.	1. `The Highwayman` – Based on Dick Turpin 2. Shakespeare’s Macbeth  <b>Writing Task 1:</b> Poem <b>Genre: Poetry 2 weeks</b> <b>Audience:</b> Bess <b>Purpose:</b> To express feeling -regret at leaving Bess ( <i>use poem language to help create the voice</i> ) <b>Author’s voice (POV):</b> The Highwayman <b>Subject link:</b> reading  <b>Writing Task 2:</b>	1. `Roman Britain` (Usborne History of Britain) 2. Poetry styles  <b>Writing Task 1:</b> Explanation text (2 page spread) `Now and Then` (impact on Britain) <b>Genre: Non-fiction 3 Weeks</b> <b>Audience:</b> Yr4 <b>Purpose:</b> To inform/provide facts/comparisons <b>Author’s voice (POV):</b> Yr4 <b>Subject link:</b> history	1. `Anglo- Saxon Boy` by Tony Bradman  <b>Writing Task 1:</b> Narrative <b>Genre: Fiction 3 Week</b> <b>Audience:</b> Yr4 <b>Purpose:</b> To describe a the preparation and thoughts/feelings before the Battle of Hastings. <b>Author’s voice (POV):</b> Magnus <b>Subject link:</b> history /reading  <b>Writing Task 2:</b> Persuasive letter	<b>Writing Task 1:</b> Children’s story/book from an endangered animal’s perspective - ( <i>using models from various fictional animal’s voices</i> ) <b>Genre: Fiction 3 weeks</b> <b>Audience:</b> 4-6yr olds <b>Purpose:</b> children’s story book which informs younger children how our actions (humans) affect animals /environment -(litter (see Book Creator) Read to audience.	`Kensuke’s Kingdom` by M Morpurgo  <b>Writing Task 1:</b> imaginary/creative alternative ending to impress M Murpurgo ( <i>send a selection to him</i> ) <b>Genre: Fiction 5 Week.</b> <b>Audience:</b> Michael Murpurgo <b>Purpose:</b> to write like M Murpurgo to him to show how his writing has influenced you and how it impacts on young readers. You want him to




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	<p><b>Writing Task 2:</b> Narrative  <b>Genre: Fiction 4 weeks</b>  <b>Audience:</b> Children  <b>Purpose:</b> To retell the challenge (battle) between the Iron Man and Space-Bat-Angel- Dragon  <b>Author`s voice (POV):</b> Ted Hughes</p>	<p>Descriptive writing  <b>Genre: Fiction 2 Weeks</b>  <b>Audience:</b> Yr4  <b>Purpose:</b> To describe the character of the Highway Man and setting  <b>Author`s voice (POV):</b> Dick Turpin  <b>Subject link:</b> reading</p> <p><b>Writing Task 3:</b>          Letter  <b>Genre: Non-fiction 2 Weeks</b>  <b>Audience:</b> Macbeth  <b>Purpose:</b> A letter from Lady Macbeth telling Macbeth to kill King Duncan and take the throne.  <b>Author`s voice (POV):</b> Lady Macbeth (villain and cruel women)  <b>Subject link:</b> reading</p>	<p><b>Writing Task 2:</b> Read, write and present a Roman-themed poem, using chosen poetic features (<i>new sept23</i>)  <b>Genre: Poetry 2 weeks</b>  <b>Audience:</b> Any age  <b>Purpose:</b> To provide Roman history in a poetic style with chosen features e.g. repetition, rhyming couplets  <b>Author`s voice (POV):</b> Yr4  <b>Subject link:</b> history</p>	<p><b>Genre: Non-fiction 3 Weeks</b>  <b>Audience:</b> Magnus`s mum  <b>Purpose:</b> To ask mum if Magnus can stay during the war. He feels strong enough.  <b>Author`s voice (POV):</b> child as Magnus (informal tone)  <b>Subject link:</b> history /reading</p>	<p><b>Author`s voice (POV):</b> animal`s voice (1<sup>st</sup> person)  <b>Subject link: geography / science</b></p> <p><b>Writing Task 2:</b> persuasive flyer to local residents – stop littering our local area! / Streets!  <b>Genre: Non-fiction 2 weeks</b>  <b>Audience:</b> local residents/people who come through local area  <b>Purpose:</b> related to litter pollution to continue to raise awareness and stop litter  <b>Author`s voice (POV):</b> yr4 child (informal tone)  <b>Subject link: geography / science / previous literacy task 1 see example below</b></p> 	<p>use your alternative ending in his newly revised edition of `Kensuke`s Kingdom`  <b>Author`s voice (POV):</b> child as M Murpurgo  <b>Subject link:</b> geography</p> <p><b>Writing Task 2:</b> Magazine article from the local Geographical Society. Explaining the water cycle process and how that impacts on our rivers.          Impact/consequence etc. (to include issues of river pollution, weather causing flood = impact on the land and people.)          climate change. Images of recent floods/Thames barriers/man-made rivers/dams etc. Erosion.  <b>Genre: Non-fiction 2 weeks</b>  <b>Audience:</b> Yr6 SATs revision paper or (yr4 NFER reading paper)  <b>Purpose:</b> provide facts and knowledge, awareness  <b>Author`s voice (POV):</b> Head of the Geographical Society (formal)</p>
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						<b>Subject link:</b> geography <i>(use geography lessons to support explanation in your article)</i>
<b>Maths</b>	Number: Place Value  Number: Addition and Subtraction	Number: Multiplication and Division  Measurement: Length and Perimeter  Consolidation	Number: Multiplication and Division  Links to multiplication using distributive law. using adjacent multiples and square numbers.  Introduction to fractions	Fractions  Fractions: adding and subtracting fractions. Dividing fraction.	Fractions  Measurement: Money & Time	Statistics  Geometry: Properties of shape, position/direction  Consolidation
<b>Science</b>	Electricity  Link to Iron Man – design and make circuits where parts move/light up/buzz  Role of inventors (Edison)	Human Nutrition, Teeth and Digestion.  Link with PSHE - Taking Care of our Teeth and Healthy Diet  <b>Mind Up</b> How does my brain regulate my emotions?	Animals including Humans: Classifying living things.	Sound  Link: Anglo-Saxon instruments and sound.	Animals including Humans: Habitats and Food Chains  Focus on relationship between humans, animals and their habitats (climate change)  Link to settlements e.g. Why do we live near water?	States of Matter: Solids, Liquids and Gases  Link to Geography Rivers and the Water Cycle
<b>Computing</b>	Computing systems and networks – the internet	Creating media – audio production	Programming A – repetition in shapes	Data and information – data logging	Creating media – photo editing	Programming B – repetition in games
<b>History</b>		Crime and punishment	The Romans in Britain: Why did they come to Britain, what is their legacy?	Anglo-Saxons & Scots: How they lived, worked and united to form UK? Alfred the Great		



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<b>Geography</b>	Human & physical characteristics of a range of the world's most significant features e.g., the Rocky Mountains, Grand Canyon, the Artic. Understand Longitude, Latitude. Locate the equator and tropic lines.				Settlements What physical geographical characteristics lead to human and animal settlements? Land use comparisons between local area and Transylvania. What happens if features change i.e., less or more water, gets hooter or cooler?	Rivers and The Water Cycle: Know the key features of a river and how rivers change and develop over time. Name major world rivers. Describe the value of rivers to life and how climate change is altering river pattern.
<b>RE</b>	Different kinds of worship	Why is the Bible special for Christians?	What religions are represented locally?	Why is Easter important to Christians?	What makes me the person I am?	What happens when someone gets married?
<b>PSHE</b>	Zones: 4 lessons Class Charter: 1 week Rights Respecting: 1 week	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships	Jigsaw- Changing Me
<b>DT</b>	Textiles: Dreamcatchers	Mechanical systems - Model carts with wheels that have an axel. (Replicate a Highway Carriage)	Mechanical systems – Levers, based on Roman battle weapons Trebuchet & Catapult	Food – celebrating culture and seasonality Making 'cake' based on Alfred the Great tale	3D work – musical instruments	Design and create a model that represents one-way rivers are used. Sketch ideas, plan how to build model. Label key features and materials used
<b>Art</b>	Native American Art - Totem Poles – Design your own family Totem pole	Drawing & shading – Create a large mural that combines different scenes from the Highwayman, each child contributes a panel. Enhance with mixed	Collage - Roman Mosaics	Art Appreciation: Bayeux Tapestry – Design your own.	Print /Pattern – Celtic patterns and symbols using tile print technique.  Kapow unit- biscuits	Observational drawing/sketching leading to painting – shells



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		media. Incorporate fabric for Bess' dress or 3D element				
<b>Music</b>	Whole class ensemble instrument (ukelele)					
<b>PE</b>	Tag Rugby Dance	Gymnastics Basketball	Dance Hockey	Tennis Badminton	Tag Rugby Rounders	Football Outdoor Athletics
<b>French</b>	<i>Rigolo 1</i> Unit 5 Ma famille – family members and household objects Unit 6 Bon anniversaire – food and birthdays		<i>Rigolo 1</i> Unit 7 Encore! – describing people Unit 8 Quelle heure est-il? – telling the time		<i>Rigolo 1</i> Unit 9 Les fetes – festivals, presents and instructions Unit 10 Ou vas-tu? – directions, weather and places Unit 11 On mange – buying food, parties and activities	