

	Year Four 2024-2025					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Romans		The Vikings		Brazil	
Key Dates	Roman Library Talk		World Book Day Viking Library Talk		Yorkshire Wildlife Park	
Experiences	<ul style="list-style-type: none"> Library Roman Talk 		<ul style="list-style-type: none"> Electricity – Electrician visit 		<ul style="list-style-type: none"> Yorkshire Wildlife Park Teeth – dentist/ oral hygienist visit 	
English Reading	Reading for Pleasure <ul style="list-style-type: none"> The Birth of Rome (Romulus and Remus) Roald Dahl novel of class choice The Kid Who Came from Space – Ross Welford Ruthless Romans – Horrible Histories 		Reading for Pleasure <p>The 1000 Year Old Boy – Ross Welford</p> <p>Who were the Vikings? Non-fiction</p> <p>Vicious Vikings – Horrible Histories</p>		Reading for Pleasure <p>Monster Mission – Eva Ibbotson</p> <p>The boy in Brazil – Seth Burkett</p> <p>Living in Brazil – non-fiction</p>	
	Teaching of Reading Reading Explorers Cracking Comprehension		Teaching of Reading Reading Explorers Cracking Comprehension		Teaching of Reading Reading Explorers Cracking Comprehension	
English	<u>Texts for Writing</u> <ul style="list-style-type: none"> Iron Man – novel (Ted Hughes (sci-fi, fable) Empire’s End: A Roman Story- Leila Rasheed (historical) Meet the Ancient Romans-James Davies (NF Picture book) <p>We Are the Romans: Meet the People Behind the History-David Long & Allen Fatimaharan (NF)</p> <p><u>Writing to entertain:</u> <u>Novel:</u> Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount -Diary as a character from the text</p> <p>Poetry: Haiku and Tanka</p> <p>Writing to inform: <u>Novel:</u> Recount/news report-Linked to an event in the novel <u>Wider curriculum:</u> Summaries/ Non-chronological report-Based on key knowledge gained eg legacy of the Romans Biography- Using a significant figure from Roman history eg emperor</p> <p>Writing to persuade: <u>Novel:</u> Persuasive advert- Linked to knowledge gained from text eg becoming a gladiator</p>		<u>Text for Writing</u> <ul style="list-style-type: none"> Viking Boy - novel The Vikings: Raiders, Traders and Adventurers!- Marcia Williams (non-fiction) Viking Voyages -Jack Tite (non-fiction) Arthur and the Golden Rope- Jo Stanton (picture book). <p>Writing to entertain: <u>Novel:</u> Character and setting description including similes Use of dialogue/dialogue verbs to show character</p> <p>Poetry: simile poems</p> <p>Writing to inform: <u>Wider curriculum:</u> Recount- First person account of a Viking on one of the journeys Summaries/non-chronological report- Based on key knowledge gained eg types of teeth and functions from science</p> <p>Writing to discuss: <u>Wider Curriculum:</u> Comparison -Summarise key points of different viewpoints about the same event eg a Viking invasion</p>		<u>Text for Writing</u> Journey to the River Sea - novel Additional Texts: <ul style="list-style-type: none"> The Great Kapok Tree- Lynne Cherry (picture book) There’s a Rang-Tan in My Bedroom- James Sellick & Frann Preston-Gannon (picture book) Let’s Save the Amazon by Catherine Barr & Jean Claude (NF Picture book) <p><u>Writing to entertain:</u> <u>Novel:</u> Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount-Informal letter describing an event in the text</p> <p>Writing to inform: <u>Novel:</u> News report-Linked to an event in the text (fire) <u>Wider curriculum:</u> Explanation-Based on learning about water cycle or how rivers are formed</p> <p>Writing to persuade: <u>Wider Curriculum:</u> Letter to government-Putting forward an argument either for or against allowing deforestation</p> <p>Writing to discuss: <u>Wider Curriculum:</u> Comparison -Similarities and differences between UK and Brazil or rich and poor standard of living in Rio de Janeiro</p>	
Maths	<ul style="list-style-type: none"> Number - Place value Number -Addition & subtraction 	<ul style="list-style-type: none"> Measurement - Area Number - Multiplication & division 	<ul style="list-style-type: none"> Number - Multiplication & division Measurement - Length & perimeter 	<ul style="list-style-type: none"> Number - Fractions Number - Decimals 	<ul style="list-style-type: none"> Number – Decimals Measurement – Money Measurement - Time 	<ul style="list-style-type: none"> Geometry – Shape Statistics Geometry – position & direction.

Science	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Identify common appliances that run on electricity.Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.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 and associate this with whether or not a lamp lights in a simple series circuit.Recognise some common conductors and insulators, and associate metals with being good conductors.	<ul style="list-style-type: none">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 that produced	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.
History	<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none">How the Romans influenced and improved the achievements of early Britons- eg town planning/sanitation, technology eg roads, bridges and aquaductsHow Rome was governed- Emperor, senates/republics/armyThe fall of the Roman EmpireThe legacy of the Roman Empire on modern Britain- towns, roads, culture <p>Historical disciplinary knowledge:</p> <ul style="list-style-type: none">Change and continuity- how quickly the Romans came and instigated change/improvement from Bronze/Iron Age that still lasts today. In addition, how quickly much of Britain reverted to what they had before as the Romans left.Historical significance- linked to the above in that although they were here for a short time they had a significant impact	<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none">Where the Vikings came from and where they voyaged to eg Eric the Red and Ingolfur ArnarsonThat the Vikings invaded, traded and settledOverview of events in Viking Britain and the importance of Viking YorkAbout Viking governance –chief, law-speaker, ThingsHow different sources present different viewpoints of that period. <p>Historical disciplinary knowledge:</p> <ul style="list-style-type: none">Historical Interpretation- making inferences and deductions based on a range of sources; consider how the author, audience and purpose of a source and how this may affect its validityComparison- how groups within a historical period may have different experiences/viewpoints <p>Cause and consequence- how actions led to other actions/consequences</p>	<ul style="list-style-type: none">		
Geography	<p>Subject knowledge</p> <p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none">Where Rome/Italy are within Europe and where the Roman Empire spreadSome of the major geographical regions, counties and cities affected by Roman Invasion/settlement and why they chose to settle thereAbout some lasting major Roman human characteristics of these places e.g., Hadrian’s wall, Roman Chester/York, town development, roads.	<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none">The name and location of some geographical regions, counties and cities of the UK and Eire (in relation to invasion and settlement by the Vikings)The name and location of some North American countries (inc trade routes taken by Viking Explorers)About some key physical/human characteristics of the regions where they invaded/settledExplore how land use patterns change over time (eg how the Vikings used what the Romans built)	<p>Subject knowledge</p> <p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none">The location of Brazil/Rio de Janeiro in relation to some other key North/South American countries/citiesThe position and significance of the equator, northern/ southern hemispheres, Tropic of CapricornAbout some similarities and differences between UK and BrazilMore about rainforest biome, Amazon Basin and indigenous peopleAbout the water cycle and how rivers are formed using the Amazon to identify featuresAbout the effects of human geography e.g. economic activity (tourism, urbanisation-favelas, trade links e.g. Fairtrade) and land use (deforestation for farmland, roads, natural resources) with a focus on Rio de Janeiro		
Art	<p>Drawing</p> <p>Artist: Kelvin Okafor, Vincent Van Gogh, Gustav Klimt</p> <p>End point: Portrait</p> <p>Link to career – artist</p>	<p>Sculpture</p> <p>Artist: Marcel Janco</p> <p>End point: mixed media mask (cardboard)</p> <p>Link to career – sculpture</p>	<p>Painting</p> <p>Artist: Brazilian Street artists</p> <p>End point: Painting inspired by Brazilian Street artists (link to school site)</p> <p>Artist: Henri Rousseau</p> <p>End point: Jungle scene</p> <p>Link to career – painter</p>		

DT	Mechanical Systems - Pneumatics		Electrical Systems - Simple Programming and control		Food - Healthy and varied diet (including cooking and nutrition requirements for KS2)	
	Project: Shop window display – (link to career – engineer)		Project: Display/ lighting – (link to career – electrician/ technical theatre etc)		Project: Sandwich/ wrap/ Viking bread (link to career – chef/nutritionist etc)	
Computing	Internet Safety: Privacy and Security Self Image, identity Online Reputation and online Relationships Key Skills Computer Systems and Networks: The Internet		Internet Safety: Online bullying and Managing relationships online Creating Media: Audio Production Programming A: Repetition in Shapes		Internet Safety: Health, wellbeing and lifestyle. Copyright and ownership. Data and Information: Data Logging Creating Media: Photo Editing	
PE – Outdoor/Indoor	Tennis	Handball	Yoga	Orienteering	Athletics	Sports Day Practise
	Dance	Gymnastics	Swimming	Swimming	Fundamentals	Cricket
PSHE (Jigsaw Scheme)	Unit 1 – ‘Being Me’	Unit 2 – ‘Celebrating Difference’	Unit 3 – ‘Dreams and Goals’	Unit 4 – ‘Healthy Me’	Unit 5 – ‘Relationships’	Unit 6 – Changing Me
RE	Hinduism <ul style="list-style-type: none"> We are learning to identify Hindu Gods. We are learning to investigate a Hindu God. We are learning the importance of the River Ganges to Hindus. We are learning to understand how Hindus show commitment to God. We are learning to explore a Hindu place of worship. We are learning to understand what Karma means to Hindus. We are learning to understand what Moksha means to Hindus. We are learning what Diwali means to Hindus. We are learning to understand how Hindus celebrate Diwali. We are learning to explore the Hindu God, Lakshmi. We are learning to re-tell the story of Rama and Sita. 		Sp1 – Understanding Christianity Unit 2A.4 Gospel - <i>What kind of world did Jesus want?</i> <ul style="list-style-type: none"> We are learning to understand what Christians do to try and make the world that Jesus wanted. We are learning to explore a Christian church. We are learning to retell the parable of The Good Samaritan. We are learning to understand how the Christian word is spread. 	Sp2 – Understanding Christianity Unit 2A.5 Salvation – <i>Why do Christians call the day Jesus dies ‘Good Friday’?</i> <ul style="list-style-type: none"> We are learning to understand the significance of Good Friday. We are learning to understand why Christians called the day Jesus died ‘Good Friday’? We are learning to retell the Easter story. 	Su1 - Understand Christianity Su2 - Understand Christianity Unit 2A.3 Incarnation/God <i>What is the trinity?</i> <ul style="list-style-type: none"> We are learning to understand the significance of water to Christians. We are learning to understand what baptism means to Christians. We are learning to explore the gospel of Matthew. We are learning to understand what is meant by the Holy Trinity. We are learning to understand the significance of the Holy Trinity to Christians. 	
Music	Charanga Scheme Musical Structures	Charanga Scheme Exploring Feelings When You Play	Charanga Scheme Compose with Your Friends	Charanga Scheme Feelings Through Music	Charanga Scheme Expression and Improvisation	Charanga Scheme The Show Must Go On!
Spanish	Language Angels Scheme <u>Early language teaching</u> I am learning Spanish Days of the week	Language Angels Scheme <u>Early language teaching</u> Seasons Months of the year Numbers	Language Angels Scheme <u>Early language teaching</u> Fruit	Language Angels Scheme <u>Early language teaching</u> Vegetables Traditions and celebrations	Language Angels Scheme <u>Early language teaching</u> Ice creams	Language Angels Scheme <u>Early language teaching</u> I know how... Phonics and pronunciation