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|  | **GEOGRAPHY**  **NATURAL DISASTERS** | **HISTORY**  **INVADERS – THE ROMANS** | **GEOG/HIST**  **STONE AGE TO IRON AGE** | | **MUSIC/DT**  **STONE AGE TO IRON AGE** | **GEOGRAPHY/DT**  **SIGNIFICANT INDIVIDUALS** | | **GEOGRAPHY**  **WATER CYCLE** | |
| **MATHS** | Y3/4 Plans – extension and development to Y5 or Y2 accordingly  Changes termly – including number and calculation/problem solving  Mental maths and times tables | | | | | | | | |
| **CROSS CURRICULAR MATHS** |  |  |  |  | | |  | |  |
| **ENGLISH** | Explanation Text  Letters | Newspapers  Non-Chronological reports | Recounts – Historical setting/trip  Poetry – narrative | | Dialogue and Plays  Issues/Dilemmas | | Information text  Imaginary worlds | | Instructions  Persuasive Texts |
| **SCIENCE** | Animals & Humans (Y3) | Animals & Humans (Y4) | Rocks | | Sound | | Electricity | | States of Matter |
| **ICT** | We are Communicators (Y3) | We are Co-Authors (Y4) | We are Opinion Pollsters (Y3) | | We are Musicians (Y4) | | We are Meterologists (Y4) | | We are Toy Designers (Y3) |
| **HISTORY** | Timeline of a volcano that is currently erupting – in the news – if appropriate. | The Roman Empire and its impact on Britain. | Changes in Britain from the Stone Age to the Iron Age.  A local history study  (Gloucestershire) | | A local history study  (Gloucestershire) – if need to carry over. | | History of Ancient Greek Olympic games and modern Olympics.  How games reflect an ever changing society.  Historical achievements of specific sports personalities. | |  |
| **GEOGRAPHY** | Describe and understand key aspects of volcanoes and earthquakes | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – **Roman invasions** | Human geography, including: types of settlement and land use. | | Name and locate counties and cities of the United Kingdom. | | Use maps, atlases, globes and digital/computer mapping to locate countries – **link to Olympics** | | Geographical regions and their identifying human and physical characteristics, key topographical features (rivers)  Describe and understand key aspects of the water cycle |
| **MUSIC** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  (Harvest Service) |  |  | | Use and understand staff and other musical notations (Wider Opportunities)  Listen with attention to detail and recall sounds with increasing aural memory | |  | | Improvise and compose music for a range of purposes using the inter-related dimensions of music (water cycle) |
| **RE** | What was the ‘Trinity’ and why was it important? | What do Hindus believe God is like? | What does it mean to be a Hindu in Britain today? | | Why do Christians call the day Jesus died ‘Good Friday’? | | For Christians, when Jesus left, what was the impact of Pentecost? | | How and why do people mark the significant events of life? |
| **PE** | Perform dances using a range of movement patterns  Natural Disasters | Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Gymnastics  (Apparatus) | | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Gymnastics  (Floor) | | Perform dances using a range of movement patterns.  (Superstars) | | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Athletics  (track) |
| **GAMES** | Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations | Play competitive games, modified where appropriate Invasion Games  (hockey) | Play competitive games, modified where appropriate Invasion Games  (netball) | | Play competitive games, modified where appropriate (Cricket) | | Play competitive games, modified where appropriate (Tennis) | | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Athletics  (field) |
| **ART** | Know about great artists in History.  To improve their mastery of art and design techniques, including painting.  Warhol & Munch | To improve their mastery of art and design techniques, including sculpture.  Roman Mosaics | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Structures:  Stonehenge/buildings | |  | | ARTS WEEK – varies every year. | | to create sketch books to record their observations and use them to review and revisit ideas  Drawing/Sketching: landscapes. |
| **DT** | Cooking  (Fishcakes – Waitrose) | Cooking (Roman bread)  Roman |  | | Building tools – attaching things together.  Cooking  (Iron age: oatcakes) | | ARTS WEEK – varies every year. | | Design and make a bridge. |
| **PSHCE - CORAM** | Rules, Rights and Responsibilities | Living in the Wider World – Money  Valuing difference | Caring for the environment  Healthy Lifestyles | | Keeping Safe | | Overcoming challenges  Inspiring people/achievements  Feelings and Emotions  **All linked to topic** | | RSE  Growing and changing  Feelings |
| **MFL** | Numbers. Greeting and ages. Parts of the body. | Colours. Numbers to 20, The Nativity | Days of the week & Months. Numbers to 30. Verbs, adverbs and adjectives. | | Families. Animals. Easter traditions and celbrations. | | Weather. Sentence building. French traditions – flags and saints. | | Masculine and feminine nouns. Vegetables & salads. |
| **TRIPS** | Literature Festival  Waitrose - Cooking | RE trip | Stone Age Trip - Bristol | |  | | Sugar Loaf | |  |