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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 accordinglyChanges termly – including number and calculation/problem solvingMental maths and times tables |
| **CROSS CURRICULAR MATHS** |  |  |  |  |  |  |
| **ENGLISH** | Explanation TextLetters | NewspapersNon-Chronological reports | Recounts – Historical setting/tripPoetry – narrative |  Dialogue and PlaysIssues/Dilemmas | Information textImaginary worlds | InstructionsPersuasive 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 patternsNatural 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 ideasDrawing/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 – MoneyValuing difference | Caring for the environmentHealthy Lifestyles | Keeping Safe | Overcoming challengesInspiring people/achievementsFeelings and Emotions**All linked to topic** | RSEGrowing and changingFeelings |
| **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 FestivalWaitrose - Cooking | RE trip | Stone Age Trip - Bristol |  | Sugar Loaf |  |