

	AUTUMN		SPRING		SUMMER	
Title & Main Focus	Tomb Raiders Egyptians / State of Matter		Spin the Globe Living Things / Animals and their Habitats / Map Skills and physical geography / Music and Art from around the world		We'll Meet Again World War 2 / Electricity / Sound / cooking / European geography	
Outline of theme	History Topic - Egyptians Learning about the ancient civilisation and important people from this time.		Science Topic - animals and their habitats. Children 'spin the globe' to travel around the world. In each country, children learn about the animals and habitats of this country as well as about the rt and music from around the world. Children will also learn about physical geography and landscapes		History - World War 2 . Children will explore the social implications of world war 2. They will look at how electricity and sound work and how this was sued during the war.	
Key texts/ authors	Jimmy and the Pharaoh An Egyptian Escape by K. A Gerrard	Egyptology - Search for the Tomb of Osiris	Spin the Globe - Dreamtime in Alice Springs by <u>Edward Moldenhauer</u> Spin the Globe – Where the earth meets the sky	Spin the Globe - Fjords, Reindeer and Vikings	Friend or Foe by Michael Morpurgo	War Poetry Treachery at Traitor's Quay
Literacy Focus						
Fiction / Non Fic	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Fiction
Text Type	Play scripts	Instructions + Explanation	Myths and Legends	Persuasion	Diary Recount	Poetry
Context	Converting comic strips and adding own scenes	Mummification	Aboriginal Origin Stories	Adverts for Norway	An evacuee's diary	War Poems
Fiction / Non Fic	Non Fiction	Fiction	Non-Fiction	Fiction	Non Fiction	Fiction
Text Type	Non Chronological Report	Poetry	Non Chronological Reports	Narrative	Instructions	Play Scripts
Context	Writing about Pharaohs	Water Poems / The Nile	Animals of Nepal	Adventure around the world	Using a gas mask / Wartime recipes	War Story (End of year performance)
Science Focus						
Topic(s)	States of Matter	Animals including Humans	Animals including humans	Living Things	Electricity	Sound
Knowledge Coverage	- compare & group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, & measure or research the temperature at	- describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans & their simple functions	identify the different types of teeth in humans and their simple functions. - construct and interpret a variety of food chains, identifying producers, predators	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	Identify common appliances that run on electricity. Construct a siimple series electrical circuit, identifying & naming its bacis parts including, cells, wires, bulbs,	Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.

	<p>which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> - identify the part played by evaporation & condensation in the water cycle & associate the rate of evaporation with temperature. 		<p>and prey</p>	<p>of living things in their local and wider environment</p> <ul style="list-style-type: none"> - recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats 	<p>switches & buzzers.</p> <p>Identify if 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.</p> <p>Recognise that a switch opens & closes a circuit & associate this whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors & insulators & associate metals with being good conductors</p>	<p>Find patterns between the pitch of a sound & features of the object that produced it.</p> <p>Find patterns between the volume of a sound & the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
Working Scientifically						

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Foundation Curriculum Overview - Links to National Curriculum			
History	<p>Hi23 – Ask and answer a variety of perceptive historical questions.</p> <p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved.</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.</p> <p>Hi31 Communicate knowledge and understanding in a variety of ways.</p>	<p>Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.</p>	<p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Identify the impact of the movement and settlement of people in different periods of British history.</p> <p>Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.</p> <p>Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.</p>
Geography	<p>Ge33 Ask and respond to geographical questions and offer their own ideas.</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge35 Identify where significant places are located in the UK, Europe and the wider world</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Bedfordshire.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Ask and respond to geographical questions and offer their own ideas.</p> <p>Use appropriate geographical vocabulary in communicating findings.</p> <p>Employ a wider range of field work techniques and instruments to collect and analyse a range of data.</p> <p>Describe, compare and offer reasons for their views.</p> <p>Interpret information from different types of atlases, globes, maps and plans at a range of scales.</p> <p>Use secondary sources of information and ICT as part of investigations.</p>
Art and Design	<p>Ar53 Textiles/Collage Experiment with paste resist</p> <p>Ar63 Painting Plan and create different effects and textures with paint</p> <p>Ar66 Modelling and Sculpting Show an understanding of shape, space and form</p> <p>Ar67 Modelling and Sculpting Plan, design, make and adapt models using a variety of materials</p> <p>Ar68 Modelling and Sculpting Talk about their work, understanding that it has been sculpted, modelled or constructed</p>	<p>Make and match colours with increasing accuracy and know which primary colours make secondary colours.</p> <ul style="list-style-type: none"> ● Use more specific colour language e.g. tint, tone, shade, hue. ● Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. ● Work confidently on a range of scales e.g. thin brush on small picture etc. ● Choose paints and implements appropriately. ● Plan and create different effects and textures with paint according to what they need for the task. ● Show increasing independence and creativity with the 	<ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements. ● Plan, refine and alter their drawings as necessary. ● Draw for a sustained period of time at their own level. ● Make informed choices in drawing inc. paper and media. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern. ● Alter and refine drawings and describe changes using art vocabulary. ● Collect images and Information independently in a

		painting process.	sketchbook. <ul style="list-style-type: none"> • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture
Design and Technology	Dt28 Use research to inform their design Dt29 Explore ways of meeting design challenges with a textile focus Dt30 Evaluate work, adapting and improving through the views of others to improve their work Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Dt33 Join and combine materials and components accurately in temporary and permanent ways Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen • Show an understanding of shape, space and form • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials 	<ul style="list-style-type: none"> • Use a variety of techniques for example: printing, dying, quilting, weaving, and embroidery • Match the tool to the material, naming them accurately • Combine skills more readily. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
Computing	C4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems C5 Solve problems by decomposing them into smaller parts C6 Use sequence, selection, and repetition in programs C7 Work with variables and various forms of input and output C8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs C9 Understand computer networks including the internet, recognising how they can provide multiple services, such as the world-wide web <ul style="list-style-type: none"> • I explain how digitally altered images in the media make me feel • I use appropriate strategies to deal with comments online • I choose apps, games and websites that are appropriate for my age and explain my reasons to friends • I tell my friends about the sensible choices I make about when and why I use device • I ignore or close adverts that appear on my device and explain my reasons 	<ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends. use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult <ul style="list-style-type: none"> • I know that anything I share online will stay there to be seen and used by others • I make safe choices when using technology to communicate responsibly with others • I explain why I need to ask a trusted adult before downloading files and games from the internet 	<ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. Consider difference between data and information Measure sound levels in the classroom using a datalogger (discrete data) Record outside noise and create a line graph to show the changing levels (continuous data) Investigate insulators of sound
Music	Mamma Mia / Glockenspiel Stage 2	Stop! / Lean on Me	Blackbird / Reflect. Rewind and Replay
RE	All skills in year 4 progression covered termly.	All skills in year 4 progression covered termly.	All skills in year 4 progression covered termly.

PSHE	<p>What strengths, skills and interests do we have?</p> <p>How do we treat each other with respect?</p>	<p>How can we manage our feelings?</p> <p>How will we grow and change?</p>	<p>How can our choices make a difference to others and the environment?</p> <p>How can we manage risk in different places?</p>
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