

YEAR FOUR	1 What impact did the Romans have on us?	2 How was Manchester effected by World War II?	3 Do people choose to be refugees? (geog – climate zones)	4 How can scientists use Elephant Poo?	5 What have the Greeks done for us?	6 Is Aladdin a true fairy tale?
Trips/WOW	Trip to Chester Roman Tour	Tatton Park - WWII Christmas	Identity removal		Residential	
Texts Poetry Film Play scripts	<p>Fiction: Magic Tree House – Racing with gladiators Osborne (link to Pompeii) The Thieves of Ostia – Caroline Lawrence Escape from Pompeii – Balit (film: Pompeii)</p> <p>Non-fiction: Rotten Romans on the rampage – Horrible History magazine pg. Soldier School Roman Britain – McDonald – Connections (Sue Palmer) What the Romans did for us – Hawes Roman Britain - Hovell Romans – Weird world of wonder – Robinson Boudicca’s Rebellion</p> <p>Poetry: Shape poems - Volcanic poem</p>	<p>Fiction: My Secret War Diary – Williams Rose Blanche – Innocenti War Boy – Foreman Machine Gunners – Robert Westall</p> <p>Non-fiction: The Blitz – Memorabilia Pack Newspaper Resources Variety of non-fiction texts</p> <p>Poetry: War Poetry – War Boy Where the poppies now grow – Robinson</p> <p>Film: Hope and Glory (clips of day war declared, Swap Shop) Anne Frank Goodnight Mr Tom Clips from The Boy in the Striped Pyjamas</p>	<p>Fiction: The Arrival – Tan (refugees) The Island – Greder Juliannes ‘story A story like the wind – Lewis Journey – Becker</p> <p>Non-fiction: Who are refugees and migrants? What makes people leave their homes? – Rosen & Young Horrible Geography of the world Other Geographical Books</p> <p>Poetry: Refugee Poem</p> <p>Film: Julianne’s story – video</p>	<p>Fiction: Demon Dentist – Walliams</p> <p>Non-fiction: Don’t flush</p> <p>The sprog owner’s manual – Babette Cole Looking after me – teeth – Gogerly & Gordon Investigate teeth – Guillain Digestion – Little Gems I know where my food goes – Maynard & McEwen The Digestive system - Body systems – Young explorers The digestive system - Hewitt Watch Dental Denial (file) Poetry: Oh I wish I’d looked after me teeth – Ayres</p>	<p>Fiction: Myths Percy Jackson & the lightning thief – Riordan Aesop’s Fables – Anne Gatti Greek Myths and Legends – Claybou (Usborne) Greek Myths – Marcie Williams</p> <p>Non-fiction: Ancient Greeks Eye Witness Spend the day in Ancient Greece – Projects and activities.</p> <p>Film: Percy Jackson and the Lightening Thief, Jason and the Argonauts</p>	<p>Fiction: The lost Happy Endings – Duffy The Jolly Postman – Alan Alhberg Fairy tale news – Hawkins Mixed up fairy tales – Sharratt x 2 Dear Fairy Godmother - Rosen & Sharratt</p> <p>Poetry: Cautionary tale Film: Variety of clips.</p>
Science	<p>Electricity Project – Design and build a structure incorporating an electrical system 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 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>States of matter 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.</p>		<p>Animals including humans construct and interpret a variety of food chains, identifying producers, predators and prey. 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</p>	<p>Living things and their habitats 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.</p>	<p>Sound 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 it □recognise that sounds get fainter as the distance from the sound source increases.</p>
	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their 					
DT		<p>Make do and mend and Rationing: WWII Food select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>			<p>Arts Week Fairy tales select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</p>	

		generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their				
History <i>*in addition to skills section</i>	Romans -the Roman Empire and its impact on Britain	WW2 – local history; “How did WW2 affect Manchester?” Timelines -A local History study			Ancient Greeks -Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Geography	Locating and labelling countries in Roman Britain Recalling British countries involved in battles -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Maps -European countries including Russia -locate the world’s countries, using maps to focus on Europe (including the location of Russia). Countries involved in WW2	Locating the worlds countries Geographical terms Physical and human features -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -physical geography, including: climate zones, and the water cycle		Map work – Greece -Locate countries around the world – (ancient Greece-modern Greece)	
Art and Design		Imperial war museum – sketching. Michael Forman Christmas themed – crafts; cards etc Published art. 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] puppets	Exploring artists, designers, architects from around the world. To find out about great artists, architects and designers in history.		Arts week Fairytale – Intro 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] puppets	Watercolours - The Lost Happy Endings Arthur Rackham – inks, water colour line. 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] – water colours, Arthur Rackham
	to create sketch books to record their observations and use them to review and revisit ideas					
Music	Recorder	Recorder Mamma Mia	Recorder Five Gold Rings	Recorder Glockenspiel Stage 3 -Tuned instruments – glockenspiels -use and understand staff and other musical notations	Recorder Benjamin Britten – Cuckoo! develop an understanding of the history of music.	Recorder Lean on Me! Recorder Reflect, Rewind and Replay
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician					
R.E	Why does it mean to be a Jew in Britain today? • Describe some examples of what Jews do to show their faith, and make connections with some Jewish beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Jews express their faith (A2). • Suggest at least two reasons why being a Jew is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Jews in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).		Why do some people think that life is like a journey and what significant experiences mark this? • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	Why is Jesus inspiring to some people? Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	Why are festivals important to religious communities? Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others’ ideas about how people decide right and wrong (C3).	What can we learn from religions about deciding what is right and wrong?

Computing	We are designers understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	We are HTML editors use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	We are meteorologists	We are software developers design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and	We are co-authors select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content	We are musicians use sequence, selection, and repetition in programs; work with variables and various forms of
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact						
PSHE	Living in the wider world		Health and wellbeing		Relationships	
P.E	Invasion Games use running, jumping, throwing and catching in isolation and in combination	Gymnastics develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Yoga/Body awareness develop flexibility, strength, technique, control and balance		Netball/basketball play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Dance perform dances using a range of movement patterns
MFL	Greetings Numbers 1 to 12 Name Age	Colours Classroom instructions Traditional celebrations - Christmas	Alphabet Days of the week Months Birthdays Weather Money		Food Cafe Grammar	