

Y4	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
<b>Topic Theme</b>	<b>History</b> - Ancient Egypt	<b>Art</b> - Literacy	<b>Geography</b> - Literacy	<b>Local History</b> – Sheffield Floods.	<b>History</b> – Invaders and settlers	<b>Geography</b> – PSHCE - Fair trade
Key Question	Why did Ancient Egyptians write and what alphabet did they use? How did Ancient Egyptians produce food?		How and why has Sheffield changed over time? What natural events caused the locality to change? What man-made processes and events caused Sheffield to change.	Why can sometimes Sheffield flood? How can we prevent floods?	Who were the Anglo Saxons? What impact did they have on Britain?	What is Fair Trade and why is it so important?
Text/focus	Information texts on Ancient Egypt (from Teacher Centre); How to Make a Mummy; Trapped (narrative)	The Iron Man – Ted Hughes; poetry writing; newspaper report; persuasive leaflets.	Children’s History of Sheffield – Ann Wright. Fiction; information texts.	The Flood – Alvaro F. Villa; explanation texts; diary.	Beowulf; recount	Information Text based on My next Fair trade adventure ( <a href="http://schools.fairtrade.org.uk/resources/2243/">http://schools.fairtrade.org.uk/resources/2243/</a> ) Persuasive text; narrative (perspective of a local farmer).
Science	<b>Animals including humans (digestion)</b>  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	<b>Electricity</b>  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 Activities-making a buzzer game. Or: help iron man fix his broken light/torch. Making a switch: education guru website-search for early warning system	<b>Living things and their habitats</b>  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Compare animals found in different environments in Sheffield  Use keys to identify organisms.	<b>Living things and their habitats</b>  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.  Animals including humans-construct and interpret a variety of food chains, identifying producers, predators and prey Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<b>Sound</b>  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	<b>Changing states of matter</b>  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>History</p>	<p>The achievements of the earliest civilizations, including an overview of where and when the first civilizations appeared and a depth study</p> <p><b>Ancient Egypt.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history.</li> </ul>		<p>A local history study</p> <p><b>Abbeyle Industrial Hamlet and the history of crucible steel</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul>	<p>A local history study</p> <p><b>The Sheffield Floods of 1864 and 2007: A comparative study of effects and impact on the city.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>➤ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire;</li> <li>➤ Scots invasions from Ireland to north Britain (now Scotland);</li> <li>➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>➤ Anglo-Saxon art and culture</li> <li>➤ Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul>	
<p>Geography</p>	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on the key physical and human characteristics</p> <p><b>Focus on Egypt and Africa-Ancient Egypt.</b></p> <hr/> <p>Human and physical geography</p> <p>Key aspects of climate zones, biomes</p> <p><b>Focus on Egypt and Africa-Ancient Egypt.</b></p>	<p>Human Geography</p> <p>Land use and types of settlement</p> <p><b>Iron Man</b></p>	<p>Human geography</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>River Sheaf</b></p> <p><b>Abbeyle Industrial Hamlet - Sheffield</b></p>	<p>Locational knowledge</p> <p>Key topographical features-rivers.</p> <p><b>(Don / Loxley and Rivelin)</b></p> <hr/> <p>Physical geography</p> <p>To describe and understand key aspects of rivers and the water cycle</p> <p><b>Water cycle</b></p> <p><b>(Don / Loxley and Rivelin)</b></p> <hr/> <p>Human geography</p> <p>Types of settlement and land use, economic activity including trade links.</p> <p><b>The Great Sheffield Flood (Don / Loxley and Rivelin)</b></p>		<p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.</p> <p><b>South America</b></p> <hr/> <p>Human geography</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Fair Trade</b></p>
<p>RE</p>	<p><b>Year 4: Symbols and religious expression:</b></p> <p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Muslims and Christians</p>	<p><b>Year 4: Inspirational people from long ago:</b></p> <p>What can we learn from inspiring leaders who started religions?</p> <p>Moses, the Buddha, Jesus and Muhammad.</p>	<p><b>Year 4: Inspirational people in today's world</b></p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Hindu, Christian, Buddhist</p>	<p>PLANNED UNIT: Muslims, Sikhs and Christians: Similar, different or both?</p>		

			PLANNED UNIT: Why is Jesus an Inspiring person to many people today?			
Music	Listen with attention to detail and recall sounds with increasing aural memory  Out of the Ark: Ancient Egyptians – The Sand Dance Teeth: These Teeth of Mine Teeth: What Good Strong Teeth	Use and understand staff and other musical notations.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	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 interrelated dimensions of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music
Art		Artists visit. Children to make a 3D self-standing life-size model using junk and metal, i.e. use sculpture to develop and share children's ideas, experiences and imagination.		Conduct an in-depth analysis of a watercolour painting, i.e. of a river (Turner or Constable).  Begin to create a sketch book of techniques. Plan, create and evaluate a painting using watercolours. Incorporate what you have found out into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.		Children are to develop their drawing skills charcoal, pencils and sketching.  Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space (context: Fairtrade fruit). Evaluate beginning to use artistic language.
PE	Striking and fielding Football	Striking and fielding Cricket	Gymnastics	Multi-sport Sheffield University	Invasion games	Athletics
PSHCE	Getting on and Falling out Anti-Bullying	New beginnings	Going for goals	Good to be me	Relationships	Changes
DT	Moving robots Pulleys and pulls  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Shelters - apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Design diets for modern Anglo Saxons if they lived today identifying seasonal nature of Anglo Saxon food compared to ours.	
Computing	Creating complex shapes and repeating patterns in Logo – could link to hieroglyphs or pyramids (HIST/MATH)	Simple animation in Scratch using forever loop – pupils can draw their own Iron Man sprite and backgrounds (ENG)	Animation or photostory based on topic (ENG)	Looking at weather data, how we share data in emergencies (GEOG)	Create digital art inspired by Anglo Saxon art/culture (HIST/ART)	Simple story of a coffee bean or cocoa bean in Scratch (GEOG)
French	Classroom instructions, naming animals, listening skills 9story), body parts, size words, facial parts, using a bilingual dictionary and colours.	Agreement (S-V / A-N), conversations about food, pronunciation of on, om and an, Fairy tales, revise 'je voudrais', months and numbers (1-15).	Months, numbers (16-31), dates and days of the week, Revision of facial features, Hair colour and type and eye colour	Size, pronunciation of 'r', and 'ch', 3 <sup>rd</sup> person, use of adjectives in sentences, family members and asking about brothers and sisters, and use of 'my'.	Family members, revise 'my', using dictionaries, pronounce 'eu', clothing and colour revision, asking simple questions, describing clothing, presenting a text and revise food.	Give opinions, revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family, and learn about French food.
Trips & Visits	Weston Park Museum – Egyptian trail	Artist writing Stimulation Day	Visit to Abbeydale industrial hamlet.	Flood alleviation site.	Visit to Leeds Armouries Saxon Sagas (Anglo Saxons)	Costa Coffee (fair trade) Visit; Fair trade breakfast in school.