

Year 4 – 2023-2024 Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Ancient times – Who were the ancient Greeks?</p> <p>What was it like in an Ancient Greek home?</p> <p>Is Greece identifiable today and has the mapping changed?</p>	<p>How have the ancient Greeks influenced our modern culture?</p>	<p>Our watery world. Is there more blue than green?</p> <p>What is physical geography?</p> <p>How are rivers, and lands around them formed?</p> <p>Did past civilisations and peoples need to be close to rivers?</p> <p>Are you what you eat?</p> <p>How does our body digest food?</p>	<p>How do we care for our rivers and seas?</p> <p>How does the water cycle work?</p> <p>Do populations expand and decline?</p> <p>Do periods of history overlap?</p>	<p>Did the Roman Empire reach our Island?</p> <p>What is bio-diversity and why is it important?</p>	<p>How did the Romans live?</p> <p>How precious are our local forests?</p>
English – writing	<p>Writing to entertain – Greek myths: Read and learn a variety of Greek Myths based on the book by Marcia Williams</p> <p>Learn and act the story of Icarus and Daedalus writing to change a point of view.</p> <p><u>New Grammar</u></p> <ul style="list-style-type: none"> extended noun phrases, including with prepositions 	<p>Writing to Inform The 'Who's Who' guide to Ancient Greeks!</p> <p>Write a guide about different gods, philosophers etc...who lived in Ancient Greece.</p> <p>Think about the different information that needs to be collected and how it needs to be presented to others.</p>	<p>Writing to Entertain – Poetry based on food Listen to 'Chocolate Cake' by Michael Rosen. Explore simile, personification and metaphor. Develop how you can use metaphor to describe things. (2 weeks)</p> <p>Writing to inform – Digestive system –</p>	<p>Writing to persuade – writing letters to a chosen organisation about conservation of waterways, habitats etc... to send to different organisations.</p> <p><u>New Grammar</u></p> <ul style="list-style-type: none"> Use of formal language using the present perfect form of verbs in contrast to the past tense 	<p>Writing to Entertain- The Highwayman An in-depth study of the Highwayman and it's understanding.</p> <p>Use the text to create Tim's story, using different writing devices to get feelings and emotions across.</p> <p><u>Grammar</u></p>	<p>Writing to inform – Newspaper report.</p> <p>Use the story 'Empire's End' to create a written recount (Newspaper style report) of the journey from Gaul to Britannicum and the disaster at sea.</p> <p><u>Grammar</u> Independent use of the expected</p>

	<ul style="list-style-type: none"> Standard English verb inflections (I did vs I done) use the correct form of 'a' or 'an' <p>Grammar</p> <ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) <p>Transcription</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>Think about organisational devices such as headings and subheadings.</p> <p>Grammar Recap:</p> <ul style="list-style-type: none"> use the correct form of 'a' or 'an'. indicating possession by using the possessive apostrophe with singular and plural nouns. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using structures to organise a text. <p>Transcription</p> <p>increase the legibility, consistency and quality of their handwriting.</p>	<p>explanation of how the digestive system works. Share work with year 6. (Science work linked to this unit)</p> <p>New Grammar</p> <ul style="list-style-type: none"> using fronted adverbials using commas after fronted adverbials <p>Transcription</p> <p>increase the legibility, consistency and quality of their handwriting.</p>	<p>Independent application of all grammatical structures to be used.</p> <p>Transcription</p> <p>increase the legibility, consistency and quality of their handwriting.</p> <p>Writing to persuade – based on narrative</p> <p>Using the class novel, Boy at the Back of the Class, and look at different parts of the story from different perspectives and persuade as different characters.</p> <p>Grammar</p> <ul style="list-style-type: none"> Use of formal language using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> appropriate choice of pronoun or noun to create cohesion Expanded Noun Phrase To use direct speech and punctuate it correctly. 	<p>vocabulary, grammar and punctuation studied, including direct speech, expanded noun phrases and fronted adverbials.</p>
English – Guided Reading	Who let the Gods out? – Maz Evans Shared book – The Miraculous Journey of Edward Toulane and Varjak Paw – SF Said	Escape to the River-Sea – Emma Carrol Shared book – The Boy at the Back of the Class	Empire's End – Leila Rasheed Shared book – The Wind in the Willows. Wonder.			
Maths	Place Value	Multiplication and Division	Multiplication and division	Decimals Money	Measures (Kg, ml, cm etc...)	Geometry Coordinates

	Addition and Subtraction	Statistics	Fractions Time		Perimeter Area	Problems solving involving the 4 operations
History	<p>Ancient Greece A study of Greek life and achievements and their influence on the western world.</p> <p>Understand the impact of ancient Greek literature on our culture and the significance of references.</p> <p>Look at the evidence available in classical periods.</p> <p>Understand reconstruction and films set in classical periods are interpretations.</p>			<p>Romans in Britain</p> <p>Julius Caesar's attempted invasion in 55/4BC</p> <p>The roman empire by AD42 and the power of its army</p> <p>Successful invasions by Claudius and conquest including Hadrian's wall British resistance, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs</p> <p>Who conquered Britain? Where were they from? Draw a picture of what they were like – what were they actually like?</p> <p>Bias in history – white or black?</p>		
Geography	<p>European Regions</p> <p>Locational knowledge Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, countries, and major cities</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Revision of climate – language of temperate, tropical, arctic etc...</p>	<p>Rivers Locational knowledge Where are the world's major rivers?</p> <p>How do our local rivers compare to others in the world?</p> <p>Revision – where does the River Fowey begin and where does it flow to?</p> <p>Vocabulary of features of rivers.</p>	<p>Oceans and seas</p> <p>Recap the major seas and oceans and look at those that surround the UK</p> <p>Geographical skills and fieldwork Use symbols and key (including Ordnance Survey Maps – 4 figure reference maps)</p> <p>Human impact on the planet Global warming Plastic pollution</p>	<p>Temperate rainforests.</p> <p>Forest and Field Work.</p> <p>What is a biome? How do different biomes create different environments?</p> <p>Where are the world's rainforests?</p> <p>Look at the difference between tropical and temperate forests?</p> <p>How are temperate rainforest different to tropical rainforests?</p> <p>What are the parts of the rainforests?</p> <p>Why are temperate and tropical rainforests essential for the world?</p>		

			<p>(Map of River Fowey) As a group.</p> <p>The earths processes that develop physical features.</p> <p>The impact of rivers on human behaviour. (Why were settlements always built next to rivers in the Iron and Stone ages?)</p> <p>Assessment – Find the main features of The River Nile?</p>	<p>Migration of animals Migration of people – PSHE and novel Refugees</p>	<p>Explore a local temperate forest – impact on the local environment.</p> <p>Field work: Rivers – flow of a river affected by depth and width. Forest – explore the different layers.</p>	
<p>Science</p>	<p>Working Scientifically: Know how to use a microscope, magnifying lens, Can make careful observations using notes and simple tables and drawing. In drawing, can consider scale and detail.</p> <p>Living things: 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>Working Scientifically: Can set up simple practical enquiries and understand a fair test.</p> <p>Can understand that changing only one variable is best method for testing.</p> <p>Electricity Identify common appliances that run on electricity.</p> <p>Electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>Working Scientifically: Use independent research including secondary sources to help them to answer questions</p> <p>Animals inc. humans Describe the simple functions of the basic part of the digestive system in humans Identify the different types of teeth in humans and their simple functions.</p> <p>Scientific enquiry - What is spit for?</p>	<p>Working Scientifically: Know how to use a thermometer</p> <p>Can take accurate measurements using standard units of heat. Use negative numbers.</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,</p>	<p>Working Scientifically: Living things and their habitats – Conservation (Developing Experts)</p> <p>Living things: Recognise that environments can change and that this can sometimes pose dangers to living things. Describe Eco-systems Understand the human impact on the environment through; deforestation, air</p>	<p>Scientific enquiry: Did the Romans use toilet paper?</p> <p>Use scientific evidence to answer questions to support their findings, relate the results to scientific knowledge.</p> <p>Draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>

	<p>Standing on the shoulders of Giants- Jane Goodall</p>	<p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>How is electricity generated?</p> <p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the</p>		<p>and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>States of matter: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Extended writing – create an image with explanations about the Water Cycle.</p>	<p>pollution, water pollution. Explain why water conservation is important, explain the positive impact humans can have on the environment.</p> <p>Standing on the shoulders of Giants- Jane Goodall</p>	
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		<p>object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>				
Art	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p>Sculpture, Structure, Inventiveness and Determination What can artists learn from nature?</p>	<p>Festival Feasts How might we use food and art to bring us together?</p>		<p>Exploring Pattern Exploring how we can use colour, line and shape to create patterns including repeating patterns.</p>
D/T	Design and make Greek inspired Jewellery Design and make a bag to hold the jewellery			Making a healthy Lunch		
Music	<p>Mamma Mia To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use 10 pieces to help support this learning and understanding.</p>	<p>Glockenspiel Stage 2 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Stop! To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Lean on me To 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.</p>	<p>Blackbird To develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall</p>	<p>Reflect, Rewind and Replay To develop an understanding of the history of music.</p>

		Use and understand staff and other musical notations.			sounds with increasing aural memory.	
MFL - French	Presenting Myself <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	My Family <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	Goldilocks <ul style="list-style-type: none"> Increase their memory potential in French by using picture cards, word cards and phrase cards in French. Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in French. 	In the Classroom <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. 	At the Tea Room <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	What is the weather? <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.
RE	CREATION/FALL What do Christians learn from the creation story?	Judaism How do festivals and family life show what matters to Jewish people?	PEOPLE OR GOD What is it like to follow God?	Islam How do festivals and worship show what matters to a Muslim?	GOSPEL What would Jesus do? Ten commandments.	How and why do people try to make the world a better place?
PSHE	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	PE for fitness - circuits Gymnastics	Dance Gymnastics	Swimming Invasion Games	Invasion Games Yoga	OAA Striking and fielding	Net and ball games Athletics
Computing	Computing systems and networks The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Creating media Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Programming A Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data and information Data logging Recognising how and why data is collected over time, before using dataloggers to carry out an investigation.	Creating media Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Driver 1 To promote and	Where did the different groups of Greeks come from? What is their perception of them? Was their society perfect?		Looking at the word refugee and what it means to the	All Romans were white. Pose the question at the start of the unit of work and see what their attitudes are.		Are all important forests in the South American and

<p>celebrate <u>diversity</u> within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>	<p>What was Ancient Greek like for women? Would they have liked to have experienced life for women?</p>		<p>children. Use the Children's society work to explain refugees and the book 'Boy at the back of the class' to gain a greater understanding of what being a refugee means.</p>	<p>Through work, reading and investigative work, answer the question again. Were they surprised by what they found out?</p>	<p>Africa? Do we need to look closer to home to be able to make an impact on capturing carbon and global warming?</p>	
<p>Driver 2 To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.</p>	<p>Wild tribe will run throughout the year. They will have a wild tribe practitioner working with them weekly.</p>					
	<p>Allotment tidying. KS2 trip to Bodmin Moor</p>			<p>Allotment preparation</p>	<p>Growing in the allotment</p>	<p>Using the produce from the allotment. Field work to look at rivers and forests.</p>
<p>Driver 3 To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for</p>	<p>KS2 trip to Bodmin Moor</p>	<p>"Greek Pots" workshops at the Royal Cornwall Museum.</p>		<p>School sleep over and trip to explore something that they might not have done before.</p>	<p>Roman workshop and visit to the Cathedral to see how the Gospel has influenced the design on the stained glass windows.</p>	

the pupil premium cohort.						
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