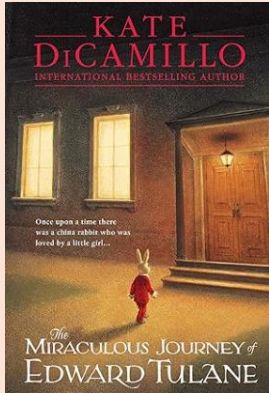
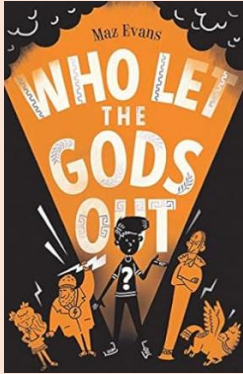

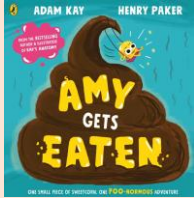
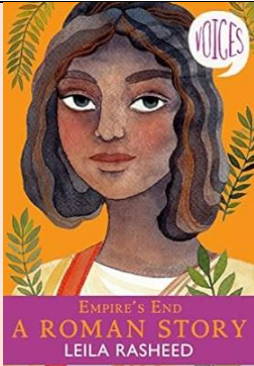
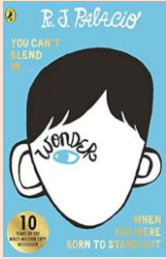
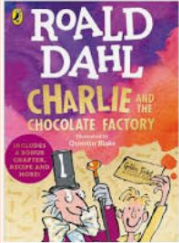
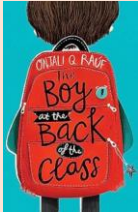

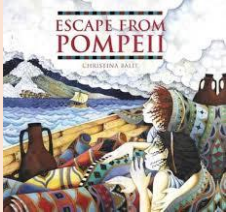

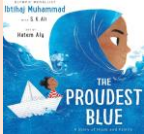






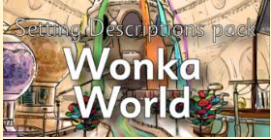





Year 4 – 2024-2025 Rolling Programme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Ancient times – Who were the ancient Greeks?</p> <p>Is Greece identifiable today and has the mapping changed?</p>	<p>What was it like in an Ancient Greek home?</p> <p>Were all Greeks States the same?</p>	<p>How did the ancient Greeks influence modern culture?</p>	<p>Romans What is an empire?</p> <p>Did the people in Britain welcome the Romans?</p>	<p>How did the Romans live? (Separate study into Pompeii)</p>	<p>What lasting impact did the Romans have on Britain?</p>

<p>Key Text:</p>	<p>The Miraculous Journey of Edward Tulane</p> 	<p>Who let the Gods out? by Maz Evans</p> 	 <p>Here Comes Hercules by Stella Tarakson Discussion Guide #Mischief</p>  <p>AMY GETS EATEN</p>	 <p>Empire's End by Leila Rasheed</p>	<p>Wonder – P. J Palacio</p> 
<p>Other texts - reading for pleasure/linked to our drivers.</p>	<p>Charlie and the Chocolate Factory by Roald Dahl</p> 	<p>The Boy at the Back of the Class by Onjali Rauff</p> 	 <p>QUEEN OF DARKNESS</p>	 <p>ESCAPE FROM POMPEII</p> <p>Bullying Female Scientists Places of worship</p>	<p>Malala's Magic – Malala Yousafzai</p>  <p>Malala's Magic Pencil</p> <p>The Proudest Blue - Ibtihaj Muhammad</p>

<p>VIPERS</p> <p>*also a range of comprehensions including Grammarsaurus and SATs papers</p>	<p>Ancient Greece Greek myths Animals Jane Goodall – Female Scientists.</p>	<p>Modern Myths Famous Authors Christmas Electricity Sound</p>	<p>The Romans Volcanoes (Pompeii) The Human Body (Digestion) Eating and Digestion Rivers</p>	<p>The Ocean Depths Plastic Pollution Deep sea Creatures States of Matter River Nile</p>		 <p>Festivals Bees Music History Persuasive texts</p>
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<p>Writing units and outcome</p>	<p>Expectations: Letter formation Pencil grip Writing posture Baseline Assessment to check.</p>  <p>Mini writes – completing sentences, continuing writing using PVPG taught objectives (some may link to the topic).</p>	<p>Non Chronological Report: Non-chronological report</p>  <p>Final write:</p> <p>Instructions:</p>  <p>Final write: How to get past Cerberus to visit the underworld</p>	<p>Recount – scientific report</p>  <p>Final write: Which liquid causes the most damage to our teeth?</p> <p>Poetry: The River - The Children's Poetry Archive</p> <p>I Asked the River Centre for Literacy in Primary Education (clpe.org.uk)</p> <p>Children to create their own poem</p> <p>Narrative- Character Description: Ancient Greek mythological creatures.</p> <p>Final write: Create their own creature.</p>	<p>Persuasion – Letter</p>  <p>Final write: Persuade other why you should join the Romans – think about the tribes in the north who did join them.</p> <p>Information: Explanation</p>  <p>Final write: Explanation text about the water cycle.</p>	<p>Narrative: Setting Description</p>  <p>Final write: Setting description linked to a temperate forest adventure.</p> <p>Narrative: Characterising Speech</p>  <p>Final write: Narrative based on the Characters arriving in Rome and meeting Geeta and Caracalla (Empire's End) Characterising speech.</p>	<p>Recount diary entry</p>  <p>Final write: Write a recount diary entry about arriving in Londinium and the journey there based on Empires End.</p> <p>Focus on feelings and feeling like the odd one out? (Wonder)</p> <p>Persuasive advert:</p>  <p>Final write: Why should we be planting more trees rather than chopping them down?</p>
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<p>Grammar</p> <p>*there could be different grammar areas added during units in response to AfL</p>	<p><u>PVPG:</u> What is a sentence? Nouns – common, proper, abstract, collective. Verbs – 'to be' and action Singular and plural Coordinating conjunctions Clauses – single clause Subject and verb agreement.</p>	<p><u>Discussion:</u> Fronted adverbials – commas. Co-ordinating conjunctions – for, and, but, yet, so. Subordinating conjunctions – so that, because, if, even though. Expanded noun phrases.</p> <p><u>Instructions:</u> Imperative verbs. Rhetorical questions. Co-ordinating and subordinating conjunctions. Time adverbials. Place adverbials.</p>	<p><u>Recount – scientific report:</u> Modifying the verb. Modifying the noun. Subordinating conjunctions – that, because. Co-ordinating conjunctions to join clauses. Adverbials – when, how where. Expanded noun phrases. Commas in a list of adjectives. Imperative verbs.</p> <p><u>Poetry:</u> Understanding structures. Using syllables. Hyphens (Kennings)</p>	<p><u>Persuasion:</u> Co-ordinating conjunctions – yet, and, for, but, so. Expanded noun phrases. Modifying verbs. Adverbials for place and time. Rhetorical questions. Emotive language. Sentence of three. Addressing the audience. (1st person)</p> <p><u>Explanation:</u> Co-ordinating conjunctions – and along with commas in lists. Commas for fronted adverbials of time and place. Rhetorical questions and question marks. Formal and technical language – glossary of terms.</p>	<p><u>Narrative - setting:</u> Subordinating conjunctions – after, before, since, until, when, once. Adverbials for time using a comma to show fronted adverbials. Expanded noun phrases. Past and present participles. Apostrophes for possession. Simile. Short sentences and rhetorical questions.</p> <p><u>Narrative – characterising speech:</u> Modifying verbs. Modifying nouns – expanded noun phrases. Direct speech. Punctuation of speech. Short sentences. Participial phrases and clauses.</p>	<p><u>Recount:</u> Active voice. Co-ordinating conjunctions- for, and, but, yet, so. Chronological order. Adverbials for manner, time and place. Expanded noun phrases including commas in a list of adjectives. Subordinating conjunctions. (A white bus) Rhetorical questions and question marks. Exclamation marks.</p> <p><u>Persuasive advert:</u> Subordinating (so, that, if) and co-ordinating (for, and, but, yet, so) conjunctions. Imperative verbs. Commas: in lists, adverbials, in clauses. Question marks. Exclamation marks. Adverbs for degree of certainty.</p>
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Maths	Place Value Addition and Subtraction	Multiplication and Division Statistics	Multiplication and division Fractions Time	Decimals Money	Measures (Kg, ml, cm etc...) Perimeter Area	Geometry Coordinates Problems solving involving the 4 operations
History	Ancient Greece When was the flourishing of the Ancient Greek states? Can you name some Ancient Greek states and were they all the same? What was lifestyle for the average person in Athenian state? What amazing writers and thinkers emerged from the Greek states? How has Ancient Greece influenced our lives today?			Romans in Britain Why is Pompeii significant and what do we learn about Roman homes from the remains? Was the Roman Empire mono-cultural? How did the Roman occupation impact on Ancient Britain? Was Jesus alive during development of the Ancient Roman Empire? What personal writing tells us about the expansion of the Roman Empire?		
Geography	European Regions Locational knowledge Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, countries, and major cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Revision of climate – language of temperate, tropical, arctic etc...	Rivers Locational knowledge Where are the world's major rivers? How do our local rivers compare to others in the world? Revision – where does the River Fowey begin and where does it flow to? The impact of rivers on human behaviour. (Why were settlements always built next to rivers in the Iron and Stone ages?)	Oceans and seas Recap the major seas and oceans and look at those that surround the UK Geographical skills and fieldwork Use symbols and key (including Ordnance Survey Maps – 4 figure reference maps) Human impact on the planet Global warming Plastic pollution Migration of animals Migration of people	Temperate rainforests. Forest and Field Work. What is a biome? How do different biomes create different environments? Where are the world's rainforests? Look at the difference between tropical and temperate forests? How are temperate rainforest different to tropical rainforests? What are the parts of the rainforests? Why are temperate and tropical rainforests essential for the world? Explore a local temperate forest – impact on the local environment. Field work: Rivers – flow of a river affected by depth and width. Forest – explore the different layers.		

<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>Standing on the shoulders of Giants- Jane Goodall</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>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</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</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, 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</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.</p> <p>Understand the human impact on the environment through; deforestation, air pollution, water pollution.</p> <p>Explain why water conservation is important, explain the positive impact humans can have on the environment.</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>
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associate metals with being good conductors.

How is electricity generated?

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.

with explanations about the Water Cycle.

Art	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.	Exploring Pattern Exploring how we can use colour, line and shape to create patterns including repeating patterns		Sculpture, Structure, Inventiveness and Determination What can artists learn from nature?		Self Portrait – Assessment for art
D/T			Food: Making a healthy Lunch		Materials for purpose: Design and make Roman inspired Jewellery.	Textiles: Design and make a bag to hold the jewellery
Music	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.	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. Use and understand staff and other musical notations.	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.	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.	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 sounds with increasing aural memory.	Reflect, Rewind and Replay To develop an understanding of the history of music.
MFL - French	Presenting Myself	My Family	Goldilocks	In the Classroom	At the Tea Room	What is the weather?
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 celebrate diversity 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.	Where did the different groups of Greeks come from? What is their perception of them? Was their society perfect? What was Ancient Greek like for women? Would they have liked to have experienced life for women?	Looking at the word refugee and what it means to the 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.	All Romans were white. Pose the question at the start of the unit of work and see what their attitudes are. Through work, reading and investigative work, answer the question again. Were they surprised by what they found out?	Are all important forests in the South American and Africa? Do we need to look closer to home to be able to make an impact on capturing carbon and global warming?		
Driver 2 To promote mental health for all with an emphasis on outdoor learning and immersion in natural environment.	Wild tribe will run throughout the year. They will have a wild tribe practitioner working with them weekly.					
	Allotment tidying.			Allotment preparation	Growing in the allotment	Using the produce from the allotment. Field work to look at rivers and forests.
Driver 3		"Greek Pots" workshops at the Royal Cornwall Museum.	Swimming lessons for all students		Roman workshop and visit to the Cathedral to see	School sleep over and trip to explore something that they

<p>To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil premium cohort.</p>					<p>how the Gospel has influenced the design on the stained glass windows.</p>	<p>might not have done before.</p>
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