

Subject Area	Term 1 Anglos-Saxons and Vikings	Term 2 Changes	Term 3 Greeks
<b>Literacy</b>	<p>Anthony Browne– stories <i>courage, trust, humility</i></p> <p>Beowulf myth – <i>courage, trust</i></p> <p>Beowulf poetry</p> <p>Remembrance Day poetry – <i>courage, peace, forgiveness, justice, compassion, respect and reverence</i></p> <p>Narrative poetry – Beowulf</p> <p>NC report writing – aspects of Viking daily life</p>	<p>Fantasy stories and imagery poetry – Ice Palace <i>courage, forgiveness, compassion, service</i></p> <p>Instructions – recipes (changing materials)</p> <p>Recount – trip</p> <p>Poetry – Wordsworth (Grasmere) - <i>peace</i></p> <p>Explanation texts – flowering plants</p>	<p>Greek legends –stories <i>courage, justice, service</i></p> <p>Playscripts</p> <p>Non-fiction – recount newspapers ( school events)</p> <p>Info booklet with collection of text types (Greek diet)</p> <p>Biography(Famous Greeks) – <i>hope, truthfulness, wisdom</i></p>
<b>Science</b> <i>Creativity</i> <i>Truthfulness</i> <i>Respect and reverence</i> <i>Wisdom</i> <i>Perseverance</i>	<p>Electricity – into the forest/ the tunnel</p> <p>identify common appliances that run on electricity</p> <ul style="list-style-type: none"> <li>♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>♣ 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</li> <li>♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>♣ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Forces and magnets – Viking boats</p> <p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> <li>♣ notice that some forces need contact</li> </ul>	<p><b>States of Matter</b> –</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>♣ 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)</li> <li>♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Plants</b> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>♣ investigate the way in which water is transported within plants</li> <li>♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Greek food and diet-</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>♣ identify the different types of teeth in humans and their simple functions</li> </ul> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

	<p>between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>♣ observe how magnets attract or repel each other and attract some materials and not others</li> <li>♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>♣ describe magnets as having two poles</li> <li>♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		
<b>Computing</b> <i>Creativity</i> <i>Trust</i> <i>Friendship</i> <i>Perseverance</i>	<p>Back to the Future (CS)</p> <p>We built this city (DL)</p> <p>Digital literacy throughout the term in other subject areas</p>	<p>Cars (CS)</p> <p>Hurray for Hollywood (DL)</p> <p>Digital literacy throughout the term in other subject areas</p>	<p>Interface Designer (CS)</p> <p>Final score (DL)</p> <p>e-safety</p> <p>Digital literacy throughout the term in other subject areas</p>
<b>History</b> <i>Hope</i> <i>Truthfulness</i> <i>Generosity</i> <i>Wisdom</i> <i>Perseverance</i> <i>courage</i>	<p>Anglo-Saxons/ Vikings</p> <p>Invasion, settlements, ways of life</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward</p> <ul style="list-style-type: none"> <li>♣ Viking raids and invasion</li> <li>♣ <b>resistance by Alfred the Great and Athelstan, first king of England</b></li> <li>♣ further Viking invasions and Danegeld</li> <li>♣ <b>Anglo-Saxon laws and justice</b></li> <li>♣ Edward the Confessor and his death in 1066</li> </ul>	<p>Earth history linked to Geography – Lake District used to have polar climate</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Historical enquiry</p>
<b>Geography</b>	<p>UK, Europe (Scandinavia)</p> <p>Settlements, place names</p> <p>Map work</p>	<p>Polar climates – North America</p> <p>Water cycle, rivers, glaciers and mountain formation,</p> <p>Map work of local area and North America</p>	<p>Contrasting European locality - modern day Greece.</p> <p>Human and physical geography</p> <p>Volcanoes</p>
<b>Citizenship</b> <i>All Christian</i>	<p>New beginnings – SEAL Y4</p> <p>Relationships – SEAL Y4</p> <p><b>British Values – remembrance</b></p>	<p>Internet safety</p> <p>Climate change</p> <p>Fair trade week</p>	<p><b>Democracy</b></p> <p>Sustainability – debate on impact of tourism</p> <p><b>Archbishop of York young leaders?</b></p>

<i>Values covered throughout the year</i>	Anti- bullying	Going for goals – SEAL Y4 Getting on and falling out – SEAL Y4	Good to be me and Changes – SEAL Y4
<b>D&amp;T</b> <i>Creativity perseverance</i>	Viking longboat or Anglo-Saxon building Torches- Do with Anthony Browne work and electricity	Cooking/ recipes as part of literacy work. Link to changing materials Science work	Costume design - masks Greek food
<b>Art</b> <i>Creativity Respect and reverence Wisdom</i>		Landscapes – local artists Heaton Cooper Sketching, looking at different media, water colour, oil pastel, Trip to Grasmere - <i>peace</i>	Collage - mosaics of Greek Gods
<b>Outdoor Games / Gym/ Dance</b> <i>Creativity Compassion Friendship Truthfulness Humility Respect and reverence Perseverance</i>	Dance – Beowulf performance Dance – Rugby and The Haka Invasion Games – link to hockey	Swimming Net games – link to tennis Dance – cold places	Greek dance – modern day – Zorba Dance for performance of play Athletics – pentathlon Tri-Golf OAA LKS2
<b>Music</b> <i>Creativity Respect and reverence Perseverance</i>	Music in the classroom year 4 Beowulf	BBC ten pieces - <i>peace</i> Music in the classroom year 4	BBC ten pieces Greek music appraisal plus compositions for play
<b>RE</b> <i>All values covered throughout the year</i>	Baptism Bar Mitzvah	<b>What the Bible teaches Christians about forgiveness. Lent and preparing for Easter</b>	Buddhism The synagogue

<b>MFL</b> <i>Perseverance</i>	French SoW unit 3/ 4 plus basics	French SoW unit 4/5 plus basics	French SoW unit 5/6 plus basics
<b>Enterprise/ events</b>	Anglo-Saxons and Vikings exhibition Visit from a Viking	Grasmere/ Wordsworth trip Artist visit	Greek exhibition Greek tragedy performance Scientist visit – rocks and volcanoes
<b>Rights Respecting Schools</b>	<p><i>Article 12</i> When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</p> <p><i>Article 14</i> Children have the right to think and believe what they want</p> <p><i>Article 31</i> Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p><i>Article 13</i> Children have the right to get and share information</p>	<p><i>Article 12</i> When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</p> <p><i>Article 14</i> Children have the right to think and believe what they want</p> <p><i>Article 31</i> Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p><i>Article 13</i> Children have the right to get and share information</p>	<p><i>Article 12</i> When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</p> <p><i>Article 14</i> Children have the right to think and believe what they want</p> <p><i>Article 31</i> Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p><i>Article 13</i> Children have the right to get and share information</p> <p><i>Article 6</i> Children have the right to live. Governments should ensure that children survive and develop healthily.</p> <p><i>Article 24</i> Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.</p>
<b>Global citizenship</b>	<p>How have the Anglo-Saxons and Vikings shaped life for me today in Britain?</p> <p>Why do we celebrate Remembrance Day?</p> <p>What makes a good friend?</p> <p>How can I be a team player?</p>	<p>Why is Fairtrade important?</p> <p>What goals can I set for myself?</p> <p>Why are plants important?</p> <p>What does The Lake District mean to me?</p> <p>Why is it important to manage tourism in The Lakes?</p> <p>What can I do to look after plants/ The Lake District?</p>	<p>How can I keep safe online?</p> <p>What can we learn from the Greek myths?</p> <p>Why is it important to eat, and educate people about healthy eating?</p> <p>What does democracy mean for me?</p> <p>What is the impact of tourism on the environment?</p>