Robert Wilkinson Primary Academy - Year Four			
Theme:	**Cycle One**	**Cycle Two**	**Cycle Three**
	Life in the 1500s	**Our Amazing World**	**Marching Onwards**
Ignition day	Battle reenactment - War of the Roses	Make a real-life volcano.	
Celebration	Tudor feast - cook school		Roman Feast
Suggested texts:	The Prince, the cook and the Cunning King The Devil and his Boy I Go Quiet King of the Sky - Nicola Davies (***Take One Book)*** My Friend Walter - Michael Morpurgo ***(class read)*** Terrifying Tudors - Terry Deary Gut Garden - Kate Brosnan **(Take one Book)** Demon Dentist?	Cloud Tea Monkeys (***Take One Book)*** When the Giant Stirred The Butterfly Lion Charging About: The Story of Electricity - Jacqui Bailey (**Take One Book**)	How to be a Roman in 21 easy stages. - Juliet Kerrigan Boudica - Claire Llewellyn Julius Caesar - Anita Ganeri Julius Caesar (A Shakespeare Story) - Andrew Matthews Roman Fort - Mick Manning **(Take One Book)** Escape from Pompeii - Christina Balit **(Take One Book)**
Possible visitors / trips		N/A	Murton Park - Romans.
Theme Week:	Learning to Learn week	STEM week	Arts Festival / Sports week
British Values	Launch British Values - week focus – democracy: the rule of law: individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty
PSHE	Relationships Families and Friendship: Positive friendships inc online Safe relationships: Responding to hurtful behaviour managing confidentiality and recognising risks online Respecting ourselves and others: Respecting differences and similarities; discussing differences sensitively.	Living in Wider World Belonging to a Community: What makes a community; shared responsibilities Media literacy & digital resilience: How Data is shared and used Money & Work: Making decisions about money; using and keeping money safe.	Health & Wellbeing Physical health and mental wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping Safe: Medicines and household products; drugs common to everyday life
Creative Curriculum			
English:	**Reasons for Writing:** **Writing to Entertain:** Narrative* Character description Setting description Poetry	**Reasons for Writing:** **Writing to Entertain:** Narrative* Character description Setting description Poetry	**Reasons for Writing:** **Writing to Persuade:** Letter* Speech Poster

	Writing to Inform: Newspaper Non Chronological report* Instructions *Independent Write	**Writing to Discuss:** Balanced argument Newspaper article* *Independent Write	**Writing to Entertain:** Narrative* Character description Setting description Poetry *Independent Write
History	**The Tudor Period: Wh** *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* 1. When did the Tudors reign? 2. Who ruled during the Tudor times? 3. Who was Henry VIII and what was his significance in Tudor times? 4. How were criminals punished? 5.How did the lives of the rich and poor compare ? 6. How did Tudor life flourish in the Elizabethan era?		**Romans: How did the arrival of the Romans change Britain?** *The Roman Empire and its impact on Britain* 1. Why did Emperor Claudius invade Britain? 2. Why did the Romans almost lose control of Britain? 3. What was the remarkable discovery made by archeologists in 1973? 4. Why did Hadrian build such a huge wall? 5.How do we know so much about Roman towns? 6. Why did the Romans organise gladiatorial games?
Geography		**Our Amazing World.** 1. Where in the world is Heimaey and how close are they to us? 2. How do geographers describe the Westman Islands? 3. How does York compare to Heimaey? 4. Why are there volcanoes on Heimaey? 5. What are the advantages and disadvantages of living next to Eldfell? **Human** Comparisons will be made between York and Heimey. Children will be able to identify the differences in the human features. **Physical**	

		Children will explore volcanoes and the impact they have on the Helmaey. Children will be able to identify the differences in the physical features. **Mapping skills** Children will use maps to explore and locate the area of study.	
RE:	What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?	Why is the Bible so important for Christians today? Why are festivals important to religious communities?	What do different people believe about God? Why do people pray?
STEM			
Maths:	**Number:** * Place value - children will understand: composition of 4-digit numbers; Roman numerals to 100 * Addition and Subtraction - children will understand: mental strategies; column addition; column subtraction * Money - children will understand: mental and column addition and subtraction; providing change * Multiplication and Division - children will understand: x6, x7, x9 times tables; x11 and x12 time tables; multiplying and dividing mentally by 10, 100 and 1,000; short multiplication; short division; division with remainders; using multiplication facts to support perimeter and area learning	**Number:** * Place Value - children will understand: tenths as decimals; hundredths as decimals; rounding decimals to the nearest whole * Multiplication and Division - continued objectives from Autumn Term **Fractions:** - children will understand: adding and subtracting fractions within and over a whole; representing mixed numbers; representing improper fractions; representing and comparing equivalent fractions	**Measure:** * Time -children will understand: converting between different units of time; reading, writing and converting between analogue and digital 12/24hours clocks **Statistics:** - children will understand: addition, subtraction comparisons of various graph representations; interpreting various graph representations **Geometry:** * Shape - children will understand: identifying various quadrilaterals, regular and irregular shapes and their properties; recognising and measuring acute, right angle, obtuse and reflex angles; finding lines of symmetry in 2D shapes * Position and Direction - children will understand: plotting coordinates accurately; identifying shapes in a quadrant; reflecting and translating shapes on a quadrant
Science (x2):	**Teeth and Digestion** Children will explore the different types and functions of teeth and learn about what happens to a banana sandwich after we have swallowed it on its journey through the digestive system! Children will investigate what happens to teeth when we drink different sugary drinks- making and recording their observations over time.	**Electricity** Children will identify how we use electricity in our everyday lives. They will explore and make simple circuits and sort materials into those that are good conductors of electricity and those that are not. They will be given opportunities to recognise why a bulb will not light and design and make their own switches to control a light or a buzzer in an electrical circuit.	**Sound** Children will be given opportunities to recognise that sound is made through vibrations and that sound travels through the air to the ear. Children will investigate what happens to sound as you move further from the sound source- recording observations and measurements. They will also explore how the pitch and volume of sound can be changed (links with music)

	<u>States of Matter</u> Children will learn about the 3 states of matter and will look at the changes in state of water in the context of the water cycle. Children will use thermometers and data loggers to record temperatures when investigating thermal insulation- communicating their findings in different ways.		**<u>Animals and Living things</u>** Children learn how animals and plants can be classified in different ways and learn to use and construct simple classification keys.They will look at the characteristics used to classify animals as Reptiles, Mammals, Amphibians, Birds and Fish. Children will also explore how certain environmental changes can affect animal populations and identify simple food chains in a range of different habitats.
DT	**Textiles** Design and Make Challenge: Children will design, make and evaluate a textile product with a fastening to hold a specified object (e.g. a Christmas decoration, purse, wallet or pencil case). They will investigate a range of textile products to inform their own designs. Children will make and use paper templates to help them mark out and cut fabric and join and decorate fabric using a variety of techniques.	**Electrical Systems - Simple circuits and switches/Simple programming and control** Design and Make Challenge: Children will design and make a battery powered project using a simple series circuit with batteries and different types of switches, bulbs and buzzers (e.g. a display light, reading light, nightlight illuminated sign, torch, table lamp, lighting for display, hands-free headlamp). They will learn which components in a circuit are input devices e.g. switches, and which are output devices and use a simple computer control program to physically control output devices e.g. bulbs and buzzers. **Cooking and Nutrition** **Cook School opportunity** Compare and contrast British food and Icelandic food.	**Structures (using computer aided design)** Design and Make Challenge: Children will design, make and evaluate a stable shell or frame structure using card and square section wood (e.g. a photograph frame, money box, gift box, desk tidy). They will explore how to layer given materials to add strength to the structure and make structures more stable by giving them a wide base or diagonal struts. Children will have the opportunity to design and create digital content on screen using computer-aided design software (e.g.CAD/ Tinkercad). **Cooking and Nutrition** **Cook School opportunity** Roman feast!

Computing:	**Digital Literacy** Children will learn how to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. Children will learn how to use search technologies effectively. **Information Technology** Children will use ICT to compose music or sounds including creating melodies using music lab *(during music lessons)*	**Information technology** Children will select and use software to accomplish given goals by creating Google Earth projects about York. **Control Systems** Children will learn about programming by using Scratch/Crumble.	**Information technology** Children will create an animation about the Roman invasion of Britain. Children will create an ebook. Children will collect and present data in different ways and evaluate and analyse information whilst undertaking a traffic survey in maths and using Google Sheets.
Wider Curriculum			
Art:	**Drawing and Painting skills**. Portrait skills. Work with correct measuring techniques to create a portrait that is in proportion. Motor skills and measuring accuracy. Using reference, put themselves into period costume from the Tudor times. Paint using watercolours and colour pencil. Practicing creating skin tone through mixing techniques Using clay, create personalised clay family crests.	**3D Modelling:** I can experiment with and combine materials and process to design and make a 3D form I can begin to sculpt clay and other moldable materials. (Clay, tiles using different slab and texture techniques. Investigate different textures to create mountain and volcanic rock activity. Different tools to affect surface pattern. Skills - slab work, slip use for attaching sides. Creating a relief style tile.)	**Collage:** I can create a mosaic to create a piece of art. I can combine different materials to create tone and form within a collage (Roman mosaics)
Spanish:	**Todo sobre mí - All about me** <u>Speaking</u> Present key facts about myself: appearance, personality, favourite colour, etc. <u>Listening</u> Listen to 1-2 simple sentences describing a person/people and answer questions in English <u>Reading</u> Read sentences containing familiar language out loud with good pronunciation <u>Writing</u> Write familiar words quickly and accurately; experiment with writing simple unfamiliar words using tricky Spanish sounds. Use a word grid to write familiar sentences on a 'Wanted' (*Se busca)* poster <u>Grammar</u>	**Los Animales - Animals** <u>Speaking</u> Present facts about myself, including 'mi animal favorito es …' <u>Listening</u> Pick out animal nouns/colours in sentence <u>Reading</u> Read simple text about animals, picking out key information and completing a fact file. <u>Writing</u> Using a word bank to write a few sentences about an animal, eg, animal pyramid poem, multicoloured animals in El Zoo Loco <u>Grammar</u> es (is), tiene (has), identify gender of a single noun and choose correct indefinite article; adjective agreement and position .	**Fiesta de Cumpleaños** <u>Speaking</u> Saying when my birthday is Join in with 'Cumpleaños Feliz' <u>Listening</u> Recognising numbers 1-31, multiples of 10 to 100; months Listen to up to 3 simple sentences and answer questions in English <u>Reading</u> Read aloud as a whole class Read a party invitation aloud with increasing confidence, good expression and intonation <u>Writing</u> Write 1-2 sentences from memory about themselves.

	(no) soy = I am (not), (no) tengo = I (don't) have, feminine adjective agreement		Write a few sentences using a word bank/model to describe what is needed for a party. <u>Grammar</u> (no)quiero = I (don't) want, indefinite articles for masculine, feminine, single and plural.Dates, numbers, months and birthdays, planning a birthday party, saying what I want and don't want. Key grammar:
PE: (x4)	Football & Hockey (Attacking and defending) Gymnastics x 2	Throwing and Catching games (e.g. Netball, Rugby, Basketball), Fitness circuits and OAA Dance, Tri Golf	Tennis, rounders Cricket, Sports day prep/athletics
Music:	Layered rhythms, reading and playing rhythms in simple time, Calypso music, Tudor music and instruments, Tudor songs, composing a fanfare, Christmas	World music - Taiko and Samba, reading, playing, notating heard rhythms, rhythmic chants	Music and IT, grid compositions and graphic scores, partner songs and rounds, Big Band music, rhythm work, dynamics and tempi