

Robert Wilkinson Primary Academy – Year Four			
Theme:	Cycle One	Cycle Two	Cycle Three
	Bombs Away	Our Fragile Earth	Marching Onwards
Suggested texts:	Friend or foe – Micheal Morpurgo The Lion and the Unicorn – Shirley Hughes. Grandpa’s Great Escape – David Walliams My Secret War Diary – Marcia Williams Poems from the Second World War – Selected by Gabby Morgan	<u>Cloud Tea Monkeys (Take One Book)</u> When the Giant Stirred – Celia Godkin Fragile Earth – Claire Llewellyn Firework Maker’s Daughter – Phillip Pullman <u>Charging About – Jacqui Bailey (Take One Book)</u>	<u>Escape from Pompeii – Christina Balit (Take One Book)</u> Julius Caesar – Anita Ganeri Julius Caesar (A Shakespeare Story) – Andrew Matthews Boudica – Claire Llewellyn I was There – Boudicca’s Army – Hilary McKay <u>Roman Fort – Mick Manning (Take One Book)</u>
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

Curriculum Experiences	Eden Camp – School Trip 'What it means to be a Hindu' (parent)	Strensall Fieldwork – Local Area 'What it means to be a Christian (YoYo)	Roman Day (<i>through Murton Park</i>)
English:	<p>Reasons for Writing:</p> <p>Writing to Entertain: Character description Setting description Writing an alternative ending to a story</p> <p>Writing to Inform: Newspaper Non Chronological report</p>	<p>Reasons for Writing:</p> <p>Writing to Entertain: Character description Setting description Poetry</p> <p>Writing to Discuss: Balanced Argument Film review Game review</p>	<p>Reasons for Writing:</p> <p>Writing to Persuade: Speeches Letter writing Diary writing</p> <p>Writing to Entertain: Character description Setting description</p>
History	<p>What was it like to have lived through WW2?</p> <p><u>Key Knowledge</u></p> <ol style="list-style-type: none"> 1. Why did Britain have to go to war in 1939? 2. What was Operation Dynamo and why was it so important that it did not fail? 3. Why were evacuations necessary for children? 4. How did Britain survive 'The Blitz'? 		<p>How did the arrival of the Romans change Britain?</p> <p><u>Key Knowledge</u></p> <ol style="list-style-type: none"> 1. When and 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?

	<p>5. How did propaganda play a role in the war?</p> <p>6. What happened on the 8th May 1945?</p>		<p>6. Why did the Romans organise gladiatorial games?</p>
Geography		<p>Our Fragile Earth</p> <ol style="list-style-type: none"> 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? 6. Why do earthquakes occur? <p>Geographical Knowledge: Locational Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key</p>	

		<p>physical and human characteristics and major cities (capital cities of Europe).</p> <p>Identify the position and significance of the Equator and the Northern and Southern Hemispheres.</p> <p>Place Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Heimaey).</p> <p>Physical Describe and understand volcanoes and earthquakes.</p>	
RE:	<p>What does it mean to be a Hindu in Britain today?</p> <p>Why are festivals important to religious communities?</p>	<p>What does it mean to be a Christian in Britain today?</p> <p>Why is Jesus inspiring to some people?</p>	<p>What can we learn from religions about what is right and wrong?</p> <p>Why do some people see life as a journey?</p>
STEM			
Maths:	<p>Number: * Place value – children will understand: composition of 4-digit numbers; Roman numerals to 100; tenths as decimals; hundredths as</p>	<p>Number: * Multiplication and Division – children will understand: x3, x6, x9 times tables; x6, x7, x9 times tables; x11 and x12 time tables; multiplying and dividing mentally by 10, 100 and 1,000; short</p>	<p>Number: * Multiplication and Division – children will understand: division with remainders</p> <p>Measure: * Time – children will understand: converting between different units of time; reading,</p>

	<p>decimals; rounding decimals to the nearest whole</p> <p>* Addition and Subtraction – children will understand: mental strategies; column addition; column subtraction</p> <p>* Money – children will understand: mental and column addition and subtraction; providing change</p> <p>* Multiplication and Division – children will understand: x3, x6, x9 times tables; x6, x7, x9 times tables; x11 and x12 time tables; multiplying and dividing mentally by 10, 100 and 1,000; short multiplication; short division; using multiplication facts to support perimeter and area learning</p>	<p>multiplication; short division; using multiplication facts to support perimeter and area learning</p> <p>Fractions:</p> <p>– children will understand: adding and subtracting fractions within and over a whole; representing mixed numbers; representing improper fractions; representing and comparing equivalent fractions</p>	<p>writing and converting between analogue and digital 12/24 hour clocks</p> <p>Statistics:</p> <p>– children will understand: addition, subtraction comparisons of various graph representations; interpreting various graph representations</p> <p>Geometry:</p> <p>* 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</p> <p>* Position and Direction – children will understand: plotting coordinates accurately; identifying shapes in a quadrant; reflecting and translating shapes on a quadrant</p>
Science (x2):	<p>Animals including humans Teeth and Digestion</p> <p>States of Matter Water Cycle Thermal insulators and conductors</p>	<p>Electricity Circuits, switches, electrical insulators and conductors.</p> <p>Sound Pitch, vibration, volume.</p>	<p>Animals including humans and Living things and their habitats. Food chains, classification of living things, environmental change. life cycle of flowering plants.</p>
DT	<p>Textiles Design and Make Challenge:</p>	<p>Structures (using computer aided design) Design and Make Challenge:</p>	<p>Electrical Systems – Simple circuits and switches/Simple programming and control Design and Make Challenge:</p>

	<p>Children will design, make and evaluate a textile product with a fastening to hold a specified object (e.g. a Christmas decoration which will hold a small gift, 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.</p> <p>Cooking and Nutrition Cook School World War 2 rationing – cooking with what was available.</p>	<p>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).</p>	<p>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.</p> <p>Cooking and Nutrition Cook School – Roman Food</p>
Computing:	<p>Digital Literacy</p> <p>Understand what is acceptable and unacceptable behaviour online.</p> <p>Understand what scams, spams and hackers are and the corresponding dangers.</p>	<p>Information Technology</p> <p>Understand how the internet and the world wide web can provide opportunities for collaboration and communication.</p> <p>To appreciate how results are selected and ranked using search technologies.</p>	<p>Control Systems</p> <p>Understand how to break programs down into smaller parts (decomposition) and why that is useful</p> <p>Understand how to detect and correct errors in algorithms and programs (for various purposes).</p>
Wider Curriculum			

Art:	Textiles – Christmas pouch	Drawing and Painting – Volcanic landscape.	Printing and Pattern. Linked to Roman mosaics. Explore the use of printing techniques to create patterns and textures for an image.
Spanish:	<u>Todo sobre mí – All about me</u> Vocabulary Talking about myself: name, age, favourite colour, hair colour, eye colour Numbers: tens to 100 (S,L) 6 adjectives to describe personality/appearance. Story: Monstruo verde	<u>Los Animales – Animals</u> Vocabulary. 12 animal nouns (pets and zoo) 6 adjectives to describe animals e.g. fast, small Story: Dear Zoo	<u>Fiesta de Cumpleaños</u> Vocabulary Dates, months numbers 1-100 Birthdays 8 Party foods
	Grammar Llamarse (1,2,3) Tener (1,2,3) Ser (1,2,3) Negatives ¿ ? and ¡ ! Adjective order Adj agreement for m.s and m.pl. Adjective agreement for m.s and f.s Using ¿ ?	Grammar Ser (3) Hay Tener (1,2) Ver (1) Negatives Gender Indefinite articles Adj agree for m/f sin. conjunctions	Grammar Hay Ser (3) Querer (1,2) Possessive adjective: mi, tu Adjective order Adjectives agreement indefinite article for m.f.s.pl. nouns
	Phonics Vowels a,e,i,u,o + blended vowels ua, ei, ie, ue, j, z, ñ, v, ll, h, ce, ci accents	Phonics h, z, ce, ci, gue, gui	Phonics qui, que z, j, ll, ci, ce blended vowels: ue, ie, io, ea

PE: (x4)	Football & Hockey (Attacking and defending) Gymnastics x 2	Throwing and Catching games (e.g. Netball, Rugby, Basketball), Dance, Tri Golf	Tennis, rounders Sports day prep/athletics
Music:	Layered rhythms, reading and playing rhythms in simple time, Calypso music,, 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