



**Perryfields Primary School**  
**Knowledge Rich Curriculum Plan**  
Year 4



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roman Empire	Romans Life	Mountains	Rivers	Anglo-Saxons Invasion	Anglo-Saxons Life

**READING: COMPREHENSION.**

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**WORD READING:**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**HANDWRITING:**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**SPELLING:**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones ♣ spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Geography (by the end of KS2)****Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place Knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and Physical Geography**

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Music (by the end of KS2)**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### **Art (by the end of KS2)**

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

### **History (by the end of KS2)**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about (Year 4 topics):

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

### **DT (by the end of KS2)**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Science**

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

### **Living Things and Their Habitats**

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- 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.

### **Animals including Humans**

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

### **States of Matter**

Pupils should be taught to:

- 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)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Sound**

Pupils should be taught to:

- 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.

**Electricity**

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

**Computing/Online Safety**

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

<b><u>Key Vocabulary</u></b>		
<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>
Invade (invaders) – to attack and take over an area of land or country (the people who invade) Settle (settlers) – to choose an appropriate area to make a new place to live (the people who settle) Conquer – to defeat and take over power in another country Formation – the way in which something is organised (soldier formation for attacking) Expand – to make the area in which you are controlling bigger (the Roman Empire expanded across the world) Empire – the collection of countries and areas a leader controls Emperor – a leader	Mountain – a hill taller than 600m River – moving water that travels from a source to a mass of water Tectonic plate – a piece of the earth’s crust that is constantly moving Volcano – a mountain created when magma escapes from a chamber below the earth’s crust  <b>Volcano vocabulary:</b> Lava – molten rock that has left the volcano Molten – boiling heat Magma – molten rock inside the volcano Vent – a hole from which the magma escapes	Invade (invaders) – to attack and take over an area of land or country (the people who invade) Settle (settlers) – to choose an appropriate area to make a new place to live (the people who settle) Savages – brutal or vicious people Angles, Saxons and Jutes – tribes of invaders from the then Germanic area of Europe. Now, the Jutes would be recognised as having come from Jutland (Denmark) Hengist and Horsa – two brothers who were invited by King Vortigern the King of Britain to help defeat the Picts and Scots.



Legion – a section of the Roman army  
Colosseum – large Roman building used for entertainment  
Amphitheatre – a large outdoor arena eg. the Colosseum  
Roman baths – a group of bathing rooms that the Romans used in a specific order (Caldarium, Tepidarium, Frigidarium)  
Temple – a place of worship  
Villa – a home belonging to a rich Roman  
Soldier – fighter  
Mosaics – a type of decoration made out of small tiles (tesserae) used on Roman walls and floors  
Chariot – form of transport use by Romans  
Gladiator – a Roman slave who was forced to fight for the entertainment of the citizens  
Citizens – the people of a town or city

**Volcano vocabulary:**

Lava – molten rock that has left the volcano  
Molten – boiling heat  
Magma – molten rock inside the volcano  
Vent – a hole from which the magma escapes  
Eruption – when a volcano is put under pressure from the Earth’s boiling centre which creates an explosion, forcing the magma out  
Ash cloud – a cloud of ash

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Earthquake – when the earth shakes because tectonic plates have moved

**Mountain vocabulary:**

Valley – the low ground between two higher grounds  
Altitude – the measure of how high something is  
Avalanche – when vibrations cause the fall of a mass of snow and ice  
Crevasse – a deep crack in a mass of ice  
Erosion – when land is worn away by the elements  
Glacier – a mass of ice that sits on land  
Peak/summit – the top of a mountain  
Range – a group of mountains  
Sherpa – a mountain guide from the Himalayas  
Mountain guide – someone who knows a mountain range well and can show visitors around  
Frost bite – when extremities are effected by severe cold and they are permanently damaged  
Ice pick – a piece of equipment that helps a mountain climber ascend a mountain  
Cable car – a carriage that travels along a wire to transport people up and down mountains  
Ascend – to go up  
Descend – to go down

**River vocabulary:**

Bed – the bottom of a river  
Mouth – the part of a river that meets the see  
Delta – parts of land in the mouth of the river  
Estuary – the widest part of the mouth of the river  
Source – where a river begins  
Tributary – a stream or smaller river that joins a main river  
Confluence – where two rivers meet  
Flood plain – land which is covered when a river floods  
Meander – parts of the river that twist and turn and change direction  
Oxbow lake – when a meander gets cut off from the main river due to erosion

**Scientific Key Words:**

Water cycle – the processes that water goes through  
Evaporation – when water is heated up and droplets become so light that they rise into the air  
Water vapour – water droplets that are suspended in the air  
Condensation – when water vapour cools and becomes droplets of water on a cold surface  
Precipitation – rain, hail, snow (falling water formations)  
Drainage – when water moves away from an area  
Permeable – a material that can absorb water (types of rocks)

They subsequently defeated Vortigern too and took control of Britain  
Picts and Scots – the Picts lived in what is now called Scotland. They were named Picts because of their tattoos. The Scots came over from Ireland and defeated the Picts to make Scotland.  
Britons – the people of Britain after the downfall of the Roman Empire.  
Conquer – to defeat and take over power in another country

Pagan – an unknown, unrecognised religion that usually involves worshipping many gods  
Priests – a pagan priest led worship and ceremonies  
Gods – a supernatural being that is sacred and worshipped  
Christianity – a religion based on the life and teachings of Jesus Christ  
Monks – a member of a religious community of men typically living under vows of poverty, chastity, and obedience.  
Monastery – a building or buildings occupied by a community of monks living under religious vows.  
Lindisfarne – an island off the NE coast of Northumberland, linked to the mainland by road but accessible only at low water: site of a monastery founded by the Christian monk, St Aidan in AD635.  
Illuminated manuscripts - were hand-made books, usually on Christian scripture which are decorated with gold and silver which illuminates the text  
Sutton Hoo – an archaeological site in Suffolk where an Anglo-Saxon burial was discovered  
Burial – a grave or the remains found in it  
Possessions – items that belong to someone (in this case, found at a burial site)  
Beowulf – an old English epic poem set during the Anglo-Saxon period  
Runes – the letters of an ancient Germanic language

Artefacts – an object usually made by a human being, which is of cultural or historical interest  
Primary source – immediate, first-hand accounts of a topic, from people who had a direct connection with it  
Secondary source – information that was created later by someone who did not experience first-hand or participate in the events, usually books and articles  
Theory – an idea that tries to explain something

Origins – where something comes from (many words we use today originate from Anglo-Saxon language. Eg. Days of the week, place names

Cultural Capital and Community Links

Visit to Wroxeter Roman City Parents to visit class weekly – linked to praise assembly	River Trust Visit Visit to local church	Visit to Birmingham Museum and Art Gallery – taking part in a workshop
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Oracy

Reading aloud, asking questions and explaining evidence in reading sessions	Hot seating – Edmund Hillary and Tenzing Norgay Reading aloud, asking questions and explaining evidence in reading sessions	Reading aloud, asking questions and explaining evidence in reading sessions
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BLP

<b>Resourcefulness</b> Questioning Making Links	<b>Reflection</b> Planning Meta Learning	<b>Resourcefulness</b> Questioning Making Links and Imagining	<b>Reciprocity</b> Collaboration Listening	<b>Resourceful</b> Questioning Making Links and Imagining	<b>Reciprocity</b> Collaboration Listening	<b>Reflection</b> Revising Distilling
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## TERM 1: What have the Romans done for us?

<u>Roman Empire</u>	<u>Subject Area</u>	<u>Roman Life</u>
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
<ul style="list-style-type: none"> <li>- Write a diary – Tranio and Livia's escape</li> <li>- Write a kenning – volcano eruption</li> <li>- Write an adventure story – based on Tranio and Livia's escape</li> <li>-</li> </ul>	<b>English</b>	<ul style="list-style-type: none"> <li>- Write a newspaper report – Pompeii eruption</li> <li>- Write a non chronological report – Romans</li> </ul>
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
Electricity	<b>Science</b>	Electricity
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
<ul style="list-style-type: none"> <li>- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (diaries and Wroxeter visit).</li> <li>- Give a broad overview of life in Britain from ancient until medieval times.</li> <li>- Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<b>History</b>	<ul style="list-style-type: none"> <li>- When, why and how the Romans invaded and from where</li> <li>- Understand the British resistance to the Roman invasion</li> <li>- Explore Roman battle formations and how this helped them to conquer</li> <li>- Recognised the key features of a Roman settlement and how they lived</li> <li>- recognise some of the key Roman British Emperors</li> <li>- Understand how Roman Emperors expanded their British Empire – Roman roads.</li> <li>- Understand the fall of the Roman Empire.</li> </ul>
<ul style="list-style-type: none"> <li>- expansion of the Roman Empire across Europe</li> </ul>	<b>Geography</b>	<ul style="list-style-type: none"> <li>- settlements around Britain (cities –caster –chester)</li> <li>- Roman roads</li> </ul>
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
	<b>D &amp; T</b>	Design, make and evaluate a torch (Electrical circuits)
<b>Prior Learning/COVID Recovery:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.	<b>Learning connections</b>	<b>Further Learning:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.
<ul style="list-style-type: none"> <li>- Art and design skills</li> <li>- Optical illusions – lenticular prints</li> <li>- Willow patterns – tone and tints</li> <li>- Paint in the style of Paul Cezanne</li> </ul>	<b>Art</b>	<ul style="list-style-type: none"> <li>- Drawing: Still life</li> <li>- Mosaics</li> </ul>
<ul style="list-style-type: none"> <li>- PurpleMash Scheme - Coding</li> </ul>	<b>Computing</b>	<ul style="list-style-type: none"> <li>- PurpleMash Scheme - Online safety, Effective searching</li> </ul>
<ul style="list-style-type: none"> <li>- Gustav Holst's Planet Suite</li> </ul>	<b>Music</b>	<ul style="list-style-type: none"> <li>- Christmas performance</li> </ul>



- P.E Hub Scheme - Roman Dance, Hockey	<b>PE</b>	- P.E Hub Scheme – Gymnastics 1. Hockey
- Numbers 1 – 20 +	<b>French</b>	- Food
- What are the deeper meanings of festivals? (Sikh, Muslim, Christian)	<b>RE</b>	- What is it like to be a Hindu? (Community, Worship, Celebration)

## TERM 2: River Deep, Mountain High

<u>Mountains</u>	<u>Subject Area</u>	<u>Rivers</u>
<b>Prior Learning/COVID Recovery:</b> Y2 Samuel Peyps diary, Y4 Roman diary, Roman advert	<b>Learning connections</b>	<b>Further Learning:</b> Y6 Anne Frank's diary, hydrological cycle
<ul style="list-style-type: none"> <li>- Write a diary – Mount Everest</li> <li>- Create an advert using persuasive language – Looking after the environment</li> <li>- Writing a biography</li> </ul>	<b>English</b>	<ul style="list-style-type: none"> <li>- Write an adventure story – Based on Drop Around the World (water cycle)</li> <li>- Write a poem – River poem</li> <li>- Write a non-chronological report – Uses of rivers</li> </ul>
<b>Prior Learning/COVID Recovery:</b> Y1 Human body, Y3 Human organs, Y2 materials	<b>Learning connections</b>	<b>Further Learning:</b> Y6 Human heart, Y5 changing materials
Describe the simple functions digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Science</b>	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 temperature. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<b>Prior Learning/COVID Recovery:</b> Y2 Fire and Ice, Bean to Bar	<b>Learning connections</b>	<b>Further Learning:</b> Y5 Transatlantic Travel, Y6 Rainforests
<ul style="list-style-type: none"> <li>- 1953 Edmund Hillary ascent of Mt Everest</li> </ul>	<b>History</b>	
<ul style="list-style-type: none"> <li>- Locate the world's countries, concentrating on their environmental regions, key physical features.</li> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<b>Geography</b>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use the eight points of a compass.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Prior Learning/COVID Recovery:</b> Y2 Healthy eating	<b>Learning connections</b>	<b>Further Learning:</b>
	<b>D &amp; T</b>	<ul style="list-style-type: none"> <li>- Design and make an energy bar wrapper</li> <li>- Adapt an existing recipe (cereal bar)</li> <li>- Design, make and evaluate a healthy energy bar for explorers</li> </ul>
<b>Prior Learning/COVID Recovery:</b> Y3 Stonehenge silhouettes	<b>Learning connections</b>	<b>Further Learning:</b> Y6 Henry Moore war art
<ul style="list-style-type: none"> <li>- Formal elements of Art</li> <li>- Analyse art work by different artists</li> <li>- Perspective – foreground, middle ground, background</li> <li>- Sketching light and shade (mountainsides)</li> <li>-</li> </ul>	<b>Art</b>	<ul style="list-style-type: none"> <li>- Sketch from different viewpoints</li> <li>- Pointillism (Seurat) river scene</li> </ul>
<b>Prior Learning/COVID Recovery:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.	<b>Learning connections</b>	<b>Further Learning:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.

- PurpleMash Scheme – logo, compose algorithms and turn into logo code. - understand logo coding language.	<b>Computing</b>	- PurpleMash Scheme – animation, understand how animation works, transfer standard skills to the animation programme
- Charanga - Peer Gynt – Hall of the Mountain King - PE music for dance unit – mountain climbers	<b>Music</b>	- Charanga - PE music for dance unit – a river
- P.E Hub Scheme	<b>PE</b>	- P.E Hub Scheme
- Likes and Dislikes	<b>French</b>	- Describing myself – hair and eyes
- Christianity - What do Christians learn from the Creation Story?	<b>RE</b>	- Christianity – Why do Christians call the day Jesus died ‘Good Friday’?

### TERM 3: Anglo-Saxons: Savages or Settlers?

<u>Anglo-Saxons – arrival and settlement</u>	<u>Subject Area</u>	<u>Anglo-Saxons - life</u>
<b>Prior Learning/COVID Recovery:</b> Romans	<b>Learning connections</b>	<b>Further Learning:</b> Vikings
- Book review - Persuasive letter – a letter to King Eormenric persuading him not to attack the Saxons	<b>English</b>	- Obituary - Describing Beogard's character and appearance - Quest story - Explanation – the conversion of Anglo-Saxon Britain to Christianity (Theme)
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
	<b>Science</b>	
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
<b>Investigate and interpret the past by</b> <ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (Monk scriptures Staffordshire Hoard artefacts at BMAG).</li> </ul> <b>Build an overview of world history</b> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <b>Understand chronology</b> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> </ul>	<b>History</b>	We will look at: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Paganism and Gods</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> We will also: <ul style="list-style-type: none"> <li>Compare the Anglo-Saxon period with the Mayan civilization c. AD 900 a non-European society that provides contrasts with British history</li> </ul>

<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		
<ul style="list-style-type: none"> <li>Use maps of Europe and the UK to identify where invaders came from and where they settled</li> <li>-</li> </ul>	<b>Geography</b>	<ul style="list-style-type: none"> <li>Use maps of the UK to identify places such as Lindisfarne and Sutton Hoo</li> <li>Use maps of the UK to look at place names so we can discuss place name origins</li> </ul>
<b>Prior Learning/COVID Recovery:</b>	<b>Learning connections</b>	<b>Further Learning:</b>
	<b>D &amp; T</b>	<ul style="list-style-type: none"> <li>Design, make and evaluate a catapult</li> <li>Make a slingshot mechanism</li> <li>Select tools, materials and techniques</li> </ul>
<b>Prior Learning/COVID Recovery:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.	<b>Learning connections</b>	<b>Further Learning:</b> PurpleMash Scheme and P.E Hub Scheme – building on prior learning.
<ul style="list-style-type: none"> <li>Illuminated letters – 3D drawing</li> <li>Relief printing</li> <li>Tints and shades to show 3 dimensions</li> <li>Make an Anglo Saxon brooch</li> </ul>	<b>Art</b>	
PurpleMash Scheme - Spreadsheets	<b>Computing</b>	PurpleMash Scheme – Making Music
Musical notation and composition	<b>Music</b>	Musical notation and composition
P.E Hub Scheme – Tennis, Orienteering	<b>PE</b>	P.E Hub Scheme – Athletics, Rounders
Transport and vehicles	<b>French</b>	Countries of the world
Christianity – What kind of world did Jesus want?	<b>RE</b>	Christianity – When Jesus left, what was the impact of Pentecost?