

| Topic Focus          | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
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| <b>Lead Question</b> | Why should we remember the Ancient Greeks?   | How do we make poo?   | What did the Roman's do for me?  | What are sounds made of?   | How have people shaped the world?   | How does an ecosystem work?   |
| <b>Key Knowledge</b> | <p>To be able to order events chronologically.</p> <p>To explore the legacy of Greek culture.</p> <p>To understand and explore ancient Greek beliefs.</p> <p>To compare ancient and modern Greece.</p> <p>To use secondary sources to find out about the past.</p> | <p>To describe the simple functions of the basic parts of the digestive system in humans</p> <p>To identify the different types of teeth in humans and their simple functions</p> | <p>To understand the Roman Empire and its impact on Britain</p> <p>To explore -Julius Caesar's attempted invasion in 55-54 BC</p> <p>- the Roman Empire by AD 42 and the power of its army</p> <p>- the successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>- British resistance, for example, Boudica</p> <p>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs,</p> | <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>To recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>To name and locate counties and cities of the United Kingdom and their geographical characteristics.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>To understand 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.</p> <p>To use grid referencing on maps.</p> | <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Pupil will:</p> <ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> |

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| <b>Linked literature</b>                            | Greek Myths – Enid Blyton<br>Who let the Gods out? – Maz Evans   | Demon Dentist – David Walliams<br>Non-Fiction texts about digestive system   | Non-fiction texts about Romans                                | Playscript – school production<br>The Wind in the Willows – Kenneth Grahame                                 | Usborne World Atlas<br>The Creakers – Tom Fletcher | Beetle Boy – M G Leonard  |
| <b>Life Skills</b>                                  | New school year: rules, routines, expectations, targets.<br>Exploring how others' beliefs have been and are different to our own.<br>Exploring different cultures.<br>Democracy – how was it created and why is it so valuable to our society? | Health and wellbeing: dental hygiene, healthy diet, balanced lifestyle.<br>Demon Dentist: How does Alfie's upbringing and circumstance affect his decisions? | Collaboration – learning how to be part of an army.           | Health and wellbeing: looking after our ears.<br>Collaboration – working together to produce a performance. |  | How can we look after our environment?<br>How do we impact our environment?   |
| <b>Outdoor Learning</b>                             | Greek Day - sports   | Year group maths problem solving days  | Murton Park<br>Maths – coordinates treasure hunt              |   | Edale  | Mini-beast hunt<br>River Walk   |
| <b>School Values/ Drivers</b>                       | Drama in reading sessions<br>Greedy Greek activities   | Science experiments in groups – making poo<br>Junk modelling<br>Scratch animations of a grape's journey through the digestive system.                        | Murton Park<br>Roman Day in school<br>Being in the Roman Army | Y3/4 Production<br>Cinema trip / Theatre show in school (streamed)  | Edale Residential                                  | Rounders tournament.<br>Debate about the environmental impact of developing sites for human use.<br>Taskmaster themed week. |
| <b>Hooks/ visits, speakers, community links etc</b> | Greedy Greek in school   | Dentist in to talk<br>Pizza Express / Proove   | Murton Park   | Y3/4 Production   | Edale Residential                                  | Endcliffe Park<br>Bingham Park  |

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| <b>Additional Science</b> |  | Gases, liquids and solids   |  |                 |   |  |
| <b>Project Outcome</b>    | Ancient Greek Lego Small World Play Set – design a range of Lego sets that encompass Ancient Greek civilisation. | Make a multimedia presentation about the digestive system. Create content for a fictional online education channel - “SciTube”. | Enlistment application to join the Roman Army. | Y3/4 Production | Produce an tourist brochure for a Creaker holiday in the Woleb. | Debate / campaign about environmental impact of development. |