

## Year 4 Curriculum Overview 2023-24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communications	English	<p>All curriculum objectives for Reading and Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p><b><i>Literary Curriculum - Story of Tutankhamun</i></b></p> <p>Outcomes: Packing lists (justifications), letters (formal and informal), interviews, diaries</p> <p>Main outcome: Newspaper report</p> <p>Children begin by exploring the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the stories and legends about the curse of Tutankhamun's tomb. The sequence finishes with children writing a biography of Howard Carter.</p>	<p><b><i>Literary Curriculum - FaRThER</i></b></p> <p>Outcomes: Retellings, recounts (postcards), setting descriptions, diary entries, instructions</p> <p>Main outcome: Sequel story</p> <p>This sequence begins by introducing the concept of dreams and how important they are in our lives. It continues by exploring the text through a range of activities that include explicit grammar teaching, opportunities for shorter written outcomes and book talk. Children create a story-map of the key events from the book to write a sequel, they write a set of instruction to describe how their own flying machine works. Children finish by writing a longer story about an adventure in a sequel to the text.</p>	<p><b><i>Literary Curriculum - Weslandia</i></b></p> <p>Outcomes: Retelling, character description, book review</p> <p>Main outcome: Non-chronological report</p> <p>This sequence begins with children creating a shelter for their own civilization, as a hook to create engagement with the text. The first part then continues with children making predictions, describing Wesley's character and eventually retelling the story in their own words. In the second part, children begin by creating a non-chronological report, published as a brochure for Weslandia itself, using planning models and information from and inferred from the text. In the final part, children create their own civilization, based on Weslandia. Grammar and spelling</p>	<p><b><i>Literary Curriculum - The Mermaid of Zennor</i></b></p> <p>Outcomes: Information booklets, retelling from a different perspective, letters, tourist guides</p> <p>Main outcome: Own version legends</p> <p>Children begin by exploring the story and language of the book before making predictions and creating some letters to characters in the story. They then go on to create guides to Zennor, retelling the story from the mermaid's perspective and finishing by creating their own merfolk characters to include in a legend-style story that could be set in Cornwall or elsewhere.</p>	<p><b><i>Literary Curriculum - Odd and the Frost Giants</i></b></p> <p>Outcomes: Narrative recount, character and setting descriptions, letters, short explanations</p> <p>Main outcome: Retelling from an alternative perspective</p> <p>It includes exemplified grammar activities throughout, as well as including drama techniques such as thought-tapping. Visual images are also incorporated.</p>	<p><b><i>Literary Curriculum - Shackleton's Journey</i></b></p> <p>Outcomes: Packing lists (justifications), letters (formal and informal), interviews, diaries</p> <p>Main outcome: Newspaper report</p> <p>Children begin by discovering an advert asking for volunteers to join a 'hazardous journey'. They then apply for one of the many roles on Shackleton's expedition. Children then go on to use William Grill's text to find out about the perilous adventure whilst creating interviews in role, writing both formal and informal letters and finally creating their own newspaper report about the events of Shackleton's famous journey.</p>

				objectives are embedded throughout.			
	FRENCH	<b>Les instruments</b> (instruments) : 10 instruments ; le / la / les ; je joue + instrument ;	<b>Les légumes</b> (vegetables) : 10 vegetables ; buying in a market ; quantities : kilos	<b>Les Saisons</b> (Seasons) : 4 seasons ; key feature for each season ; favourite season	<b>Je me présente</b> (Presenting myself) : numbers 1-20 ; give name and age ; greetings ; where I live ; nationality ; basic adjective agreement rules	<b>Ma famille</b> (My family) : numbers 1-100 ; give members of / names / ages of family ; mon / ma / mes ; 1st and 3rd person s'appeler and avoir	<b>En classe</b> (In the classroom) : 12 classroom objects ; un / une / des change to mon / ma / mes ; what is in my pencil case
Mathematics	Maths	<b>Place Value</b> <ul style="list-style-type: none"> <li>Represent numbers to 1,000</li> <li>Partition numbers to 1,000</li> <li>Number line to 1,000</li> <li>Thousands</li> <li>Represent numbers to 10,000</li> <li>Partition numbers to 10,000</li> <li>Flexible partitioning of numbers to 10,000</li> <li>Find 1, 10, 100 and 1000 more or less</li> <li>Number line to 10,000</li> <li>Estimate on a number line to 10,000</li> <li>Compare numbers to 10,000</li> <li>Order numbers to 10,000</li> <li>Roman numerals</li> <li>Round to the nearest 10</li> <li>Round to the nearest 100</li> <li>Round to the nearest 1,000</li> <li>Round to the</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>What is the area?</li> <li>Count squares</li> <li>Make shapes</li> <li>Compare areas</li> </ul> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Multiples of 3</li> <li>Multiply and divide by 6</li> <li>6 times-table and division facts</li> <li>Multiply and divide by 9</li> <li>9 times-table and division facts</li> <li>The 3, 6 and 9 times-tables</li> <li>Multiply and divide by 7</li> <li>7 times-table and division facts</li> <li>11 times-table and division facts</li> <li>12 times-table and division facts</li> <li>Multiply by 1 and 0</li> <li>Divide a number by 1 and itself</li> <li>Multiply three numbers</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Factor pairs</li> <li>Use factor pairs</li> <li>Multiply by 10</li> <li>Multiply by 100</li> <li>Divide by 10</li> <li>Divide by 100</li> <li>Related facts - multiplication and division</li> <li>Informal written methods for multiplication</li> <li>Multiply a 2-digit number by a 1-digit number</li> <li>Multiply a 3-digit number by a 1-digit number</li> <li>Divide a 2-digit number by a 1-digit number</li> <li>Divide a 3-digit number by a 1-digit number</li> <li>Correspondence problems</li> <li>Efficient multiplication</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Measure in km and m</li> <li>Equivalent lengths (km and m)</li> <li>Perimeter on a grid</li> <li>Perimeter of a rectangle</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Understand the whole</li> <li>Count beyond 1</li> <li>Partition a mixed number</li> <li>Number lines with mixed numbers</li> <li>Compare and order mixed numbers</li> <li>Understand improper fractions</li> <li>Convert mixed numbers to improper fractions</li> <li>Convert improper fractions to mixed numbers</li> <li>Equivalent fractions on a number line</li> <li>Equivalent fraction families</li> <li>Add two or more fractions</li> <li>Add fractions and mixed numbers</li> <li>Subtract two fractions</li> <li>Subtract from whole amounts</li> <li>Subtract from mixed numbers</li> </ul> <b>Decimals</b> <ul style="list-style-type: none"> <li>Tenths as fractions</li> <li>Tenths as decimals</li> <li>Tenths on a place value chart</li> <li>Tenths on a</li> </ul>	<b>Decimals</b> <ul style="list-style-type: none"> <li>Make a whole with tenths</li> <li>Make a whole with hundredths</li> <li>Partition decimals</li> <li>Flexibly partition decimals</li> <li>Compare decimals</li> <li>Order decimals</li> <li>Round to the nearest whole number</li> <li>Halves and quarters as decimals</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Write money using decimals</li> <li>Convert between pounds and pence</li> <li>Compare amounts of money</li> <li>Estimate with money</li> <li>Calculate with money</li> <li>Solve problems with money</li> </ul> <b>Time</b> <ul style="list-style-type: none"> <li>Years, months, weeks and days</li> <li>Hours, minutes and seconds</li> <li>Convert between analogue and digital times</li> <li>Convert to the 24-</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>Understand angles as turns</li> <li>Identify angles</li> <li>Compare and order angles</li> <li>Triangles</li> <li>Quadrilaterals</li> <li>Polygons</li> <li>Lines of symmetry</li> <li>Complete a symmetric figure</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>Interpret charts</li> <li>Comparison, sum and difference</li> <li>Interpret line graphs</li> <li>Draw line graphs</li> </ul> <b>Position and Direction</b> <ul style="list-style-type: none"> <li>Describe position using coordinates</li> <li>Plot coordinates</li> <li>Draw 2-D shapes on a grid</li> <li>Translate on a grid</li> <li>Describe translation on a grid</li> </ul>

		<p>nearest 10, 100 and 1,000</p> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract 1s, 10s, 100s and 1,000s</li> <li>• Add up to two 4-digit numbers - no exchange</li> <li>• Add two 4-digit numbers - one exchange</li> <li>• Add two 4-digit numbers - more than one exchange</li> <li>• Subtract two 4-digit numbers - no exchange</li> <li>• Subtract two 4-digit numbers - one exchange</li> <li>• Subtract two 4-digit numbers - more than one exchange</li> <li>• Efficient subtraction</li> <li>• Estimate answers</li> <li>• Checking strategies</li> </ul>		<ul style="list-style-type: none"> <li>• Perimeter of rectilinear shapes</li> <li>• Find missing lengths in rectilinear shapes</li> <li>• Calculate the perimeter of rectilinear shapes</li> <li>• Perimeter of regular polygons</li> <li>• Perimeter of polygons</li> </ul>	<p>number line</p> <ul style="list-style-type: none"> <li>• Divide a 1-digit number by 10</li> <li>• Divide a 2-digit number by 10</li> <li>• Hundredths as fractions</li> <li>• Hundredths as decimals</li> <li>• Hundredths on a place value chart</li> <li>• Divide a 1- or 2-digit number by 100</li> </ul>	<ul style="list-style-type: none"> <li>• hour clock</li> <li>• Convert from the 24-hour clock</li> </ul>	
<b>Science</b>	<p><b>Science</b></p> <p><i>Working scientifically is taught across all five topics.</i></p> <p><i>As each topic has a different number of learning objectives, some topics are longer than half a term whilst others are shorter than</i></p>	<p><b><u>Materials</u></b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p>	<p><b><u>Electricity</u></b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit,</p>	<p><b><u>Sound</u></b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p><b><u>Animals including humans</u></b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators</p>	<p><b><u>Living things and their habitats</u></b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can</p>	<p><b><u>Working Scientifically</u></b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and</p>

	<p><i>half a term.</i></p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>and prey.</p>	<p>change and that this can sometimes pose dangers to living things.</p>	<p>data loggers.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sport &amp; Performing Arts</p>	<p>PE</p>	<p><b><u>Fundamentals and Cross Country</u></b> Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p><b><u>Ball Skills</u></b> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p><b><u>Gymnastics</u></b> In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted</p>	<p><b><u>Dance</u></b> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><b><u>Dodgeball</u></b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In</p>	<p><b><u>Football</u></b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><b><u>Netball</u></b> Pupils will be encouraged to persevere when developing competencies in key skills and principles</p>	<p><b><u>Athletics</u></b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p><b><u>Tennis</u></b> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><b><u>Rounders</u></b> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their</p>

			<p>movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p><b>OAA</b> Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</p>	<p>throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
Music	<p><b>Introduction to Musicals</b></p> <p>This creative unit of work focuses on Musical Theatre and involves listening and appraising tasks, singing activities, instrumental performances of songs from musicals as well as improvisation and composing extension tasks as well. Students will develop their piano keyboard skills through performing tasks in this topic.</p>	<p><b>Journey into Space</b></p> <p>This unit takes, as its starting point, Gustav Holst's "The Planets" as a basis for creative composition tasks leading to a class musical performance of a "Journey Into Space". Students will learn how different moods can be achieved through music and will create a musical soundscape describing one of the Planets in Holst's composition using a range of musical instruments.</p>	<p><b>Learning String Instruments</b></p> <p>Students will have whole class instrumental lessons focusing on learning three string instruments: Violin, Viola and Cello. The lessons will incorporate a focus on the elements of music, reading of staff notation, performing and improvisation.</p>	<p><b>Learning String Instruments</b></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on string instruments from the previous half term.</p>	<p><b>Learning String Instruments</b></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on string instruments from the previous term.</p> <p>At the start of this term, students will have the opportunity to switch to a different string instrument (violin, viola or cello)</p>	<p><b>Learning String Instruments</b></p> <p>The final half term of the whole class string instrument tuition will prepare students for the Junior School Music concert where the students will perform a selection of string ensemble pieces as a class.</p>	

Humanities	History	<p><b><u>What did the Ancient Egyptians believe?</u></b></p> <p>Pupils will know when and where the ancient Egyptians lived. They will explore the Egyptian gods and goddesses. They will then look at the Egyptian pyramids and how they mummified people. Finally they will look at Egyptian beliefs and the significance of this.</p>		<p><b><u>How hard was it to invade and settle in Britain?</u></b></p> <p>Pupils will understand why the Anglo-Saxons invaded Britain. They will look at the features of an Anglo-Saxon settlement and how they changed. They will look at what Sutton Hoo tells us about Anglo-Saxon life and how Christianity developed. They will then look at Alfred the Great and finally how the Anglo-Saxon rule ended.</p>		<p><b><u>Were the Vikings, raiders, traders or settlers?</u></b></p> <p>Pupils will explain when and why the Vikings came to Britain. They will explore the features of Viking longboats and whether they were raiders or traders. They will then look at what Viking life was like in Britain.</p>	
	Geography		<p><b><u>Where does our food come from?</u></b></p> <p>Pupils will start by explaining the impact food choices have on the environment. They will then understand the importance of responsible trade. They will look at the journey of a cocoa bean and calculate the distance some foods have travelled. Finally they will look at where the food in the dining hall has come from and the advantages and disadvantages of buying locally and importing foods.</p>		<p><b><u>What are rivers and how are they used?</u></b></p> <p>Pupils will start by describing the water cycle. Then recognise the features of a river. They will then name and locate some of the longest rivers and describe how they are used. They will finally look at local rivers, their features and collect data about the river.</p>		<p><b><u>Who lives in Antarctica?</u></b></p> <p>Pupils will understand the position and significance of lines of latitude and locate Antarctica. They will look at who lives in Antarctica and plot Shackleton's journey. Finally they will plan and carry out an expedition around school.</p>

	PSHE	<p><b>Introductory lesson Family and relationships</b></p> <p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Change and loss.</p>	<p><b>Family and relationships Health and well-being</b></p> <p>Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.</p> <p>Celebrating mistakes.</p> <p>My happiness / emotions. Mental health.</p>	<p><b>Citizenship</b></p> <p>Discussing how we can help to protect human rights. Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p><b>Economic well-being.</b></p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p><b>Well-being Safety and the changing body</b></p> <p>Internet safety: Age restrictions.</p> <p>First Aid: Athma</p> <p>Growing up. Discussing some physical and emotional changes during puberty.</p> <p>Tobacco.</p>	<p><b>Safety and the changing body Transition lesson</b></p> <p>Recognising our own achievements. Being able to set goals.</p>
	Religious Studies	<p><u>What do Sikhs value?</u> Pupils will look at the duties of Sikhs to pray, work and give. They will look at how equality is important to Sikhs and is expressed in langar and Sikh community. They will then finally look at how Gurus are seen as teachers and leaders.</p>	<p><u>What did God promise to his people?</u> Pupils will look at covenants and stories from the Bible, including creation. They will then look at what impact God's promises have on Christians.</p>	<p><u>How do non-religious people celebrate new life?</u> Pupils will look at how creating new life is important to religious and non-religious people. They will look at how we have one life to live and it's worth celebrating and we have the freedom to choose how we live.</p>	<p><u>For Christians is communion a celebration or an act of remembrance?</u> Pupils will look at communion as a sacrament to remember. They will look at Passover and new covenant and communion symbolism across the world.</p>	<p><u>Why do people make promises?</u> Pupils will look at how people demonstrate commitment through making promises across religions and beliefs.</p>	<p><u>What did Jesus say about God's Kingdom and why is it good news?</u> Pupils will look at the Kingdom as God's rule on earth and in heaven. They will look at Jesus' teachings about God's Kingdom and how Christians live as citizens of God's Kingdom.</p>
Technology	Design & Technology	<p><b><u>Graphics - Pop up story books</u></b></p> <p>Sustainability - Source of paper and board. Recycling paper and board.  Research - User, existing graphics/books  Technical knowledge - Levers and linkages  Design - Font styles, character development for story  Make - Making levers and Linkages creating moving parts  Evaluate - Reflection of how mechanisms worked and modifications  Career links - Authors/illustrators</p>					
	Cooking & Nutrition	<p><b><u>What are cereal grains? -where does food come from - EWP</u></b></p> <p>Different plants from different countries and climates - plants (grasses) and fungi - where does flour come from - <i>celery boats, cheese straws</i>  What is pastry - savoury or sweet with different fillings - <i>Pinwheel sarnies and fish bites</i></p>					



	Why do we use carbohydrates (EWP) - fish and animals for meat - <i>sausage rolls and flapjack pies (theme bake - reward)</i>				
Art	<p><b>Ancient Egyptian Art</b> Pupils will create their own image on their own handmade papyrus paper. They will create a cartouche using hieroglyphics and then create and decorate an egyptian necklace.</p>	<p><b>Roman Art</b> Pupils will make a Roman mosaic inspired by examples that have been left behind. They will use clay to create a replica of a roman artifact portraying a roman myth,</p>	<p><b>Warhol and Pop Art</b> Pupils will explore what constitutes art and why people's opinions on what art is differ, before delving into the Pop art movement, investigating a variety of works by Warhol and other Pop art artists.</p>	<p><b>Express Yourself</b> Pupils will discover how artists like Kandinsky, Picasso and Munch use different techniques to convey emotions and ideas in their work, whilst developing their own artistic skills.</p>	<p><b><i>Under the Sea</i></b> Pupils will explore how paper plates can be used to create different shapes to make a fish or other sea creature. They will create images to portray the myth of Atlantis. Finally designing and making mosaics of a sea scene of an animal.</p>
Computing	<p>Planning, making and evaluating an animation using Pivot.</p> <p>E Safety - share play like - staying safe online.</p> <p>Computer Science Heroes - learning about historical figures in computing.</p> <p>An hour of code (or more) - code practice.</p>	<p>Learning how the internet works and looking at the different types of networks and their characteristics.</p>	<p>Investigating how computers use data to represent numbers, text and images.</p> <p>Students create a model of playground and explore the costs of producing their plan.</p> <p>Students define the key hardware used by a computer.</p>		