

## Overview



| Year 4                                                                                                                                                                                     | Autumn 1                                                                                                        | Autumn 2                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                       | Summer 1                                                                                                                                                                   | Summer 2                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                                                                                                                            | Sparks Might Fly!                                                                                               | The Great Plague                                                                             | The Art of Food                                                                                                                                                                                                                                                                                                        | Passport to Europe                                                                                             | Water, Water Everywhere                                                                                                                                                    | Hunted                                                                            |
| Lead Subjects                                                                                                                                                                              | <b>Science</b><br>Electricity - series circuits, switches, conductors, insulators                               | <b>History</b><br>A theme in British history beyond 1066 - The Great Plague of 1665          | <b>Science</b><br>Teeth and the digestive system                                                                                                                                                                                                                                                                       | <b>Geography</b><br>Contrasting region in a European country                                                   | <b>Science</b><br>States of matter                                                                                                                                         | <b>Design and Technology</b><br>Food - simple savoury food and cooking techniques |
|                                                                                                                                                                                            | <b>Design and Technology</b><br>ICT and electrical systems - control and electrical components                  | <b>Geography</b><br>Rubbish and recycling - environmental study                              | <b>Art and Design</b><br>Drawing and painting of still life into 3D sculpture                                                                                                                                                                                                                                          | <b>Design and Technology</b><br>Textiles - seams, stiffening and strengthening, materials and fastenings       | <b>Geography</b><br>Key aspects of rivers                                                                                                                                  | <b>Science</b><br>Habitats - grouping and classifying plants and animals          |
|                                                                                                                                                                                            | <b>Music</b><br>Creating - explore, choose, combine and organise musical ideas using an electronic sound source | <b>Art and Design</b><br>Drawing developed into printmaking, rotating and translating images |                                                                                                                                                                                                                                                                                                                        | <b>Music</b><br>Listening to music from different cultures; experience how music is produced in different ways | <b>History</b><br>Ancient Egypt (including the River Nile)                                                                                                                 |                                                                                   |
|                                                                                                                                                                                            |                                                                                                                 |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                | <b>Art and Design</b><br>Abstract painting: relief paintings, large and small scale with texture                                                                           |                                                                                   |
| Additional Subjects                                                                                                                                                                        | PSHE                                                                                                            |                                                                                              | tbc January 2015                                                                                                                                                                                                                                                                                                       |                                                                                                                | tbc February 2015                                                                                                                                                          | tbc April 2015                                                                    |
|                                                                                                                                                                                            | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>                    |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                |                                                                                                                                                                            |                                                                                   |
|                                                                                                                                                                                            | CS - programming / hardware                                                                                     | IT - data handling                                                                           | IT - graphics and images / modelling and simulation                                                                                                                                                                                                                                                                    | IT - sound / multimedia                                                                                        | IT / DL - digital research                                                                                                                                                 | CS - computational thinking                                                       |
| <b>Mathematics</b>                                                                                                                                                                         |                                                                                                                 |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                |                                                                                                                                                                            |                                                                                   |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |                                                                                                                 |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                |                                                                                                                                                                            |                                                                                   |
| English                                                                                                                                                                                    | <b>English</b>                                                                                                  |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                |                                                                                                                                                                            |                                                                                   |
|                                                                                                                                                                                            | Stories with fantasy settings<br>Explanations<br>Film and playscripts                                           | Fairy tales<br>Classic poetry<br>Recount: newspapers                                         | Novel as a theme<br>Non-chronological reports                                                                                                                                                                                                                                                                          | Stories with issues and dilemmas<br>Persuasion                                                                 | Stories with a theme<br>Information booklets<br>Poetry with a structure                                                                                                    | Folk tales<br>Debate                                                              |
| Ongoing                                                                                                                                                                                    | <b>Science</b><br>Standalone unit on sound                                                                      |                                                                                              | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. |                                                                                                                | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |                                                                                   |
|                                                                                                                                                                                            |                                                                                                                 |                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.                            |                                                                                   |