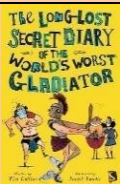
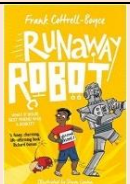
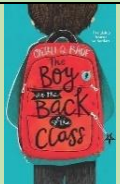
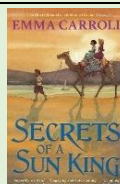


Franche Community Primary School long term curriculum topic overview

Year group: Four

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	THE ROMANS	Techno Robots	Raging Rivers	Ancient Egypt	Bees	Fabulous farming
Topic related text		 				 
Ignition activity	Immersive Celt day – revisiting prior learning of Y3 to lead into the discovery of the Roman Empire	CCTV footage of a headless Iron Man – children tasked to find him	Video from a land surveyor asking for help.	Hieroglyphic message for children to solve	Video from Steve the beekeeper telling the children that he has seen a decline in bees and asking for help	Letter from farmer asking for help.
Culminating activity	Perform Roman poetry to Year 1 buddy class	Building a new head for the Iron Man with a circuit to lit up the eyes or nose.	Severn Trent workshop	Professor McGinty visit	Sharing our moving bee books (DT) with Reception buddy year band	Visit to Hays Farm
PSHE	This is me - relationships	Anti-bullying week and healthy friendships				
British Values	Democracy: Voting for school and eco council and dojo rewards.	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty
English	Entertain: Diary entry - Writing a recount of a day as a Celt and then a Roman Entertain: Poetry – Focus on word classes and poetic devices Inform: Non-fiction leaflet about the Romans.	Inform: Instructions on how to make a metal soup Newspaper report on Iron Man	Inform: School guide Persuade: Letter to persuade where we should build new houses	Entertain: Narrative about a bee Inform: Bee Factfile	Entertain: Journal entry from perspective of Howard Carter and discovery of the Valley of the Kings Inform: Mummification instructions	Entertain: Narrative linked to Last Wild Inform: Thank you letter for Stuart at Hays Farm
Whole class reading	Fiction: Julia Caesar. Non-fiction: Fun and Games (page from Roman topic book). Battle formations Poetry: The Battlefield	Fiction: Non-fiction: Poetry: Iron Man poem by Brenda Williams.	Fiction: Drop in My Drink The Children of the Water God Non-fiction: River Settlements Using the River Rivers of the World Poetry:	Fiction – Bumblebees Non-fiction – Honeybees Fiction– Last Wild	Non-fiction – Shabti dolls Non-fiction – Egyptian Gods Fiction – On a Mission Non-fiction – Important Animals	

Maths	White Rose: Place value; addition; mental maths skills; Roman numerals	White Rose: Multiplication and division	White Rose: Multiplication and division; perimeter and length	White Rose Fractions	White Rose Decimals; pounds and pence; ordering; converting; adding; subtracting; finding change	White Rose Arithmetic skills; statistics; time; lines; angles
Science	Enquiry question: What could a Roman Soldier have done to dry his uniform quickly? (Y4 states of matter) Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: Zaha Hadid - architect	Enquiry question: Iron Man has lost one of his ears! Would he still be able to hear? (sound objectives) and 'How can we make the Iron Man's eyes light up again?' (electricity objectives) Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: David Gow	Enquiry question: Visit from Severn Trent and Canal and River Trust to discuss the water cycle and water safety (revisit to evaporations – Y4 materials) Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: Laura Tobin	Enquiry question: Science week (change adaptation) and How can we group different animals to keep them safe in the correct habitat? (group and classify living things and habitat) Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: Eva Crane	Enquiry question: Assessment of Working Scientifically skills (TAPs) Data collection – white rose Food chains Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: Faten Zahran Mohammed	Enquiry question: What journey does the medicine go on once Grandma has eaten it? How could the animas stay away from threats on the farm? (digestive system) Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. STEM hero/es: Jude Capper
History	Enquiry question: What impact did the Romans have when they invaded Britain? Second order skill: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations Thread: people and their daily lives, inventions, conflict and power	When in the World: revisit timeline chronology through significant people and events.	When in the World: revisit timeline chronology through significant people and events. Local history of the River Stour in Kidderminster with a focus on change and continuity.	Enquiry question: What significant inventions did the Egyptians create and what did it help them achieve? Second order skill: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations Thread: people and their daily lives, inventions, conflict and power	When in the World: revisit timeline chronology through significant people and events.	When in the World: revisit timeline chronology through significant people and events.
Geography	Enquiry question: How is the landscape different between Italy and the UK?	Where in the World	Enquiry question: How do rivers affect the land and people around them? Fieldwork: fieldwork observations at the River Stour and Puxton Marsh. Consider impacts of a local river on local residents/businesses and reasons for change of the flood defences.	Where in the World	Where in the World	Enquiry question: Is farming the same across the UK? Fieldwork: Visit a local farm. How is the land used at Hays Farm and why is it used like this? Are all farms in the UK the same as Hays Farm?

Art	Enquiry question: Which techniques help to create movement in our artwork? Skill: Collage Artist: Nick Rowland	Enquiry question: How can we use line, tone and texture to create a realistic image of the Iron Man? How can we create optical illusions with digital photography? Explore using different types of image for a particular effect. Skill: drawing and sketching and photography Artist: Tom Gauld (illustrator Iron Man) linked with Georges Seurat – pointillism	Enquiry question: Can we replicate patterns from nature? Skill: Textiles Artist: George Clark – architect	Enquiry question: How can we use different materials to recreate Shabti dolls? Create and combine shapes to make recognisable forms (e.g. shapes made from nets or solid materials) Skill: Sculpture Artist: Louise Bourgeois	Enquiry question: How can we use watercolours to create a bee mural? Choose the best paint or combination of mediums for a particular purpose and explain why. Skill: Painting Artist: Matt Wiley	
D.T		(2 units) Enquiry question: Chefs: What British vegetables that are harvested in Autumn can we use to create a soup? Electrical How can we use simple circuits and switches to light up the Iron Mans eyes?			(2 units) Enquiry question: Mechanical: How can we use levers and linkages to create a book page about Bees? Chefs What healthy treat can we make using honey as a natural sweetener?	
Computing	Enquiry question: How does technology make our lives easier? (Computer Systems and Networks, the internet – Unit 1)	Enquiry question: How can technology help me organise information? (Data and Information, data logging – Unit 4)	Enquiry question: How can I use technology to make things happen? (Programming a, repetition in shapes – Unit 3)	Enquiry question: How can I be creative and express myself with technology? (Creating Media, Photo Editing – Unit 5)	Enquiry question: How can I use technology to make things happen? (Programming b, repetition in games – Unit 6)	Enquiry question: In music lessons - How can I be creative and express myself with technology? (Creating Media, Audio Production – Unit 2)

	Significant Computing Figure – Revisit (Reception) Bill Gates and Sir Tim Burners Lee. E-Safety: Project Evolve – Privacy and Security.	Significant Computing Figure – Revisit (Year 2) Hedy Lemarr and Steve Jobs. E-Safety: Project Evolve – Copyright and Ownership	Significant Computing Figure – Sir Clive Sinclair. E-Safety: Project Evolve – Online Relationships.	E-Safety: Project Evolve – Managing Online Information. Online Reputation.	Significant Computing Figure – Khalia Braswell E-Safety: Project Evolve – Online Bullying	Significant Computing Figure – Revisit (Year 3) Ada Lovelace and Alan Turing. E-Safety: Project Evolve – Health, Well-Being and Lifestyle. Self-Image and Identity.
Music	Enquiry question: How can build music from small motifs? Skill: Control over untuned percussion, call and response. Music genre/ musicians: Various: Beethoven, Monty Norman	Enquiry question: How can we accompany our singing as an ensemble, using new techniques learnt on the Ukulele? Music genre/ musicians: Cuban Salsa, Buena Vista Social Club			Enquiry question: How can we develop our skills on the Ukulele to compose and be creative? Musicians: EDM, Daft Punk, Chemical Brothers	Enquiry question: How cantechnology to record, edit and manipulate audio? Musician: Todd Rundgren
MFL	Enquiry questions: Can you remember greetings, days of the week, feelings and colour? Can you learn the names of animals and pets in Spanish?	Enquiry question: Can you learn the months of the year, birthdays and your age in Spanish?	Enquiry question: Can you learn to retell and write the Very Hungry Caterpillar in Spanish?		Enquiry question: Can you learn to talk and write about where you live in Spanish?	
R.E.	Enquiry question: What is the Trinity and why is it important for Christians? Key concepts: God, Incarnation		Enquiry question: How do festivals and worship show what matters to a Muslim? Key concepts: Ibadah		Enquiry question: How do festivals and family life show what matters to a Jew? Key concepts: God, Torah, the people	
P.E.	Ball Skills: How can the skills of throwing, catching, tracking and dribbling be improved and use in a game under pressure? Tag Rugby: What are the rules in tag rugby and why is playing with honesty important?	Netball: What are the key skills in netball and how can they help to maintain possession of the ball? Dance: How can characters and narratives be created with movement and gestures in dance?	Gymnastics: How can controlled movements be used individually and with partners to create a flowing sequence? OAA: How can working individually and collaboratively be used to plan, explore, solve and reflect on different problems?	Dodgeball: How can dodging and catching skills be used tactically to outwit an opponent in a competitive game? Handball: How can attacking and defensive skills be used to obtain and maintain possession in handball?	Athletics: How can a personal best be achieved and improved upon when throwing, jumping and running? Spikeball: What are the rules and skills used in Spikeball and how games be played fairly with honesty?	Cricket: How are running, jumping, throwing and catching skills used to be successful in the different roles in cricket? Tennis: What are the different shot strokes in tennis and how are they used in a game?

Cultural capital: visits, visitors and experiences, including enterprise and eco	Immersive activity: Celt Day Visit: School Council voting in the church hall with ballot boxes. Visitor: Money workshop from HSBC Visitor: African drumming workshop	Visit: School Council voting in the church hall with ballot boxes. Visitors: U3A local ukulele group performance	Visitor: Severn Trent Water Visitor: Canal and River Trust Visit: Geographical fieldwork to Puxton Marsh	Visitor: History: Professor McGinty's Ancient Egypt workshop Visitor: Money workshop from HSBC	Visitor: Kidderminster bee expert Enterprise – selling flapjacks	Visit: Geographical fieldwork to Haye Farm
Parent workshops/engagement	Parent Reading Morning Parent Spelling Morning Parent Maths Morning	Parent Reading Morning Parent Christmas workshop – sewing a Christmas tree decoration *revisit Y3 textiles*	Parent Reading Morning Parent Spelling Morning Parent Maths Morning	Parent Reading Morning Parent Spelling Morning Parent Maths Morning	Parent Reading Morning Parent Spelling Morning Parent Maths Morning	Parent Reading Morning Parent Spelling Morning Parent Maths Morning