

Year: 4	Term: 1
<p><b><u>What makes a building iconic?</u></b>            Visit: Sheffield city centre building trail            Outcome: A building of the future</p>	<p>Builds on:            FS2 - Who can help me get there?            Y1 - Where can the sea take us?            Y2: Why travel the world?            Y2: What will my great achievement be?            Y3: What is the power of water?            Leads to:            Y5 - How is the world connected?            Y6 - Are Humans good for the planet?</p>
<p>Key concepts:            An understanding of the physical geographical features, location and timeline of the ancient civilisations.            An awareness of why humans build and what influences their design choices including geographical concerns such as earthquakes.            An understanding of how to construct a stable structure.</p>	<p>Key vocabulary:            architect, construction, annotate, prototype, functional, aesthetic, structure component, existing, join, systematic explanation, differences, similarities, construct interpret, conclusion, evidence            Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar            Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats            Ancient civilisation, pyramid,</p>
<p>Books to support this unit:</p>	<p>Resources to support this unit:  <a href="https://www.vam.ac.uk/collections/architecture">https://www.vam.ac.uk/collections/architecture</a>  <a href="http://casualramblers.co.uk/syorks/sheffield/">http://casualramblers.co.uk/syorks/sheffield/</a>  <a href="https://www.history.org.uk/primary/categories/900/resource/9359/pull-out-posters-primary-history-73">https://www.history.org.uk/primary/categories/900/resource/9359/pull-out-posters-primary-history-73</a></p>
<p>Science:  <b>Evaluate - Animals inc Humans: teeth (eggs) in liquids</b></p>	<p>Geography Assessment activities:            Quiz: World map</p>

<p><b>Interpret + Report - Rock reports</b></p>	
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● The child can locate countries on a map across all continents building upon their knowledge of Europe from previous learning.</li> <li>● The child can label a world map with iconic building locations explaining why they were built there and their significance. They can describe the locations of these sites using the eight points of the compass.</li> <li>● The child can compare the geographical similarities and differences of site of the development of ancient civilisations using maps of regions. They can identify physical features such as rivers, coasts, mountains, delta that would have made the area suitable for settlement.</li> <li>● The child understands the difference in scale at which maps are presented.</li> <li>● The child can explain what causes an earthquake, where they occur and the damage that they can cause.</li> <li>● The child can produce a written information text about earthquakes including a real life example of a devastating earthquake.</li> </ul>	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>● The child can identify the achievements of the earliest civilizations including ancient Sumer (wheel, clock and earliest empire), ancient Egypt (pyramids, farming, hieroglyphics), Indus Valley (games, dice, valley civilisation) and the Shang Dynasty of China (writing, tombs and palaces).</li> <li>● The child can use a timeline to order the age of different significant buildings from around the world explaining the advancements in building technology as time has progressed.</li> <li>●</li> </ul>	
<p><b>Art and Design Technology</b></p> <ul style="list-style-type: none"> <li>● The child can draw a range of iconic buildings (Gherkin, Shard, Burj Khalifa, Eiffel Tower, pyramids etc) using a range of media including pastels, pen and ink, sketching pencils, digital photography and Photoshop.</li> <li>● The child can research building structures by exploring Sheffield buildings, ancient building structures and iconic buildings from around the world looking at size, material, unique qualities and age.</li> <li>● Using this research, the child then designs their own iconic building for Shiregreen/Firth Park to raise the profile of their local area. Their architectural design will include materials needed, sizing and how the structure will be put together.</li> <li>● Through focused practical tasks and completion of their own building model, the child can construct and reinforce different structures using wood, card, dowel and paper. They join the materials using glue and joists.</li> <li>●</li> </ul>	
<p><b>Science - Discrete (Science day/week)</b></p> <ul style="list-style-type: none"> <li>● The child can name and label the human digestive system explaining the functions of each organ/part.</li> </ul>	

- The child can label the different human teeth and explain the function of each. In addition, they can explain how to care for teeth and the impact diet can have on oral hygiene.
- The child investigates plants and animals in the local environment through fieldwork recording organisms found in a set space and groups these in a variety of ways including habitat, diet, size, type of organism (insect, plant, arachnid etc).
- Using this research, the child can then construct food chains from the local habitat using the vocabulary: predator, prey, consumer.
- The child understands how habitats, plants, animals and insects can be at risk from different dangers including human behaviour, pollution, over and under population and climate change. They can generate potential solutions for these risks.

**PE****Hockey –**

- Can turn and change direction when running.
- Can strike a moving ball with control using their feet or equipment e.g. hockey stick
- Can find space on the court / pitch moving forwards to help attack and back to help defend with increased speed.
- Begins to show an ability to intercept.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Involves teammates on most occasions in play.

**Tennis –**

- Can turn and change direction when running.
- Can catch balls and other objects of a variety of sizes when thrown to them at high, medium and low levels.
- Can strike a moving ball with control using their feet or equipment e.g. tennis racket
- Can find space on the court / pitch moving forwards to help attack and back to help defend with increased speed.
- Begins to show an ability to intercept.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Involves teammates on most occasions in play.

**Music**

- On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany
- Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests
- Perform from and compose using 5 pitched notes (or 4 chords)
- Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time

- Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars)
- Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments
- Sing pieces in two parts that have melodies and counter-melodies

MFL – French

- To transcribe short sentences
- To ask questions and answer them using full sentences
- To translate simple sentences into English
- To translate short, simple sentences into the target language

Computing

- Sheffield Scheme Unit 4.4 How do I write an efficient program in Scratch?
- The child creates a quiz to support learning in Geography and History. They use broadcast function to change backgrounds, for example 'congratulations' on answering questions correctly.

The child understands problems can be broken down into smaller parts to make it easier to solve them. This is called decomposition. We use repetition and procedures to make our programs more efficient i.e. run quicker.

Year: 4	Term: 2
<p><b><u>Should everyone be heard?</u></b>            Visit: Greek Theatre Workshop            Outcome: Play</p>	<p>Builds on:            FS1 - Traditional Stories            FS2 - What's your story?            Y1 - What happened once upon a time?            Leads to:            Y6 - Will the show go on?</p>
<p>Key concepts:            An awareness of how Ancient Greek culture, in particular theatre has influenced modern day.            An understanding of how to present and project.</p>	<p>Key vocabulary:            systematic, explanation, differences, similarities, construct, interpret, conclusion, evidence            Comedy, tragedy, theatre, myth, legend  <b>Forces and Magnets</b>            Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull  <b>Sound</b>            Volume, Vibration, Wave, Pitch, Tone, Speaker</p>
<p>Books to support this unit:            Greek Myths, Marcia Williams            Who let the gods out? Maz Evans            Beasts of Olympus, Lucy Coats</p>	<p>Resources to support this unit:  <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/visit-resource-greek-pots">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/visit-resource-greek-pots</a></p>
<p>Assessment activities:            Science:  <b>Ask Qs and plan enquiry - Sound: investigating pitch</b>  <b>Set up enquiry - Forces - Magnets</b></p>	<p>History:            Quiz - Chronology</p>

**Science - Sound (Discrete with some links to theatre)**

- The child can identify and explain how sounds are made through vibration and recognise that vibrations from sounds travel through a medium to the ear. They can demonstrate this understanding through simple investigations using the appropriate scientific language – sound, vibration, travel, wave
- The child can observe and gather information about patterns between the pitch of a sound and the object that produced it and the strength of the vibrations and the volume of a sound. They can hypothesise as to why these patterns occur and explain the science behind this using written and oral explanations.
- The child can draw conclusions as to why sound gets fainter as the distance from the sound source increases and investigate this during a trip to the theatre. They will predict and investigate what will happen to a sound when the sound source moves further away.

**Forces and Magnets (Discrete)**

- The child will compare how things move on different surfaces understanding that friction is a force that slows things down when they are moving. They will conduct an investigation into movement of a vehicle over different surfaces predicting what will happen, recording results and making conclusions based upon what they have observed.
- The child will understand that magnets have two poles that will attract if opposite and repel if they are the same. They will then be able to apply this knowledge and predict if two poles will repel or attract using appropriate scientific language to explain their thoughts.
- The child will compare magnetism to friction noting that magnetism can act at a distance whereas friction requires contact between two surfaces or objects.
- The child can set up an investigation where they predict, observe and record which materials and objects are magnetic. Children can then make conclusions based upon their findings.

**History**

- The child can explain the origin of theatre from ancient Greece using a range of historical sources to find out about life in the past. They can use their chronological understanding to place Ancient Greek theatre within a broad timeline. They can identify how the past has influenced life today and give reasons and results of historical events. The child can identify the different ways in which ancient Greek life is represented and interpreted

**Performing Arts**

- The child understands the process of planning, writing, producing and performing a play. They work collaboratively to write scenes for the panto and practise dramatising these weekly with support from Sheffield Theatres.
- Through music, the child works with their peers to write and edit songs to be performed in the panto. These can be accompanied by musical instruments (bells, drums, boomwhackers)

**Art**

- The child uses their sketch book to produce a range of sketches of different ancient Greek artefacts.

- They can design their own mythical creature using ICT and sketches in their sketch book to bring ideas together. This will then be described using expanded noun phrases in English lessons.

**PE****Gymnastics –**

- Can sequence points and patch balances together with dynamic movement.
- Can roll in a variety of ways.
- Can jump and land safely.
- Can use apparatus to travel and balance in a controlled way.
- Can hold a range of balances of increasing difficulty completely still for 5 seconds.
- Can begin to add straight lines and show core body strength when balancing.
- Can climb to a range of different heights and across on top of a range of different structures.
- Can create ideas of how to link balances together.
- Can begin to use the teaching points to peer assess and evaluate learning.
- Can work out how to scale apparatus of a variety of heights.
- Encourages most people in the group.
- Begins to accept peer assessment advice.

**Cricket –**

- Can turn and change direction when running.
- Can catch balls and other objects of a variety of sizes when thrown to them at high, medium and low levels.
- Can throw a ball over arm and under arm with accuracy.
- Can strike a moving ball with control using equipment e.g. cricket bat
- Can find space on the pitch to field including wicketkeeping.
- Begins to show an ability to intercept.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Involves teammates on most occasions in play.

**Music**

- On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany
- Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests

- Perform from and compose using 5 pitched notes (or 4 chords)
- Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time
- Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars)
- Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments
- Sing pieces in two parts that have melodies and counter-melodies

### MFL – French

- To understand longer spoken statements
- To speak in full sentences on familiar topics
- To understand longer statements when reading
- To spell familiar words from memory

### Computing

- Sheffield Scheme Unit 3.5 How do I find and share data safely and responsibly? (note this is a Year 5 unit in the Sheffield Scheme)
- The child can understand that the Internet is made up of computers from all around the world connected together, and we can use it to share information. They understand the difference between physical, mobile and wireless networks and they understand that we use a web browser to access information stored on the Internet. They know different ways of reporting unacceptable content and contact online. The child understands when to share personal information and when not to. The child recognises what kind of websites are trustworthy sources of information.
- Sheffield Scheme Unit 5.4 How do I use interaction in a program to tell stories?
- The child uses repetition to make programs more efficient. They predict the outcome of a block-based program (Scratch), and can remix and change an existing program. They use diagrams to represent an algorithm, e.g. a flowchart. They use forever loops in a program.
- Sheffield Scheme Unit 1.4 How do I use the Internet as an artist?

The child uses technology to support in class and suite based art work using packages such as 2Paint a Picture; 2Publish; Fresco; ActivInspire; Paint; TuxPaint; PowerPoint

Year: 4	Term: 3
<p><b><u>Why were the Romans powerful?</u></b>            Visit: Royal armouries            Outcome: Film documentary</p>	<p>Builds on:            FS2 - What's your story?            Y1 - What happened once upon a time?            Y2 - What will my great achievement be?            Y3 - How have humans survived and thrived?            Leads to:            Y5 - Does change lead to progress?            Y6 - Who decides?</p>
<p>Key concepts:            An awareness of the factors that influenced the expansion of the Roman empire including military strength and cultural dominance.            An understanding of the factors that led to the fall of Rome.</p>	<p>Key vocabulary:            invasion, influence, resistance, Romanisation, empire, democracy, representation            interpret, modern, ancient, BC/AD, Century, Decade, Society, civilisation            physical, human, characteristic, capital city, earthquake, volcano, magma, ash, lava, opening, crust, tectonic plate            settle, immigration , trade,            tessellation, mosaic            systematic, explanation, differences, similarities, construct, interpret, conclusion, evidence  <b>Electricity</b>            Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators</p>
<p>Books to support this unit:            The Eagle of the Ninth - Rosemary Sutcliff            Escape from Pompeii, Christina Balit            Empire's End, Leila Rashid</p>	<p>Resources to support this unit:  <a href="https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes">https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes</a>  <a href="https://www.geography.org.uk/teaching-resources/volcano-case-studies-and-resources">https://www.geography.org.uk/teaching-resources/volcano-case-studies-and-resources</a>  <a href="https://www.rgs.org/schools/teaching-resources/the-mediterranean/zoom-in-on-italy-%C2%A0a-country-of-cities-and-regions/">https://www.rgs.org/schools/teaching-resources/the-mediterranean/zoom-in-on-italy-%C2%A0a-country-of-cities-and-regions/</a></p>
<p>Science Assessment activities:  <b>Interpret and report - Electricity</b></p>	<p>History Assessment activities:</p>

<p><b>Record - Living things: local survey</b></p>	
<p><b>History:</b>          The child can place the Roman Empire in Britain on a large-scale timeline identifying BC and AD and being able to explain what these mean. They can place some key events chronicling the Roman Empire in Britain and making links back to their previous learning on Iron Age peoples and forwards to learning to come on the Saxons.          The child can describe the origins of the Roman Empire in Rome and its expansion across modern day Europe. They can retell the story of Romulus and Remus but understand that this is a legend used to support Rome’s power. They understand that Romans were in power in Britain between 77AD and 400AD.          The child understands how Romans first became powerful in Britain from Julius Caesar’s first unsuccessful invasion in 55BC to full rule in 77AD. They can describe how the Iron Age tribes resisted Roman power during this time including the Iceni and Brigantes tribes. They know that Wincobank Hillfort was probably used to defend the Brigantes tribe from the Roman invasion. They can describe aspects of the Roman army’s organisation enabled them to fully capture Britain.          The child can explain how we know about Roman life in Britain and the wider Roman Empire from artefacts discovered. They can use these sources to make comparisons with their own lives. They can describe how aspects of the Romanisation of Britain such as the road network, towns, bathhouses and trade helped them to retain power.          The child can describe how the Roman Empire finally became over-stretched and unable to defend its extremities amidst tribal attacks from Picts, Scots, Franks and Saxons and declined from 400AD.          The child can use a range of sources to describe the event of the eruption of Mount Vesuvius. They understand that the preservation of the people and the buildings in the town of Pompeii following the eruption has provided substantial evidence about Roman life.</p>	
<p><b>Geography:</b>          The child can locate Britain, Italy, France, Germany and other modern day countries in Europe that were part of the Rome’s empire. They use their knowledge of the British Isles from KS1 to chart the Roman army’s expansion through Britain. They can use a map of Europe to identify where the Picts, Scots, Franks, Gauls and Saxons attacked Rome.          The child can describe that a volcano is an opening in the Earth’s surface from which gas, hot magma and ash can escape. They understand that active or dormant volcanoes can erupt causing magma to flow as lava and the resulting land is often fertile leading to people choosing these seemingly dangerous areas to live in.</p>	
<p><b>Art</b>          The child understands that Roman art contributed to their power. This included the portrait of rulers on coins, images of powerful military leaders (Alexander the Great) in mosaic or pictures of their gods for example.</p>	

The child can use their sketchbook to copy and develop patterns in the style of Roman mosaics considering shape, tessellation and the use of colour. They can combine ideas from their sketchbook to develop a final mosaic pattern. They can use their sketchbooks to research how other artists have used mosaics (e.g. Antonio Gaudi) and compare their work to Roman mosaics.

The child understands how mosaics were created from square tiles. They can experiment with shapes and clay to produce a final mosaic sculpture.

Science

Electricity

- 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.

DT

Electrical control

- Pupils will draw upon their scientific knowledge of electricity when developing their knowledge of 'electrical systems'. They will design and build a light up picture using a simple circuit with a switch.
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PE

Basketball –

- Can turn and change direction when running.
- Can catch balls and other objects of a variety of sizes when thrown to them at high, medium and low levels.
- Can find space on the court / pitch moving forwards to help attack and back to help defend with increased speed.
- Begins to show an ability to intercept.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Involves teammates on most occasions in play.

Athletics –

- Can show appropriate pace when running different distances.
- Can alter technique to jump for distance.
- Can throw objects accurately at targets varying in distance.
- Can sprint up to 20meters without slowing drastically.

- Can jump with power to go as high as possible.
- Can throw both one handed and 2 handed overarm
- Can describe basic key points of how to run fast and how to throw aiming at a target.
- Mostly shows compassion for others in the race either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.

Music

- On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany
- Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests
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- Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments
- Sing pieces in two parts that have melodies and counter-melodies

MFL – French

- To understand more complicated words
- To pronounce familiar words accurately
- To understand more complicated words
- To copy short sentences correctly

Computing

Sheffield Scheme Unit 2.4 what makes an excellent multimedia story?

The child can enhance a digital story with relevant effects, sounds and titles. They can select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.