

Autumn 1	Autumn 2
	<p style="text-align: center;"><u>Trip back in time</u> <u>(Science/History)</u></p> <p style="text-align: center;">Can you make a magnetic game to play at the xmas fayre? What would you have done after school 100 years ago?</p> <ol style="list-style-type: none"> 1. How would you have coped without television and the IPAD? 2. How were leisure/ entertainment different for the rich/ poor children in Victorian times? 3. What would your football team have looked like 100 years ago? 4. Could you create silent movies? 5. What is a magnet/ North pole? 6. Attract/repel 7. Which forces do you know? 8. How can we use magnets to make a game for enterprise? <p>Have a Victorian day in school Make a game for people to play at the xmas fayre using magnets.</p> <p style="text-align: center;">English</p> <p>Portal story – step back into Victorian times. Persuasive advert – persuade people to play the games. WAC instructions – How to play your game.</p> <p>Class Book – Lion, the witch and the wardrobe</p> <p><u>History</u></p> <ul style="list-style-type: none"> - A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p><u>Science – Forces and magnets</u></p> <ul style="list-style-type: none"> - Compare how things move different surfaces.

	<ul style="list-style-type: none">- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.- Observe how magnets attract or repel each other and attract some materials and not others.- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.- Describe magnets as having two poles.- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Spring 1/Spring 2	

Spring1 and 2

Vicious Vikings!

(History/Geography)

Can you write, film and edit a documentary about the Vikings? (CLC 31st Jan)

1. Who were the Vikings and where did they come from?
2. How did they get here?
3. Lindisfarne/ weapons
4. What have the Vikings done for Britain?
5. Did the Vikings come to Brinsworth? (Cities, natural resources, battle of Brunahurch)
6. What was life like for a 9 year old Viking?
7. How did the Vikings survive? (what did they eat? What were their houses like?)

Have a film presentation night just for Y4.

Have a visit from a Viking.

English

1.Should the Vikings have invaded Lindisfarne? (balanced discussion)

2.Viking sagas

3. Rags to riches story

-Non – chron about the Vikings

Class Book – The snow walker's son

History

The Viking and Anglo Saxon struggle for the UK to the time of Edward the Confessor – Viking raids and Invasions

Geography

-Locate the worlds countries using maps to focus on Europe

-Name and locate countries and cities of the United Kingdom identifying human and physical geographical characteristics, key topographical feature (hills, mountains, coasts, rivers) and land use patterns; explaining how these have changed over time.

-Use maps, atlases, globes and digital computer software to locates countries and features studied.

- Use four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.

Science

Experiments – child led

Summer 1	Summer 2
<p style="text-align: center;"><u>Castle on the hill</u> (History/Science/ Geography)</p> <p>Can you make an attack proof castle? Could your castle survive without water?</p> <ol style="list-style-type: none"> 1. Why did the Normans build so many castles and were they bouncy? (Why were they important? Where were they built? – grid references, natural resources) 2. Who was William the Conqueror and why is 1066 such an important date? (last successful invasion of Britain) – art collage, for museum – tapestry? 3. Water cycle 4. How do you stop a moat from freezing? 5. Could a castle in a hot country have a moat? How does water change? 6. Can you create an attack proof castle? (DT – clay, bricks, building up) 7. What changed in Britain as a result of the Norman conquest? <p>Make, plan and curate a Norman Museum – art, models, trip photos, writing, geography (where best to put a castle)</p> <p style="text-align: right;">English</p> <ol style="list-style-type: none"> 1. Recount from a Norman soldier (WAC). 2. Instructions (How to trap a viking) 	<p style="text-align: center;"><u>Survival</u> (Geography/science)</p> <p style="text-align: center;">Could you survive the rainforest?</p> <p>If a tree fell in the middle of the rainforest with no one around, would it make a sound?</p> <ol style="list-style-type: none"> 1. Where are rainforests located and what are their main features? (Atlas skills, continents, northern/southern hemisphere) 2. Why are there no rainforests in Europe? 3. Why are rainforests often in the news and what can we do to help? 4. What can you find out about an endangered animal that lives in the rainforest? 5. How important is the amazon to South American rainforests? 6. How would you survive in the rainforest? 7. If a tree fell in the middle of the rainforest and no one was there, would it make a found? <p style="text-align: center;">Make a presentation about how you would survive, for parents/other classes Create a rainforest (parent event with LS)</p> <p style="text-align: center;">English</p> <ol style="list-style-type: none"> 1. Non chron about endangered rainforest animal 2. Persuade 3. poem – Sound collector <p>Class Book – The boy who biked the world – riding the Americas</p>

3. Narrative – warning story (castle attack)

Class book – There may be a castle

History

A study of an aspect or theme in British that extends chronological knowledge beyond 1066.

Science (one week, block taught)

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degree Celsius .
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Geography

- Describe and understand key aspects of physical geography including climate zones, rivers and the water cycle.

Geography

- Locate the worlds countries, using maps to focus on South America and Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Identify the position and significance of equator, northern and southern hemisphere.
- Understand geographical similarities and differences, through study of human and physical geography or a region of South America.
- Describe and understand key aspects of physical geography including climate zones, rivers and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.

Science

- Can they describe a range of sounds and explain how they are made?
 - Can they associate some sounds with something vibrating?
 - Can they compare sources of sound and explain how the sounds differ?
 - Can they explain how to change a sound (louder/softer)?
 - Can they recognise how vibrations from sound travel through a medium to a ear?
 - Can they find patterns between the pitch of a sound and features of the object that produce it?
 - Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
 - Can they recognise that sounds get fainter as the distance from the sound source increases?
 - Can they explain how you could change the pitch of a sound?
 - Can they investigate how different materials can affect the pitch and volume of sounds?

