Curriculum Overview: Year 4

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	**The Creature from the Sewer!** This term we will be exploring the text's Krindlekrax and Cloud Busting, focusing on the PSHE issue that arises in each book - bullying. We will empathise with the main character, Ruskin and act in role to write a diary entry. We will also create a crocodile fact file. In Science, we will be learning about our teeth, eating, digestive system, predators and prey. We will be studying animals' teeth and their eating habits. This knowledge will be used in DT to create a model of a crocodile/crocodile's jaw where we will use different joins to achieve movement.	**Journeys** Throughout this topic, we will be developing our Geography skills to use maps and atlases to discover Australia! In Literacy, we will be exploring traditional tales and using the features to create our own. We will also be researching different facts about Australia and will use this to create a travel guide. We will be exploring the Aboriginal dot painting technique and will practice and master the skill to create our own paintings. Let the journey begin!	**Inventions that changed the World** This term we will be studying inventors and their inventions. In History, we will be plotting events along a timeline to show significant inventions and their impact on our world. After researching different inventions, we will consider different problems that require solutions and will begin to develop our own imaginative inventions! This will involve using our art skills to create technical drawings and DT knowledge to create the invention. We will develop our persuasive writing skills, to then pitch this invention to the 'Dragons' in Dragons' Den!	**Here Come the Vikings!** The Vikings have invaded! We will learn all about the history of Viking invasions, where they settled and why. Comparing and contrasting Viking times to the present day. We will be reading Norse myths and legends, stories told about gods, giants and monsters, then write our own myth. We will also read Beowulf, the story of a terrifying quest to destroy a monstrous fire-dragon, writing a newspaper report detailing the important events from the story. Using our DT skills, we will be creating Viking longboats, working with a variety of materials.	**Amazonia** As we explore the Amazon, we will have the opportunity to take a virtual journey to Amazonia, learning about its animals and plants as well as understanding how this habitat compares to our lives. We will have the opportunity to write descriptive poetry as well as creating a non-chronological Amazon travel guide. Our knowledge of the Amazonian climate will be applied in Maths, measuring and analysing temperature and representing it through the use of graphs. We will also replicate a well-known painting and consider the use of colour and composition.	**Saving Planet Earth!** What is climate change? How does it affect our lives? What effects does it have on the planet and the weather? We will be learning what we can do to ensure the survival of planet Earth through the investigation of renewable energy and investigating the environmental effects of power stations. We will write a news report to detail the effects and impact of a natural disaster. Our Geography skills will be developed through the use of atlases and virtual exploration of the Poles, including predictions of what might happen if the water levels continue to rise and the natural disasters that may occur as a result. In Art, we will develop our ability to blend and mix colours to depict landscapes, before and after the effects of climate change.
Visits/ Trips/ Workshops	London Zoo	Art Gallery Visit	Science Museum	Vikings Workshop	National Gallery **Residential Trip – PGL**	Recycling Centre

Writing	Fiction: - Writing in role (diary entry) Non-Fiction: - Non-chronological reports (crocodile fact-file) Poetry: - Figurative language (Cloud Busting)	Fiction: - Traditional moral tale (alternative story) Non-Fiction: - Instructional texts (dot painting) - Non-chronological reports (travel guide)	Fiction: - Narrative (alternative ending) Non-Fiction: - Persuasive writing (and oral presentations)	Fiction: - Historical narrative (myths) Non-Fiction: - Newspaper report (invasion) - Letter (Vikings)	Non-Fiction: - Non-chronological reports (travel guide) - Balanced argument (deforestation) Poetry: - Haikus and Free verse (layers of the rainforest)	Fiction: - Narrative (dystopian fantasy story) Non-Fiction: - News report script (natural disasters) - Persuasive letter (climate change)
Suggested Texts	- **Krindlekrax** - Killer Crocodiles - **Alligators and Crocodiles - National Geographic** - The Tooth Book - **Cloud Busting** - The Enormous Crocodile	- **Stories from the Billabong** - Children's Book of Art – DK Publishing - Barefoot Books World Atlas - Atlas of Adventures - **How the Kangaroo got her pouch** - Mufaro's Beautiful Daughters	- **Firework Maker's Daughter** - See Inside Inventions – Usborne - **Wallace & Gromit – Cracking Contraptions Manual** - Rosie Revere, Engineer - Shirt Machine - My Crazy Inventions Sketchbook	- **Norse Myths and Legends** - Viking Gods - **Beowulf** - Friendly Matches - **Vicious Vikings (Horrible Histories)**	- **The Great Kapok Tree** - 100 Facts – Rainforests - **The Vanishing Rainforest** - What's up in... The Amazon Rainforest - **Eyewitness Amazon** - Journey to the River Sea - **Rainforest Animals**	- **The Promise** - Floodlands - **Climate Change – DK** - How the Weather Works - **Everything Weather – National Geographic Kids** - The Tin Forest
Maths	**Number and Place Value** - Read and write numbers to 10,000; begin to read numbers beyond 10,000 - Identify 100 more or less within 1000 (and then beyond) - Order and compare numbers within 1000 (and then beyond) - Round three-digit numbers to the nearest 10/100 - Recognise the place value of each digit in a three-digit number; extend to four-digit numbers - Partition three-digit numbers - Represent three-digit numbers using different representations - Use place value to add/subtract hundreds to a three digit number, including bridging 1000 - Solve word problems involving addition/subtraction		**Number and Place Value** - Read and write numbers up to 50,000 - Identify 100/ 1000 more or less within 5,000 - Order and compare numbers within 5,000 - Round three and four-digit numbers to the nearest 10,100 or 1000 - Recognise the place value of each digit in a four-digit number - Partition four-digit numbers into thousands, hundreds, tens and ones/units - Partition numbers in different ways (to support understanding of calculation methods) - Use place value to add/subtract hundreds or thousands to three and four-digit numbers, within 5,000 - Solve word problems involving addition/subtraction		**Number and Place Value** - Identify ten, one hundred or one thousand more or less within 10,000 - Order and compare numbers within 10,000 - Recognise the place value of each digit in a four-digit number, including zero as a place holder - Partition four-digit numbers in different ways - Solve problems using knowledge of place value - Reason about numbers and place value **Number – Decimals and Place Value** - Consolidate the connection between tenths and hundredths; recognise that hundredths arise when dividing an object by 100 and when dividing tenths by ten - Recognise and write decimal equivalents of any	

	Number – Decimals and Place Value - Connect tenths to decimal fractions and use decimal notation (to one decimal place) - Recognise that 0·5 is equivalent to ½ - Recognise the place value in numbers with one decimal place, identifying the value of the digits - Partition numbers with one decimal place - Order and compare (using < and >) numbers with up to one decimal places - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths, hundredths - Round numbers with one decimal place to the nearest whole number **Number – Addition and Subtraction** - Consolidate the expanded written method/ formal written method of addition to add - Solve one and two-step word problems involving addition; estimate answers to calculations and use inverses - Consolidate the expanded written method/ formal written method of subtraction to subtract - Solve one and two-step word problems involving subtraction; estimate answers to calculations; use inverse operations to check answers **Geometry – Properties of Shape (2D) and Angles** - Compare and classify 2D shapes using names and properties, including lines of symmetry, right angles, obtuse/acute angles, parallel and perpendicular lines; regular and irregular - Compare and classify different triangles and different quadrilaterals - Compare, classify and sort 2D shapes using Venn and Carroll diagrams - Identify lines of symmetry in 2-D shapes presented in different orientations - Complete a simple symmetric figure/drawing with respect to a specific line of symmetry - Identify whether angles are greater or less than a right angle using the terms acute and obtuse; identify angles in regular and irregular polygons as acute, obtuse or right angles: compare and order angles - Compare and order angles and compare lengths and angles to decide if a polygon is regular or irregular	of hundreds and thousands to three and four-digit digit numbers, within 5,000 **Number – Negative Numbers and Roman Numerals** - Count backwards through zero to include positive and negative whole numbers - Use negative numbers in context - link to temperature - Respond to questions about negative numbers - Consolidate reading and writing Roman numerals to 12 (XII) and relate to analogue clocks - Read and write Roman numerals to 50 (L) and to 100 (C); identify where we see Roman numerals in everyday life; know that, over time, the numeral system changed to include the concept of zero and place value **Number – Addition and Subtraction** - Use the formal written method of addition to add (extend to four-digit numbers) - Use the formal written method of subtraction to subtract (extend to four-digit numbers) - Solve addition and subtraction one-step and two-step word problems (including money problems), deciding which operations to use **Geometry – Properties of Shape (2D) and Position and Direction** - Consolidate names and properties of 2D shapes (including special triangles and quadrilaterals); sort, compare and classify 2D shapes (including regular/ irregular shapes, acute/obtuse/right angles) - Identify lines of symmetry in 2D shapes presented in different orientations; identify lines of symmetry in other images - Complete a simple symmetric figure or drawing with respect to a specific line of symmetry; complete a simple symmetric figure or drawing where the shape/figure does not touch the line of symmetry - Describe positions on a 2D grid as co-ordinates in the first quadrant; write and use pairs of co-ordinates - Plot specified points using co-ordinates in the first quadrant; draw sides to complete a given polygon **Number – Multiplication**	number of tenths or hundredths - Use decimal notation (to two decimal places); link decimal notation to money and length - Recognise that 1/4 = 0·25, 1/2 = 0·5 and 3/4 = 0·75 - Recognise the place value of each digit in a decimal number with up to two decimal places - Partition decimal numbers; use place value cards and/or place value charts to support - Round decimal numbers with one decimal place to the nearest whole number - Begin to round decimal numbers with two decimal places to the nearest whole number (initially in the context of money or measures) - Reason about decimal numbers - Compare and order decimal numbers with up to two decimal places; relate to money and measures **Number – Addition and Subtraction** - Consolidate using the formal written method of addition to add - Use the formal written method to add/subtract decimal numbers, in the context of money or length - Consolidate using formal written method of subtraction to subtract - Solve addition and subtraction one-step and two-step word problems (including money and measures problems), deciding which operations to use **Number – Multiplication and Division (Mental Methods)** - Multiply and divide numbers by ten and one hundred (including numbers/answers with one decimal place); describe the effect using the language of place value and the movement of the digits - Use known multiplication and division facts to derive other facts - Find a factor pair of a given number - Begin to find all factor pairs of a given number - Recognise and use factor pairs in mental calculations to multiply three numbers together - Use the distributive law/partitioning method to calculate mentally (with jottings) - Solve integer scaling problems - Solve correspondence problems, encouraging children to work systematically, to record results in a clear and organised way, to identify patterns/rules, to make predictions. **Number – Multiplication**

	Number – Multiplication - Recall and use multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables to the 12th multiple - Through doubling, connect the 3 and 6 times tables; count forwards and backwards in multiples of 3 and 6; recall and use multiplication facts for the 6 times table - Write and calculate mathematical statements for multiplication using the 6 times table; solve missing number problems - Consolidate the partitioning method to multiply a teen number by a one-digit number - Consolidate using the grid method/expanded method to multiply a teen number by a one-digit number - Solve word problems that involve multiplication/ positive integer scaling **Number – Division** - Recall and use division facts for the 2, 3, 4, 5, 8 and 10 times tables to the 12th multiple - Through doubling, connect the 3 and 6 times tables; count forwards and backwards in multiples of 3 and 6; recall and use division facts for the 6 times table - Write and calculate mathematical statements for division using the 6 times table and other known tables; solve missing number problems; use the inverse operation to check answers - Consolidate the formal layout for short division using known times tables - Introduce remainders, using the formal written layout, with known times tables - Solve word problems, which involve division with and without remainders, using the formal written layout **Number – Fractions** - Count forwards and backwards using simple fractions, going beyond one - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by 10. - Continue to recognise fractions in the context of parts of a whole, of shapes, of numbers, of measurements, and of quantities; use the terms numerator and denominator; write fractions using notation and words - Connect finding a unit fraction of a number with division - Find non-unit fractions of numbers and quantities	- Count in multiples of 7 and 9, forwards and backwards - Recall and use multiplication facts for the 7 and 9 times table; look at patterns in the 9 times table - Write and calculate mathematical statements for multiplication using 7 and 9 times tables (and other known tables); solve missing number problems - Find factor pairs of numbers - Use the formal written method of short multiplication to multiply a teen (and 2-digit) number by a single digit number - Solve word problems, which involve multiplication **Number – Division** - Count in multiples of 9 and multiples of 7, forwards and backwards - Recall and use division facts for the 7 and 9 times table - Write and calculate mathematical statements for division using 7 and 9 times tables (and other known tables); solve missing number problems; use the inverse operation to check answers - Begin to use the formal method of short division for two-digit by 1-digit numbers - Solve word problems, which involve division, using the partitioning method - Introduce the formal written method of short division to divide a two-digit number by a single-digit number; solve word problems, which involve division, using the formal written method **Number – Fractions (including Decimals)** - Continue to recognise fractions in the context of parts of a whole/numbers/measurements/ shapes and quantities; use the terms numerator and denominator; write fractions (unit fractions and non-unit fractions) using notation and words; consolidate finding unit fractions of numbers - Count up and down in hundredths - Find non-unit fractions of numbers and quantities and understand the relationship between non-unit fractions and multiplication and division of quantities - Solve problems involving non-unit fractions - Add and subtract fractions with the same denominator within one whole (where appropriate refer to mixed numbers and improper fractions) - Consolidate the connection between tenths and decimal fractions and use decimal notation (to one decimal place); recognise and write the decimal equivalent of any number of tenths; recognise that	- Count in multiples of 11 and 12, forwards and backwards - Recall and use multiplication facts for the 11 and 12 times table; look at patterns in the 11 and 12 times table - Write and calculate mathematical statements for multiplication using 11 and 12 times tables (and other known tables); include multiplying by 0; solve missing number problems - Use the formal written method of short multiplication to multiply a two - digit number by a single digit number (extend by multiplying a three-digit number by a single-digit number) - Solve word problems, which involve multiplication **Number – Division** - Count in multiples of 11 and 12, forwards and backwards; recall and use division facts for the 11 times table; recall and use multiplication and division facts for the 12 times table - Write and calculate mathematical statements for division using 11 and 12 times tables (and other known tables); solve missing number problems; use the inverse operation to check answers - Use the formal method of short division to divide a two-digit number by a single-digit number, including examples with remainders - Begin to divide a three-digit number by a one-digit number using the formal method of short division - Solve word problems, which involve division **Number – Fractions** - Solve word problems involving finding unit and non-unit fractions of numbers and quantities (including measurements) - Reason about fractions - Recognise and show common equivalent fractions, extend to using factors and multiples to recognise equivalent fractions and to simplify where appropriate - Begin to recognise mixed numbers and improper fractions in context and using diagrams to support understanding - Place fractions on a number line (include improper fractions and mixed numbers) - Add and subtract fractions with the same denominator within one whole (begin to simplify fractions to 1/2); and beyond one - Solve word problems involving addition and subtraction of fractions

	- Recognise and show families of common equivalent fractions - Recognise decimal equivalent of ½ - Solve problems involving unit and non-unit fractions **Measurement – Time** - Consolidate writing and telling the time to the nearest minute using analogue clocks (including using Roman numerals) and digital clocks; convert between analogue and digital clocks; continue to use a.m. /p.m. - Introduce 24 hour digital clocks; convert between 12 hour digital clocks and 24 hour digital clocks - Know the number of seconds in a minute, minutes in an hour, hours in a day, days in a week, days in each month, months in a year; days in a year (including leap years) **Money** - Solve problems involving converting from one unit of time to another - Consolidate pound and pence and the relationship between them - Use decimal notation to record money - Add and subtract amounts of money in real life contexts, including giving change - Solve problems/investigations involving money **Measurement – Length and Perimeter** - Consolidate understanding of metres (m), centimetres (cm) and millimetres (mm) as units of measurement and the relationship between units; convert between units of length - Use decimal notation for length - Estimate and measure using appropriate units and equipment, including mixed units of measurements, and record using decimal notation, (in practical contexts) - Follow a line of enquiry relating to length Consolidate the understanding of perimeter - Calculate the perimeter of rectangles - Measure the perimeter of rectangles using cm and m - Respond to questions relating to perimeter **Number – Addition and Subtraction (Mental Methods)** - Consolidate understanding that addition and subtraction are inverse operations - Derive addition and subtraction facts for all pairs of	5/10 = 0·5 = 1/2 - Introduce hundredths and the connection between hundredths and decimal fractions, begin to use decimal notation to two decimal places - Begin to recognise and write the decimal equivalent of any number of hundredths; link decimal notation to money and length - Recognise the decimal equivalent of ¼ **Measurement – Time** - Consolidate writing and telling the time to the nearest 1 minute using an analogue clock (including using Roman numerals) and digital clock; convert between analogue and digital clocks; continue to use a.m. / p.m. - Convert between 12 hour digital clocks and 24 hour digital clocks - Solve word problems relating to time - Use a calendar to solve problems relating to time **Measurement – Perimeter and Area** - Introduce kilometre (km) as a unit of measurement and know that 1,000m =1km - Measure the perimeter of rectilinear shapes using cm and m - Calculate the perimeter of rectilinear shapes (where the length of the sides is given) - Measure perimeter using metres and centimetres using mixed units and/or decimal notation - Solve problems relating to perimeter - Find the area of rectangles by counting squares; use the notation for square centimetres (cm²); relate finding area to arrays and to multiplication - Solve problems relating to area **Number – Addition and Subtraction (Mental Methods)** - Add/subtract 99 (then 98 etc) by adding/subtracting 100 and adjusting (within 1000 and beyond); extend with add/subtract 999 (within 10,000) - Find a small difference by counting up on an empty number line - Add mentally several small numbers - Use mental methods, with jottings such as an empty number line, to add/subtract two three-digit numbers - Solve one and two-step addition and subtraction problems using mental methods with jottings, deciding which operations and methods to use	**Measurement – Time and Money** - Continue to use noon/midday, midnight, a.m. /p.m. - Use simple charts to solve time problems - Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days - Use decimal notation to record money and convert between pounds and pence - Order amounts of money, using knowledge of decimal place value to support - Solve problems/investigations involving money - Solve one and two- step word problems in the context of money **Measurement – Perimeter and Area** - Express the formula for finding the perimeter of a rectangle in words - Solve problems involving area and perimeter **Geometry – Properties of Shapes** - Identify whether angles are greater or less than a right angle using the terms acute and obtuse; identify angles in regular and irregular polygons as acute, obtuse or right angles: compare and order angles (up to two right angles/180° by size) - Name, compare and classify polygons, including special triangles and special quadrilaterals - Distinguish between regular and irregular polygons based on equal angles and equal sides - Identify all lines of symmetry in polygons and in other images - Complete a symmetrical drawing or figure, including where the line of symmetry doesn't dissect the original shape/figure - Reason about shapes **Geometry – Position and Direction** - Describe positions on a 2-D grid as co-ordinates in the first quadrant; plot specified points using co-ordinates in the first quadrant; draw sides to complete a given polygon using co-ordinates in the first quadrant - Describe movements of shapes between positions as translations of a given unit to the left/right and up/down; describe the new position using co-ordinates **Statistics – Data Handling**

	numbers that total 100; derive addition and subtraction facts for multiples of 100 to 1000 - Begin to derive addition and subtraction facts for multiples of 50 to 1000 - Solve missing number problems using number facts, inverse operations and place value - Use partitioning to add and subtract (mentally and with jottings) three-digit numbers and tens/hundreds within 1000 - Solve word problems involving addition and subtraction, using mental methods and known facts **Statistics – Data Handling** - Collect, present and interpret discrete data using tallies, bar charts, pictograms and tables; use a range of scales - Solve problems using information presented in scaled bar charts, pictograms, tallies and tables including comparison, sum and difference problems - Follow a line of enquiry **Number – Multiplication and Division (Mental Methods)** - Recognise and use the inverse relationships between multiplication and division and use this to solve missing number problems involving multiplication and division facts - Find factor pairs of numbers using known multiples - Multiply/divide numbers by ten (including numbers with one decimal place); describe the effect using the language of place value - Write and calculate mathematical statements for multiplication using all known tables and derive multiplication/division facts for multiples of ten times a one-digit number using mental methods - Begin to recognise and understand square numbers and the notation - Solve correspondence		**Measurement – Mass and Capacity** - Consolidate understanding of kilograms (kg) and grams (g) as units of measurement for mass using practical and real life objects - Know the relationship between units (1kg = 1000g); convert between different units of measurement - Begin to use decimal notation for mass; convert between different units of measurement using mixed units and begin to use decimal notation - Estimate and measure mass using appropriate units and equipment, including mixed units of measurements, and record using decimal notation, in practical contexts - Consolidate understanding of litres (l) millilitres (ml) as a unit of measurement for capacity using practical and real life containers - Know the relationship between units (1l = 1000ml) - Convert between different units of measurement - Begin to use decimal notation for capacity - Convert between different units of measurement using mixed units and begin to use decimal notation - Estimate and measure capacity using appropriate units and equipment, including mixed units of measurements, and record using decimal notation, in practical contexts - Solve word problems involving mass and capacity		- Interpret and present discrete data using appropriate graphical methods including bar charts, using a greater range of scales - Solve comparison, sum and difference problems using information presented in bar charts, tables and tally charts - Interpret and present continuous data using time graphs, with a range of scales, and relate to recording change over time - Follow a line of enquiry; collect data from their own observations and measurements, make decisions about how to record, present and analyse the data **Measurement – Length, Mass and Capacity** - Consolidate understanding of measures and know the relationship between units of measurement including kilometres to metres; make estimates of measurements and choose and use suitable equipment and units of measure in practical situations; read a range of scales - Solve problems involving length, mass, capacity - Investigate statements relating to measurement	
Science	**Animals including Humans (Teeth and Digestion)** - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their	**Sound** - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between	**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	**Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests	**Living Things and their Habitat** - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and	**States of Matter (The Water Cycle)** - 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

	simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey	the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases	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	- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	wider environment - recognise that environments can change and that this can sometimes pose dangers to living things	cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Learning Across the Curriculum	**DT**: Using different materials to create a model of a	**Geography:** Identifying and locating the different continents	**History:** Learning about great inventors and their creations.	**History:** Exploring the Viking and Anglo-Saxon struggle for the	**Geography:** Using maps and atlases to identify and locate the	**Geography:** Using maps to show the changes in climatic

(Foundation Subject Links)	crocodile/crocodile's jaw. Using different joins to create a moving model. Considering healthy diets and linking to that of crocodile's. **PSHE/Citizenship:** Links to *Krindlekrax and Cloud Busting* to discuss friendships and bullying. We will learn to empathise with characters and different situations, using drama to help explore this. **ICT:** Researching crocodiles and using information gathered to create a fact-file. **Computing:** - understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	and climatic zones on a world map. Using maps and atlases to locate Australia and its physical and human features. Mapping migration to Australia and understanding the different reasons for this. **Art: L**earning about traditional Aboriginal dot art paintings, learning the technique and using this to create our own artwork. **ICT:** Researching Australia, its history, features and attractions.	Understand how key events and individuals and designs have helped shape the world. **Art:** Learning about great designers in history such as Thomas Edison and Alexander Graham Bell. Using different brush strokes to produce shapes, textures, patterns and lines. **DT:** Use research and develop design criteria to inform the design of our own inventions that are fit for purpose. Produce annotated sketches of our designs. Use a range of materials to create inventions. Understand and use electrical systems in our products (for example, series circuits incorporating switches, bulbs, buzzers and motors). **ICT:** Use Microsoft PowerPoint to create an effective presentation for our inventions.	Kingdom of England. Learning about why the Viking raids and invasions occurred. Considering the impact the Vikings had on England. **Geography:** Mapping the Viking voyages on maps, using keys to explain. **DT:** Designing Viking longboats and producing annotated sketches. Choosing appropriate materials to create these and joining the materials. Evaluating our models against our designs and using feedback from others to improve. **ICT:** Researching the Vikings and applying information gathered to other areas of learning.	Amazon. Considering the types of tribes (settlements) and wildlife. Comparing geographical similarities and differences between England and Brazil. **Art:** Learning about the artist Henri Rousseau and studying his painting 'Tiger in a Tropical Storm', looking at the use of colour. Plan composition and layout to recreate a version of the artwork using the artist's styles and techniques. **ICT:** Use technology effectively and evaluate digital content.	zones and impacts of climate change on the Earth. **ICT:** Researching the effects of climate change and finding images of its effects. **Art:** Mixing and blending colours to create paintings of landscapes to show the before and after effects of climate change. Using collage to create a utopia and dystopia.

Music	Ukulele	Christmas Production	Ukulele	Ukulele	Ukulele	Ukulele
RE	**Judaism** The Jewish Home and Celebrations	**Sikhism** The Gurus	**Hinduism** The Mandir	**Christianity** Christian Places of Worship	**Islam** Following Allah's Teaching from the Qur'an	**Buddhism** Buddhist Teaching
PE	Gymnastics	Dance	Team Games	Basketball	Tennis	Athletics
French	Greetings, Classroom objects, Body parts	Animals, Family, Birthdays	Time, Celebrations, Places	Food and drink, Holidays, Clothing	Transportation, Sport, At school	Home, The weekend, My day
Family Learning Projects	Design your own creature that lives in the sewers. Label its features and write a description of it.	What is music? Use a range of materials to create an instrument that fits your idea of 'music'.	Do we need inventions? Research and create a timeline of the inventions that you think have changed the world, explaining their impact.	Use collage techniques to create a picture of a Viking.	Make a 3D model of an Amazonian animal using recycled materials.	The Earth will last forever. Design a presentation or leaflet to promote and encourage recycling.