

Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 4 Year A	<p>Priority Subject History The Anglo-Saxons – <i>Why did the Anglo-Saxons Invade?</i> Britain’s settlement by Anglo-Saxons/Anglo-Saxon invasions (place names and village life)</p> <p>Additional Subjects RE - Creation/Fall - <i>What do Christians learn from the creation story?</i> Harvest Celebration Science States of Matter PSHE What makes a good friend? Respecting others (Compassion towards others, similarities and differences) PE Tag Rugby</p>	<p>Priority Subjects History Local History Study– Dartmoor and Farming <i>How has farming changed over time in Devon?</i> A study of an aspect of history in the locality. a study over time tracing how several aspects of national</p> <p>Additional Subjects RE - Gospel - <i>What kind of world did Jesus want?</i> Christmas Service Science Living things and their habitats PSHE Resolving conflict and managing negative pressure (Different types of friends)</p>	<p>Priority Subject Geography Maps and Atlases - <i>Can you name and locate counties and cities of the United Kingdom?</i></p> <p>Additional Subjects RE - <i>What do Hindus believe God is like?</i> Science Sound SMSC British Values PSHE Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements) PE Gymnastics & Basketball</p>	<p>Priority Subject Geography: An Island Nation – <i>Can you name and locate the Seas and Oceans around us as an island?</i></p> <p>Additional Subjects RE - Salvation -<i>Why do Christians call the day Jesus died “Good Friday”?</i> Easter Celebration Science Electricity PSHE Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online) PE Tennis Music Charenga</p>	<p>Priority Subject History The Ancient Greeks – <i>What is the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day?</i> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Additional Subjects RE – Other Faiths - <i>What does it mean to be a Hindu in Britain today?</i> Global Objectives: <i>Where in the world? Compare contrast Christian worship</i></p>	<p>Priority Subject Geography The Amazon Rainforest - <i>A Study of South America – What is the a rainforest? What is the impact of humans?</i> CLIMATE CURRICULUM Study Additional Subjects RE - <i>how and why do people try to make the world a better place?</i> Science Animals including humans (female scientist Jane Goodal) PSHE The environment PE OAA Computing Online Safety: We are careful when talking to virtual friends</p>

	<p>Music Charenga Performance and singing – Harvest</p> <p>MFL (French) - Numbers</p>	<p>Everyday safety and basic first aid</p> <p>PE Dance & Swimming</p> <p>Music Performance and singing – Christmas</p> <p>Computing Programming – Publisher (Link to DT) Coding and algorithms</p> <p>Online safety: We are standing up to peer pressure</p> <p>DT Christmas crackers</p>	<p>Computing Researching effectively Online safety: We are aware that our online content lasts forever</p> <p>MFL (French) – age</p> <p>Art - painting</p>	<p>Performance and singing – Easter</p> <p>Computing Online safety: PSHE Lessons</p>	<p>PSHE Play, like, share 3 – fans (Understanding that not everyone is who they say they are online) Managing feelings</p> <p>PE Athletics & Cricket</p> <p>Computing Audio and Photo editing Online safety: PSHE lessons</p> <p>DT Savoury snacks for a Greek feast</p>	<p>MFL (French) Family - Demonstrate diversity when representing speakers of the language, e.g. France is a multicultural country, -reflect this is in the resources used. Eg. illustrations to depict a range of diverse families.</p> <p>Art - Printing</p>
<p>Metacognitive Skill Progression</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Identify pertinent information in an</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify main ideas and select and clarify information from a range of sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes</p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking</p>	<p><u>Planning</u> <i>Explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Transfer and apply information in one setting to enrich another.</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element:</p>

	<i>investigation and separate into smaller parts or ideas</i>	procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i>	<i>Experiment with a range of options when seeking solutions and putting ideas into action</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning	<i>Reflect on, explain and check the processes used to come to conclusions.</i> <u>Evaluation</u> <i>identify and apply appropriate reasoning and thinking strategies for outcomes</i>	<u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i>	evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i>
Off Site Enrichments		Swimming	Planetarium			Residential
Internal Enrichment		WREN folk music linked to Baring-Gould	Bikeability		Sports Day Victorian – Monarch day Greek Feast – DT food	Heritage Week and Spirituality Day
Quality English Texts:	Escape from Pompeii (Story telling) The Roman Record (Newspaper article) The Flood (Narrative) I am not a label (recount - Diversity)	Mirror (Stories from other cultures) Until I met Dudley (Explanation text) A River (Poetry) The Snowman (Narrative)	Arthur and the Golden rope (Stories with a historical setting) A walk in London (Information text) How to grow your own lettuce (Instructional)	Paperbag Prince (Story telling) Beyond the stars (Adventure story) King of the Birds changed to another animal. Grimm’s fairy tales (Classic tales) Persuasive letter (Letter writing)	Dragons (Non-chronological report/stories Who let the Gods out (Adventure story) Leon and the Place between (narrative with clear setting) Book of bones: 10 record breaking animals (non-fiction)	Beatrice’s dream Story about living in someone else’s shoes/Non chronological report Meerkat mail (Narrative through letter writing) Carry me away (poetry)