






| Autumn | | | | | | | | | Spring | | | | | | Summer | | | | | | | | | | |
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| Year 3: Creation: What do Christians learn about the story of creation? | | | What can we learn from the first humans? Stone Age to Iron Age | | | | Year 3: Good/Evil Diwali Does good always overcome evil? | | Year 4: Incarnation: What is trinity? | | All the world's a stage (Shadrack – Compare Kenya to other places – what would it be like to live in Kenya?) | | | Year 4: Symbol: The Cross as a symbol: What does the cross symbolise? | | | Food Glorious Food! | | | Year 4: Devotion: Why is worship important to Hindu's? | | | What have the Romans done for us? | | |
| Beauty | Peace | Creativity | Resilience | Change | Failure? | Fear | Strength | Faith | Belief | Spirituality | Beauty | Belonging | Community | Belief | Faith | Spirituality | Care | Sustainability | Responsibility | Spirituality | Faith | Strength | Reform | Belonging | |
| 1 Week | | | 9-10 weeks | | | | 1 week | | 2 week | | 9 weeks | | | 1 week | | | 7 weeks | | | 1 week | | | 6 weeks | | |
| RE | Art | History | English | Art | Geography | Science | DT | RE | Art | RE | PSHE | English | Geography | Art | RE | PSHE | English | DT | Geography | RE | PSHE | English | History | DT | |
| English | | Comp | | | | English | | Art | | Science | | | History | | | Science | | | Art | | | Science | | | |
| Science | | Music | | | | PSHE | | | | | | | Art | | | Computing | | | English | | | Art | | | |
| Get Heartsmart | | | | Let the Love in | | | | | Too Much Sefie Isn't Healthy | | Don't Rub It In, Rub It Out | | | | | | Fake is a Mistake | | | 'No Way Through' Isn't True! | | | | | |
| Spirituality: The World and Beauty Explore how God created the world and the beauty within it. | | Spirituality: Others Looking at the first men and how they used the world in order to live. Explore 'Stoner Age' beliefs to explain the world around them. They tried to make contact with the spirits of animals they hunted. Worship of forces of nature. Links to Stone Henge. https://www.dkfindout.com/uk/history/stone-age/stone-age-beliefs/ | | | | Spirituality: Beyond What is meant by 'Good' and evil' and how does it link to our own lives. What do Hindu's believe about 'Good' and 'Evil'? | | Spirituality: Beyond What is the trinity and why is it important to Christians? | | Spirituality: The World and Beyond Comparing and contrasting different places around the world. How can we help others around the world. What would your perfect place be? | | Spirituality: Others What good could come of Jesus dying on the cross? Why do Christian's call this day 'good' Friday? | | Spirituality:Ourselves What is greed? Link to religious stories about greed. Is greed a bad thing? Should we share? RE to be taught in line with this unit: Y3: Temptation/Making choices RE (intergrated) | | | Spirituality: Others Why is worship important to others and how is their worship different to that of Christian's? | | | Spirituality: Others Links to Roman spirituality and Roman Gods and Roman religions. Look how Christianity orginated in the Roman Empire. | | | | | |

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| <p>Hook: Provide the children with some playdough. – if they could create anything in the world, what would it be?</p> | <p>Hook: Building a campsite outside in the woods.</p> <p>For Iron Age Aspect: Order tools from Hampshire history section. Look at them, describe them.</p>  <p>Year 4 worship on places around the world which don't have as much as us and how we can support them. (Link to Shadrack)</p> | <p>Hook: Children to create their own interpretations of what they think good and evil look like.</p> | <p>Hook: Explore different depictions of God. What do you think God looks like? Children to create own interpretation of God through art.</p> | <p>Hook: Visit to Phoenix Theatre to look at how they create a production and set up scenery, costumes and special effects</p> <p>Trip to Harry Potter World</p>  <p>Year 3 worship on how we can be friends with everybody, even if they are all the way across the world</p> | <p>Hook: Re-enact the 'Good Friday' part of the Easter story.</p> | <p>Hook: Film – Charlie and the Chocolate Factory.</p> <p>Could put on a restaurant for the children or a café to taste different types of muffin. Blind tasting.</p>  <p>Using the money made from the café to send to charity which supports people who do not have enough food. Local foodbank</p> | <p>Hook: Why do people worship?</p> | <p>Hook: History box Investigation of Roman artifacts</p> |
| <p>Outcome: If they were to create the world, what would it look like?</p> | <p>Outcome: Stone age interactive cave exhibit showing the work the children have completed.</p> | <p>Outcome: Answer the question (debate) – Does good always over come evil?</p> | <p>Outcome: Create a piece of artwork that incorporates their understanding of God the father, God the son and God the holy spirit.</p> | <p>Outcome: Create and share a new world. Include information on costumes, scenery and special effects.</p> <p>Link with theatre and theatre staff to come and visit the children and given feedback.</p> | <p>Outcome: Debate – Should 'Good Friday' be called 'Good Friday'?</p> | <p>Outcome: To design and make recipe to make a new healthy savoury. Muffin for a fair!</p> <p>Parents to come in, see the recipe and boxes made for parents to use. Café for parents to try the muffins.</p> | <p>Outcome: Trip to a Hindu Temple</p> | <p>Outcome: Recreate a battle from the Roman Army.</p> |
| <p>Text Drivers: The Lost Words by Robert Macfarlane (Poetry) Creation Story (Bible)</p> | <p>Text Drivers: Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King TheSecrets of Stone Henge by Mick Manning How to Wash a Wooley Mammoth by Michelle Robinson</p> | <p>Text Drivers: The Story of Rama and Sita</p> | | <p>Text Drivers: The Sound Collector by Roger McGough/ Pleasant Sounds by John Clare (Poetry) The Bear and the Piano by David Litchfield The Lion, The Witch and The wardrobe by C.S. Lewis Harry Potter and the Philosophers Stone by J.K. Rowling</p> | <p>Text Drivers: The Easter Story (Bible)</p> | <p>Text Drivers: Mustard, Custard, Grumble belly and Gravy by Michael Rosen Rascally Cake by Jeanne Willis Charlie and the Chocolate Factory by Roald Dahl</p> | | <p>Text Drivers: Assassin by Tony Bradman Escape from Pompei by Christina Ballit</p> |

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| | <p>Science: Rocks -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock --recognise that soils are made from rocks and organic matter</p> | <p>Science: Animals inc. Humans (Digestion)</p> <ul style="list-style-type: none"> •Different animals are adapted to eat different foods. •Animals have teeth to help them eat. •Different types of teeth do different jobs. | | <p>Science: Plants: -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -</p> <p>Science: Animals inc. Humans (Digestion)</p> <ul style="list-style-type: none"> • Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body. <p>Nutrients produced by plants move to primary consumers then to secondary consumers through food chains</p> | | <p>Science: Plants cont... investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | | <p>Science: Magnets and Forces - 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.</p> |
| | <p>DT: Structures: Structures Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>  <p>To build an iron age round house Make a Stone, Iron or Bronze Age tool.</p> | | | | | <p>DT: Cooking and Nutrition -understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | | <p>DT: Mechanisms Technical Knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>  <p>http://www.bbc.co.uk/ahistoryofthewor</p> |

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| | <p><u>Computing</u></p> <p>Presentation skills – Creating a digital poster</p> <p>Virtual reality – investigating historical sites and creating 360 timelines</p> | | | <p><u>Computing</u></p> <p>Sound and video - Recording a movie sound track - combining images and sound</p> | | <p><u>Computing</u></p> <p>Programming - Animations in scratch</p> | | <p><u>Computing</u></p> <p>Computer networks – Understanding the internet</p> |
| | <p><u>Music: Hampshire Music service planning</u></p> <p>Mystic Moments</p> <p>Year 4 will work with Hampshire music service and learn African percussion</p> | | | <p><u>Music: Hampshire Music service planning</u></p> <p>Sounds Like India</p> <p>Year 4 will work with Hampshire music service and learn the trumpet</p> <p>Lucy in the Sky</p> <p>Year 4 will work with Hampshire music service and learn the trumpet</p> | | <p><u>Music: Hampshire Music service planning</u></p> <p>River’s Journey</p> <p>Year 4 will work with Hampshire music service and learn the clarinet</p> | | <p><u>Music: Hampshire Music service planning</u></p> <p>Romans</p> <p>Year 4 will work with Hampshire music service and learn the clarinet</p> |
| | <p><u>History:</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> | | | | | | | <p><u>History:</u></p> <p>The Roman Empire and its impact on Britain</p> |
| | <p><u>Geography:</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Find out where the best places to build Iron Age settlements are and why.</p> | | | <p><u>Geography</u></p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America,</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and</p> | | <p><u>Geography:</u></p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Look at how land use and farming has changed over time.</p> | | <p><u>Geography:</u></p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Compare Italy with UK</p> |

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| | <p>Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages.</p> <p>Find out about the settlement of <u>Skara Brae</u></p> <p>Make a visitor's guide to Stonehenge</p> | | | <p>graphs, and digital technologies.</p> <p>Comparing the physical and human features locally to Kenya in Africa</p> | | Trade links/food distribution. | | |
| | <p>Art: Chalk/Pastels/Charcoal</p> <p>Cave paintings – Outdoors, carcoal, chalk, berries. Finger painting onto the trees.</p> | <p>Art: Clay</p> <p>Create Diwali lamps from clay – create patterns and paint</p> | | <p>Art: 3D sculpture</p> <p>Explore mood in paintings. How can we use sounds to create picture? https://www.tate.org.uk/kids/make/performance/art-and-music</p> <p>Scenery, costume and set design</p> <p>Drawing Painting Textiles</p> <p>Set designers, costume makers from local theatre</p> | | | | <p>Art: Roman Mosaics</p> <p>Explore colour and pattern to create own mosaics.</p> |
| <p>Discrete Subjects Music Music Computing PE Maths PSHE</p> | <p>Discrete Subjects Music Computing PE Maths PSHE</p> | <p>Discrete Subjects Maths English PE PSHE</p> | <p>Discrete Subjects Maths Maths English PE PSHE</p> | <p>Discrete Subjects Maths PE PSHE Music</p> | <p>Discrete Subjects Maths Maths English PE PSHE</p> | <p>Discrete Subjects Maths PE PSHE</p> | <p>Discrete Subjects Maths Maths English PE PSHE</p> | <p>Discrete Subjects Maths PE PSHE</p> |

Subjects: Eng Ma Sci D&T Comp His Geo Art Mus PE RE PSHE

Spirituality: Ourselves Others The world and beauty Beyond