



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aspirations Condition	Belonging / Confidence to take Action	Leadership and Responsibility	Curiosity and Creativity	Heroes	Spirit of Adventure	Fun and Excitement
School Thread:	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
Driving Question(s)	Driving question: How can we, as tour guides, promote a trip to our chosen European destination? Title: Destination Europe	Driving question: How can we prove that the Greeks have had a positive impact on Britain? Title: Time Cop: Ancient Greece	Driving question: How do animals and humans survive and thrive in a hostile environment? Title: Extreme Survival	Driving question: How can you, as a member of a rock band, create the greatest rock show that Banbury has ever seen? Title: Rock Star	Driving question: How can we bring Shakespeare's World to life in our school? Title: All the World's a Stage	Driving question: How can we, as advertisers, persuade someone to buy our chocolate bar? Title: Scrumdiddlyumptious
Outcomes	Outcome: Group presentation about their country	Outcome: A group speech to present which aspect of Greek life has had the most impact on life today	Outcome: Write a survival guide	Outcome: Showcase of products to audience Sharing of video on school social media	Outcome: Performance of an adaptation of a Shakespearean play.	Outcome: Marketing Campaign
Subjects Covered in Assignment	Geography, Art, Music, Computing, Eng, Maths	History, SMSC, Eng, Art, DT, computing,	Science, DT, Computing. Art & design, Geography			
21st Century skills	Transdisciplinarity Cognitive Load Management Cross-cultural competency Media literacy	Sense making Transdisciplinarity Cognitive load management	Creative and adaptive thinking (Innovation): Cognitive load management			
Business/Careers links	Travel operator	Pharmacist - medicine Local MP - voting	Explorer - Scientist			
Real life skills	Find your way on a map. Presenting Understanding about Europe Making travel plans Arranging visits	Perform in front of an audience Analyse and evaluate sources Ask questions and write informed responses	Problem solving Teamwork Builder Construction Keeping clean Build a den	Producing music Understanding how electric circuits work Computer programming How to control lighting	Perform in front of an audience Understand how history has impacted on modern life Acting	Persuasion Problem solving Teamwork Design a product Budgeting Camping out

	Research	Address questions Research Understand terminology Take notes	Discover wild animal clues	and sound	Producing Scenery Star gazing Cook on a camp fire	
Real life experience	Forest school- Changes within the environment. Creating a travel brochure.	Christmas Carols Present to an audience Collaborate in a team	Forest School- Making shelters. Construction Designer Problem solver	Showcase to an audience Composition Marketing Graphic design	Upper Phase Show Shakespearean Play Forest School- Perform in the forest. Be an audience	Camp out Cook on fire Discover wild animal clues Become a chocolatier
Community link	Dentist Local theatre company Travel agent Wider school community	Wider school community Banbury Museum/Oxfordshire Museum	Wider school community	Local musician/band Wider school community	Audience Wider school community	Kraft foods link Fair trade/packaging talk from Lush Wider school community
Trip/Visitor (inc. cost)	Travel agent - no cost VR - no cost Wykham science session Dentist - no cost	Wykham science session Banbury Museum/Oxfordshire Museum - artefact handling - in the region of £5 a head VR - history tour Science Oxford - Sound £6 a head Ancient Greek Day	Animals visit - no cost Explorer/army visitor - Bootcamp? RAF pilot visit in helicopter Year 3/4/5 show?	Visitor - music band/Orchestra etc Wykham science session Science Week	Wykham science session RSC Live - no cost Camp out - £17 a head The Park Ranger project	Cadbury World £16 a head Oxford University Outreach - no cost Wykham science session
SMSC/British Values	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing Fair trade - palm oil
Maths	Number: Place value Ordering numbers to 10,000 Rounding numbers Negative numbers Counting in patterns of EG. 25	Number: Addition and subtraction Multiplication and division Measurement: Length and Perimeter	Number: Multiplication and division Measurement: Area Number: Fractions	Number: Fractions Decimals	Number: Decimals Measurement: Time Money	Measurement: Statistics Geometry: Properties of shape Position and direction
English	Text: Non-fiction text Lonely Planet Guides Let's Explore Europe Fiction: Boy at the back of the class	Text: Non-fiction text: Greek Gazette The Ancient Greeks (Spotlight) Fiction: The Adventures of Odysseus	Text: Fiction: Hope Jones Saves the World The Explorer Wild by Emily Hughes	Text: The Accidental Rock Star	Text: Midsummer Night's Dream Shakespeare's Globe (I Was There) - Valerie Wilding Macbeth - Tales from Shakespeare Macbeth – Graffex Leon Garfield – FYI Animated Tales	Text: Charlie and The Chocolate Factory The Vanishing Rainforest Grendel: A cautionary tale about Chocolate by David Lucas

					http://www.youtube.com/watch?v=2jU4JtcQ0zU	
Phonics/Spelling	Year 3 Term 3 Objectives 8,9,10,11,14	Year 4 Term 1 Objectives 5,6,7,8,	Year 4 Term 2 Objectives 9,14 Year 4 Term 2 Objectives 5	Year 4 Term 2 Objectives 6-7	Year 4 Term 3 Objectives 5-7	Year 4 Term 3 Objectives 8-12
Science	Living things and their habitats. Animals inc. Humans Teeth The digestive system SCIENTIST: PIERRE FAUCHARD	Sound SCIENTIST: ALESSANDRO VOLTA	Living things and their habitats. Animals inc. Humans Classification. Producers, predators and prey. Food chains. SCIENTIST: TU YOUYOU SCIENTIST: JOY ADAMSON	c	<i>Re-cap Sound</i>	Materials and states of matter Liquids, solids and gases SCIENTIST: ALFRED MOLINA
Computing	IT Effective searching Unit 4.7 Students create and collaborate on a slideshow for their European tour project. They embed hyperlinks in their project. Digital Literacy Why technology should be used safely and respectfully. The need to keep personal information private. Being aware of online fraud. Unit 4.2	Computer Science To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. Unit 4.1	IT Collecting and organising information (data classification) Unit 4.3 Digital Literacy Self Image and identity Online relationships	Computer science Programming can be used to turn devices on or off/control the power to a device/control the output of a device (e.g. turning a light on/off - Microbits)	IT Students to storyboard then create a podcast/performance/presentation using seesaw/imovie. Digital Literacy Privacy and Security	IT Students use docs/slides/to create an advert promoting your chocolate bar. Computer Science Use 2logo to create a logo Unit 4.5
Geography	Knowledge of Europe as a continent Understand the earth's key physical and human process and how these have changed over time Locational knowledge Locate the world's countries, using maps to		Human and physical geography Physical geography: mountains Locational knowledge Concentrating on key physical and human characteristics, Compare mountains/rainforest			Locational knowledge Locate the world's countries, using maps to focus on and North and South America, Place knowledge Understand geographical similarities and differences through

	focus on Europe (including the location of Russia) concentrating on their environmental regions, countries, and major cities		Map reading skills			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 Human geography Types of settlement and land use, economic activity including trade links
History		Ancient Greece - Achievements and influence on modern life and the western world - a study of Greek life, the life of a child; changes in crime and punishment from the Greeks to modern day.			Compare Modern life within a local context Elizabethan England(Tudors)	
Art & Design	<p>Logo design – graphic design</p> <p>Logo design - look at a graphic designer - branding, mood, tone, brochure project (i.e. Carolyn Davidson Nike swoosh, Rob Janoff Apple Logo)</p> <p>CYMK colours are mixed to print images - look at how a printer works</p>	<p>Art from different historical periods - Greek (compared to Portraits of Elizabeth I, term 5)</p> <p>Figure and form, proportion and movement</p> <p>Artists use line, tone, shape and colour to represent figures and forms in movement - experiment with using different line thicknesses, colours, tones and shapes</p> <p>Different tools can be used to make different marks, and these marks can look different on different surfaces.</p> <p>To make a range of lines with the same medium eg. hatching, cross-hatching, swirls, spirals</p>	<p>Text and pattern, linked to figure and form (designing outfit for survival link to DT - this could be a short 2 lesson unit if needs be)</p> <p>Use sketchbook for recording textures/ patterns - camouflage</p> <p>Explore environmental and man-made patterns and compare different fabrics</p> <p>Experiment with different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and</p>	<p>Set design (Link to DT) <i>Watch brief overview of artists who have designed stage sets, including creating mood and the impact of light</i></p> <p>Clay and plasticine to sculpt band instruments after initial sketches</p>	<p>Symbolic art – compare Elizabethan figures to Greeks</p> <p>Facial expressions and body language in sketches and paintings - artists can work from life and from digital images (look at Portrait artist of the year and how the artists worked from life or photos) and face as a canvas</p> <p>Colour mixing and matching; tint, tone, shade; mix and match colours to those in a work of art and in natural objects and hands and faces - mix flesh colours – notice blues, greens and purples in them too.</p> <p>Accurate drawings of whole people including proportion and placement and shape of</p>	

		etc	<p>texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Use initial sketches to aid work, and look at those of fashion designers</p> <p>Output - fabric swatches for survival outfit, and sketches of figure in outfit</p>		<p>body.</p> <p>Introduce the concepts of scale and proportion (caricature)</p> <p>Work on a variety of scales (Elizabethan miniatures to face make-up for Shakespearean characters)</p>	
DT			<p>Develop and research a criteria for designing a functional and appealing product fit for the needs for survival</p>	<p>Designs- How design has shaped the world</p> <p>Produce and create annotated designs for a 3D prototype fit for purpose using sketches, diagrams and models. Strengthen, stiffen and reinforce structures.</p> <p>Understand and use electrical systems in their products</p> <p>Evaluate their ideas and products against their own criteria.</p>	<p>Develop and research</p> <p>Prop design</p> <p>Evaluate</p>	<p>Design a chocolate bar wrapper and publicity poster for chocolate bar</p> <p>Select components best suited for their – chocolate mold. (aesthetic and functional properties)</p> <p>Make a chocolate bar Understand where ingredients are grown, reared, caught and processed.</p> <p>How design has shaped the world – link to computer science</p>
PE	<p>Cricket unit</p> <p>Gymnastics unit</p>	<p>Hockey unit</p> <p>Fitness unit</p>	<p>Basketball unit</p> <p>Swimming</p> <p>A swimmer can swim competently, confidently and proficiently</p>	<p>Dance unit</p> <p>Tennis unit</p>	<p>Athletics (lead a lesson/activity for EYU)</p> <p>Orienteering</p> <p>I understand how maps are followed keeping themselves safe</p>	<p>Rounders (cross year group tournament)</p> <p>A sportsperson keeps possession of the ball in a range of sports (rounders)</p> <p>Tag Rugby</p>
Music	<p>Develop an understanding of a wide range of music through traditions- European Music</p>	<p>Experiment with voices and musical instruments with increasing control and expression – Christmas carols</p>	<p>Improvise and compose music</p> <p>To use and understand staff and other musical notations</p>	<p>Develop an understanding of a wide range of music through history/genres</p> <p>Improvise and compose music for a purpose by exploring</p>	<p>Develop an understanding of a wide range of music through history/traditions</p> <p>Listen, review and evaluate Tudor music</p> <p>Experiment with voices and musical instruments</p>	

				the interrelated dimensions of music to express feelings and emotions To use and understand staff and other musical notations	with control and expression	
MfL	<p>i) To communicate about themselves, their lives and their local community</p> <p>Greetings and saying your name Spanish names Saying how you feel • ¿qué tal? • 4 answers to the question</p> <p>Phonics: h, ll, ñ, a, o, e, i, u, qu</p>	<p>i) To communicate about themselves, their lives and their local community. ii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Counting to 15 and saying your age numbers 1-15 ¿Cuántos años tienes? años Phonics: ce / ci / z, b/v, cu, ñ</p>	<p>i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Los colores 12 colours ¿De qué color es? de color</p>	<p>i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language (e.g. numbers) En mi estuche (in my pencil case) Gender of singular nouns Singular indefinite articles 6 x school equipment sí/no Phonics: ce / ci / z, b/v, cu, ce / ci / z, b/v, cu, ñ</p>	<p>i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Mi familia y yo: members of the family, their names and ages, pets, their names and ages. Possessive adjective mi Notion of gender Plurals of nouns Use of no to make verb negative Members of the family Numbers 1-15 ¿Cómo se llama? ¿Cuántos años tiene? Names 9 x pet words Phonics: h, ll, ñ, z, j.</p>	<p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) ii) To celebrate creativity, diversity and cultural identity through language Mi bandera - my flag use of conjunction y Possessive adjective mi Plurals of nouns Adjectival agreement (fem. sing.) Phonics: j, ci, a</p>
PSHE/SRE	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing
RE - Christianity, Judaism and Values	Inspiration (Ideas of God): Is a holy journey necessary for believers? Pilgrimage as a way of belonging to a religion (Christianity - Lourdes, Judaism - Western Wall)	Celebrations: How do people prepare for religious celebrations? (Christianity - Advent, Judaism - Hanukkah - expressing religious beliefs)	Big Questions: What does it take to forgive? (Our Values - asking questions about puzzling)	Me and Others: How should you spend the weekend? (Judaism - Shabbat - ways of belonging to a religion)	Expression, Places and Symbols: Do people have to go to a religious building to show their religion? How can we show we belong to a religion?	Stories: What is the price of freedom? (Judaism - Moses and Passover - key figures of religion)

		Me and Others: Which occasions do we celebrate? (Our Values)	aspects of life and matters of right and wrong)		(Christianity - Church, Judaism - Synagogue)	
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