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| **Year 4** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| Sparks Might Fly! | The Great Plague | | The Art of Food | Passport to Europe | Water, Water Everywhere | | Hunted |
| **Lead Subjects** | **Science** | **History** | | **Science** | **Geography** | **Science** | | **Science** |
| Electricity - series circuits, switches, conductors, insulators | A theme in British history beyond 1066 - The Great Plague of 1665 | | Teeth and the digestive system | Contrasting region in a European country | States of matter | | Habitats - grouping and classifying plants and animals |
| **Design and Technology** | **Geography** | | **Art and Design** | **Design and Technology** | **Geography** | | **Design and Technology** |
| ICT and electrical systems - control and electrical components | Rubbish and recycling - environmental study | | Drawing and painting of still life into 3D sculpture | Textiles - seams, stiffening and strengthening, materials and fastenings | Key aspects of rivers | | Food - simple savoury food and cooking techniques |
| **Music** | **Art and Design** | |  | **Music** | **History** | |  |
| Creating - explore, choose, combine and organise musical ideas using an electronic sound source | Drawing developed into printmaking, rotating and translating images | |  | Listening to music from different cultures; experience how music is produced in different ways | Ancient Egypt (including the River Nile) | |  |
|  |  | |  |  | **Art and Design** | |  |
|  |  | |  |  | Abstract painting; relief paintings, large and small scale with texture | |  |
| **Additional Subjects** | **PSHE** |  | |  | **Art and Design** | **Music** | | **Art and Design** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | |
| CS - programming / hardware | IT - data handling | | IT- graphics and images / modelling and simulation | IT - sound / multimedia | IT / DL - digital research | | CS - computational thinking |
| **Mathematics** | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. | | | | | | | |
| **English** | **English** | | | | | | | |
| Stories with fantasy settings  Explanations  Film and playscripts | Fairy tales  Classic poetry  Recount: newspapers | | Stories with issues and dilemmas  Persuasion | Novel as a theme  Non-chronological reports | Stories with a theme  Poems with a structure Information booklets | | Folk tales  Debate  Poems on a theme (optional) |
| **Ongoing** | **Science** | | **Physical Education** | | **eSafety** | | **English** | |
| Standalone unit on sound | | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |