

	Week 1-7 (7 weeks)	Week 8	Week 9-14 (6 weeks)	Week 15	Week 16 - 22 (8 weeks)	Week 23	Week 24 - 30 (7 weeks)	Week 31	Week 32 - 38 (6 weeks)	Week 39
Key Question	What was prehistoric Britain like? [1]	LTW Be the best version of you [2]	Can the community be your team? [3]		When is Mother Earth not kind? [4]	LTW The World of Work	How has Selby Abbey changed through the years? [5]	LTW Celebrating other cultures	Were the Anglo-Saxons better farmers or warriors? [6]	
Enrichment & Staynor Passport Opportunity	Stone age school camp out Speak to an archeologist	Staynor's Got Talent	Community work Osborne House Cook a meal for someone Pantomime		Create care packages for local flooding		Selby Abbey Local historian	Visit a place of worship St Marys Catholic Church		
Trip and visitor contact list										
Potential book links If the year group is stated, it's from TOB. If the author is stated, it is not from TOB.	TOB (Y3) Secrets of Stone Henge	Only One You - Linda Kranz (whole school text)	TOB (Y3) Extra Yarn		TOB (Y3) The Pebble in my Pocket Real Life Disasters - Susan Martineau (NG recommended)	When I Grow Up Book or growing up song lyrics from Matilda What do people do all day? - Richard Scarry	Advertisements/ Non-Fiction information booklet [7]	TOB (Y4) The language of cats - cultural poems		
Writing Opportunities	Stonehenge descriptions sent to stonehenge		Write to council/estate/mp about issues on the estate		National Geographic		Leaflet to share with Selby Abbey/local council/Selby Tourist Information			
History	Point 1 Changes in Britain from the Stone Age to the Iron Age						Point 5 A local History study		Point 3 Britain's settlements by Anglo-Saxons and Scots	
Skills Progression										
Geography	Location knowledge point 2 Human and physical point 2 and 3 Geographical skills and fieldwork Point 1 and 2 [8]		Location knowledge Point 2 Human and physical Point 1 and 2 Geographical skills and fieldwork Point 1, 2 and 3 [9]		Location knowledge point 1, 2 and 3 Human and physical point 1 and 2 Geographical skills and fieldwork Point 1, 2 and 3 [10]		Location knowledge point 2 Geographical skills and fieldwork Point 3 [11]		Location knowledge point 1 and 2 Human and physical point 1 and 2 Geographical skills and fieldwork Point and 2 [12]	
Skills Progression										
Art							point 1, 2 and 3 Create a sculpture of the nave of Selby Abbey [16]		Point 2 Drawing a Saxon warrior [17]	[18]
Skills Progression	[13]	[14]			[15]					
DT	Learn through Day: Design point 1 and 2 Make point 1 and 2 Evaluate point 1, 2 and 3 Technical knowledge point 3 and 4 Make a neighbourhood watch system-electrical [20]		Learn through Day: Design point 1 and 2 Make point 1 and 2 Evaluate point 1, 2 and 3 Technical knowledge point 3 and 4 Make a neighbourhood watch system-electrical [20]		Learn through Day: Design point 1 and 2 Make point 1 Evaluate point 1 and 2 Technical knowledge point 1 and 2 Use cams to make a moving volcano-mechanical [21]					
Skills Progression										
Computing	Digital literacy Point 7 [22]		Information technology Point 6 and 4 [23]		Control systems Point 1, 2 and 6 (Y4 point 3) [24]		Information Technology Point 4 [25]		Control systems Point 1, 2 and 6 [26]	
Knowledge Progress										
Science	Animals in humans [27]		Animals in humans [28]		States of Matter [29]		Sound [30]		Light [31]	
Skills Progression										
RE - agreed syllabus										
C = Christians J = Jewish H = Hindus M = Muslim NR = none religious	2.3 Why is Jesus inspiring to some people?		2.5 Why are festivals important to religious communities? C, H, M		2.9 What can we learn from religions about deciding what is right and wrong? C, J, NR		What is Lent and why is it important to Christians?		Is life always fair?	

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PSHE/RSE Guidance from LCP	Being me in my world	This is me - best version of you	Celebrating difference		Dreams and goals	Different roles v gender - world of work	Healthy me & relationships	LGBT - different cultures	Relationships & changing me	
Spanish			Yr3 counting to 40. Yr 4 Counting to 50. Christmas		yr3, school supplies. Miro		yr3 family. Yr4 Sports and hobbies. Spanish foods		yr3 months of the year and season. Art - Gaudi Yr4 clothes. Art ?	

[1] A historical study in the changes in Britain from the Stone Age to the Iron Age.

[2] And relaunch of charity work from Year A

[3] A study into the local community, focusing on the geographical aspects of the community and how it supports the local area and how we can help others.

[4] A study into natural disasters: volcanoes, blizzard, avalanches, flooding and landslide.

[5] A local history study into the life of Selby Abbey: founded in Norman period, Tudors, 1906 fire, WW1 & 2

[6] A study into the Anglo-Saxons & Scots in Britain.

[7] Leaflets & flyers for local area - inc literature festival at the Abbey

Information booklet from Abbey. Can then create a leaflet talking about 'How has Selby Abbey changed over the years'

[8] Draw a map with key and symbols of a settlement.

Comparison between then & now - first people to stop and settle vs maybe a town or city now

Star Carr - speak to archeologist about settlement

Look at aerial photographs and discuss why they might have chosen that place to settle based on physical features.

[9] -Create a digital map of the local area for parts that could be improved.

-Score - it map- empathy - put yourself in the shoes of an older person, map onto the route using emojis how they would feel at different places on your route.

Use OS maps to look at what features are available locally.

Create tally chart for the different demographics of who lives there and amenities that available.

Invite a councilor in to interview about how the area is going to be improved.

Create a survey based on a local issue e.g. parking at home time, and collect and analyse results

[10] Compare the types of clouds in the UK to those for a blizzard

Use grid references to locate where disasters happen.

Fieldwork study based on where floods/doesn't flood.

Use physical features to explain how the natural disasters happen, including formation of volcano.

[11] Fieldwork - interview the vicar on how the Abbey is used today.

Create a map to show the location of the Abbey in Selby. - Sound map of area surrounding the Abbey

Norman -Lesson on St Benedict and his journey from France to Selby and where he passed through in Britain on his journey (UK cities) & why there were settlements there.

Tudor - look at Europe (Catherine of Aragon from Spain, Spain a big international player, Pope very powerful, HRE)

War - Where men went to fight, players in the war

[12] Why did they settle where they did - human and physical features.

Create a settlement map with symbols and a key.

Use directions to show how they moved through the UK.

Compare the features of a Saxon settlement and modern day settlement. What's changed and why?

Compare Saxon Kingdom map to UK map - where have the counties come from?

[13] Sandpaper cave drawings

Stone Age paint making and cave drawings

Sketching

Watercolour background

[14] Painted pebble using acrylics

[15] Painting - landscapes: arctic scene, flooding, volcanic

I can predict with accuracy the outcomes of the colours I mix.

I can create a background wash.

I can use a range of paint brushes to create different effects and textures.

[16] type here

Look at how Selby Abbey was redesigned by Sir George Gilbert Scott after the fire. Look at Medieval reformation and use clay techniques to create an arch.

Drawing - churches, buildings, perspective

Sculpture - nave of Selby Abbey (day)

I can use different grades of pencil to show shade, tone and texture in my drawings.

I can investigate a variety of lines, shapes, colours and texture to produce work on a theme.

I can use my sketchbook to explore an idea and explain why I have done it.

[17] Practise pencil skills, tone and shade to draw a Saxon warrior. <https://www.planbee.com/viking-art-ks2>

[18] Textiles - using printing from summer 1 to make patchwork. (Victorians)

I can join fabric together

[19] Stone age people invented the needle

[20]

Neighbourhood watch security lights for the elderly - automatic

Microbit lights (focus on the electrical part rather than the complexity of the coding)

[21] Make a volcano model where the lava moves on cams

[22] As this is only covered once, it needs to be revisited throughout the year.

Y3 - using technology safely (passwords, sharing information, apps, games etc.)

- reporting dangers online - talk about strangers contacting them but also inappropriate content on a website

Y4 - acceptable and unacceptable behaviour online (websites, chatrooms, online gaming, video chats etc)

- scams, spams and hacking (what they are, what websites they tend to target, what they often look like, dangers of pop ups, providing your contact details etc)

[23]

Y3 - how to use search engines effectively (filtering different search engines other than google etc)

Y4 - Understanding how the internet is used to collaborate and communicate with others - discuss universities, hospitals, schools in other countries and how they achieve amazing things through the internet.

[24] Y3 - Input and output (flow charts, beebots, micro:bits)

Y4 - decomposition (breaking programming down into smaller parts to solve problems)

[25] Y3 - understanding how software can be used to collect and present data (use a range of software (slides, docs, sheets, flow charts, diagrams etc)

Y4 - ranking results and what might affect or influence that (web crawlers, cookies, history, ads)

[26]

Y3- Programming and how it controls everyday devices in our lives. (alarm systems, lighting, tills, coffee machines). Could walk the school/visit a shop etc.

Y4 - Understand how to detect and correct errors in algorithms across different technologies and talk about why we need to do this (applying the decomposition learning).

[27] Possible curriculum links:

[28] Possible curriculum links:

[29] Possible curriculum links:

States of Matter

[30] Possible curriculum links:

[31] Possible curriculum links:

Inventions, paintings, camera