

# The Federation of the Church Schools of Shalfleet and Yarmouth



## Long Term Planning Year 4 Comet Class 2025-2026

	AUTUMN		SPRING		SUMMER	
Title	Ancient Egyptians – Awful or Extraordinary?		Help! The Romans are Coming!		South America – Land of Rain and Fire	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> <li>• Broad, Relevant and Balanced.</li> <li>• Valuing all children, learning is accessible to all.</li> </ul>		<ul style="list-style-type: none"> <li>• High Quality Outcomes &amp; Deep Learning.</li> <li>• Challenging, engaging and motivating</li> <li>• Coherent learning links and pathways</li> </ul>		<ul style="list-style-type: none"> <li>• Strong Working Partnerships.</li> <li>• Promotes Independence and Curiosity.</li> <li>• Opportunities for memorable experiences</li> </ul>	
English (Focus Texts/Writing Opportunities)	<b>‘Charlotte’s Web’ by E.B. White.</b> (Classic.)  Character descriptions. Setting descriptions. Character perspectives – thoughts and feelings. Diary entries.	<b>‘The Egyptian Cinderella’ by Shirley Climo.</b> (Story from another culture.)  Explore similarities with the traditional Cinderella fairy-tale. Five-part story writing. Change to create own	<b>‘Matilda’ and ‘James and the Giant Peach’ by Roald Dahl.</b> (author focus, looking at themes, character traits.)  Character descriptions (comparisons/similar traits – good and bad characters.) Diary entries.	Beatrix Potter stories: focus on <b>‘The Tale of Jemima Puddle Duck’; ‘The Tale of Mr Jeremy Fisher’; ‘The Tale of Tom Kitten’.</b>  Use of verbs. Sentence formation.	<b>‘Amazon Basin: Expedition diaries’ by Simon Chapman.</b> (Non-fictional text.)  Diary entries (recount.) Non-chronological reports (rainforest animal descriptions.)	<b>‘Harry Potter &amp; The Philosopher’s Stone’ by J.K. Rowling.</b>  Character descriptions. Setting descriptions. Magical encounter. Adventure story. Letter writing.

	<p>Sentence formation – long sentence/short sentence, sentence of 3, repetition. Verb use.</p> <p>Poetry – verb and structure poems.</p> <p>Persuasive writing: Letter asking to keep the piglet; Letter asking for Templeton’s help.</p> <p>Newspaper report: Miracle of the Web/Famous Pig.</p>	<p>versions (innovate.)</p> <p><b>Firework related poetry, including ‘Firework Night’ by Enid Blyton.</b></p> <p>Descriptive poems, similes, shape poems, structural poems.</p>	<p>Adventure – James’s journey into a new world (entering the tunnel.)</p> <p>Newspaper reports: the famous peach and its journey.</p>	<p>Five part-stories: writing short stories.</p>	<p>*Poetry week – kenning; list poems; simile poetry relating to the rainforest and their animals.</p>	<p>Instructional writing (spell/potion recipes.)</p>
<p><b>Maths</b> (White Rose)</p>	<p><b>Place Value</b></p> <p><b>Addition and subtraction</b></p>	<p><b>Multiplication &amp; Division 1</b></p> <p><b>Multiplication &amp; Division 2</b></p> <p><b>Area</b></p>	<p><b>Shape</b></p> <p><b>Length &amp; Perimeter</b></p> <p><b>Statistics</b></p>	<p><b>Fractions</b></p>	<p><b>Position &amp; Direction</b></p> <p><b>Decimals A</b></p>	<p><b>Decimals B</b></p> <p><b>Money</b></p> <p><b>Time</b></p>
<p><b>Science</b> (White Rose)</p>	<p><b>Living things &amp; their habitats</b></p> <p>To be able to:</p>	<p><b>States of matter</b></p> <p>To be able to:</p>	<p><b>Sound</b></p> <p>To be able to:</p>	<p><b>Electricity</b></p> <p>To be able to:</p>	<p><b>Data Collection</b></p> <p><b>Habitats</b></p>	<p><b>Animals, including humans</b></p> <p>To be able to:</p>

	<ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Data collection (Biology)</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- be able to compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- identify how sounds are made, associating with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound &amp; features of object that produced it</li> <li>- find patterns between the volume of a sound &amp; strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as distance from the sound source increases.</li> </ul> <p><b>Data collection (Biology)</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying &amp; naming its basic parts, including cells, wires, bulbs, switches &amp; buzzers</li> <li>- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- recognise that a switch opens &amp; closes a circuit &amp; associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors &amp; insulators, &amp; associate metals with being good conductors.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Classification keys (animals) Classification keys (plants) Human impact on habitats</p> <p><b>Deforestation</b> What is deforestation? What are the impacts on the UK &amp; rest of the world?</p>	<ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct &amp; interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Food chains</b></p> <ul style="list-style-type: none"> <li>- What is a food chain?</li> <li>- Interpret food chains</li> <li>- Draw food chains</li> <li>- What would happen if...?</li> </ul>
History	<p><b><u>Ancient Egyptians</u></b> <b>Knowledge</b></p> <p>-The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</p>		<p><b><u>Romans</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations –</li> </ul>		<p><b><u>Local history study</u></b></p> <p>Learning about Yarmouth and growing as a settlement around the River Yar. Exploring the river and surrounding land use.</p>	

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Historical Interpretation</b></li> </ul> <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> <li>● <b>Historical Enquiry</b></li> </ul> <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> <li>● <b>Chronological Understanding</b></li> </ul> <p>-Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms</p>	<p>The Roman Empire and its impact on Britain.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Historical Interpretation</b></li> </ul> <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> <li>● <b>Historical Enquiry</b></li> </ul> <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> <li>● <b>Chronological Understanding</b></li> </ul>	
--	--	---	--

	<p>related to the unit being studied and passing of time;</p> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> <li>● <b>Knowledge and understanding of events, people and changes in the past</b></li> </ul> <p>-Note key changes over a period of time and be able to give reasons for those changes;</p> <p>-Find out about the everyday lives of people in time studied compared with our life today;</p> <p>-Explain how people and events in the past have influenced life today;</p> <p>-Identify key features, aspects and events of the time studied;</p> <p>-Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>-Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> <li>● <b>Knowledge and understanding of events, people and changes in the past</b></li> </ul> <p>-Note key changes over a period of time and be able to give reasons for those changes;</p> <p>-Find out about the everyday lives of people in time studied compared with our life today;</p> <p>-Explain how people and events in the past have influenced life today;</p> <p>-Identify key features, aspects and events of the time studied;</p> <p>-Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	
Geography	<p><b><u>Ancient Egyptians</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</p>	<p><b><u>Romans</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world's countries, using maps to focus on concentrating on their key physical and human characteristics, countries, and major cities.</p>	<p><b><u>South America</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>

	<p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Continue to develop their knowledge of the wider world.</p> <p><b>Fieldwork</b></p> <p>Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Rivers – compare use of River Yar with the Nile.</p>	<p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>- Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Continue to develop their knowledge of the United Kingdom.</p> <p>-Use fieldwork to observe and present the human and physical features in the</p>	<p>environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> <li>● <b>Place Knowledge:</b></li> </ul> <p>-Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and <u>the water cycle</u>.</p> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Place Knowledge:</b></li> </ul> <p>-Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Exploring the River Yar and surrounding land use.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the</p>
--	---	---	--

			<p>local area using sketch maps, plans and digital technologies.</p> <p><b>Fieldwork</b>          -Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to Roman settlements.</p>		<p>processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>Geographical Skills and Fieldwork:</b>          -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          -Continue to develop their knowledge of the United Kingdom and the wider world.</p> <p><b>Fieldwork</b>          Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK.</p>	
Art	<p><b>Study of Ancient Egyptian Art</b> = look at art, sculpture, carvings from British History Museum <b>Drawing, painting &amp; printing</b> Hieroglyphs and frontalism</p>	<p><b>Artist</b> – modern graffiti artist <b>Alaa Awad</b> blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate</p>	<p><b>Nancy Wolff</b> – <b>Printing</b>- Textile and wallpaper designer.</p>	<p><b>Historic Roman art</b> – <b>paint</b>, wax crayon, coloured pencil, powder paints and <b>printing</b>           Make <b>Mosaics</b> following trip to Roman Villa out of</p>	<p><b>Marianne North</b> (pencil still life drawing.)           and <b>Judith Scott (fabric sculpture.)</b></p>	<p><b>Artist – Irene Guierro</b>, recreate then create own paintings and <b>collages</b> in her style. Focus on painting plants</p>

	<b>Painting and Sculpture</b> — recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self- portrait – clay plus acrylic or poster paint.	then create own <b>painting</b> in his style.		broken pottery, pebbles, tiles etc plus create <b>prints</b> in a mosaic style.  <b>Beatrix Potter –  pencil drawings</b> and black pen and <b>water colour</b> drawings of some of story characters (including Jemima Puddle Duck and Jeremy Fisher.)		from the Amazon and South America.
Design and Technology	DT Day - Ancient Egyptians – Pyramids & Cat sculpture		DT Day – Romans – Design and make a Roman ‘Onager’  Roman honey biscuits/bread		DT Day – cooking – South American dish.  Evaluate chn’s food	
Music	Rock and Roll (Kapow)	Changes in Pitch, Tempo and Dynamics – Theme: Rivers (Kapow)	Adapting and transforming motifs – Theme: The Romans (Kapow)	Haiku – Music and Performance (Kapow)	Body and Tuned Percussion - Theme: Rainforests (Kapow)	Samba and Carnival Sounds and Instruments – Theme: South America
Computing	Computer Systems and Networks – The Internet <a href="https://teachcomputing.org/curriculum/key-stage-2/">https://teachcomputing.org/curriculum/key-stage-</a>	Creating Media – Audio Editing <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing</a>	Programming A – Introduction to Micro:Bits – <a href="https://microbit.org/teach/lessons/first-lessons-with-">https://microbit.org/teach/lessons/first-lessons-with-</a>	Data & Information – Data Logging <a href="https://teachcomputing.org/curriculum/key-stage-2/data-and-">https://teachcomputing.org/curriculum/key-stage-2/data-and-</a>	Creating Media – Photo Editing <a href="https://teachcomputing.org/curriculum/key-stage-2/">https://teachcomputing.org/curriculum/key-stage-2/</a>	Programming B – Repetition in Shapes <a href="https://teachcomputing.org/curriculum/key-stage-2/">https://teachcomputing.org/curriculum/key-stage-2/</a>



	<a href="#">2/computing-systems-and-networks-the-internet</a>  <b>Key Program –</b> Variety of websites (Including Chrome Music Labs)	<b>Key Program –</b> Audacity	<a href="#">makecode-and-the-microbit/</a>  (Go as far through these as the class can whilst maintaining understanding – the lower the year group the less of the lesson sequences you’ll get through)  <b>Key Program -</b> MakeCode	<a href="#">information-data-logging</a>  <b>Key Program –</b> Use Micro:Bit as the data logger. You will need to install this code - <a href="https://makecode.microbit.org/#editor">https://makecode.microbit.org/#editor</a> Onto the Micro:Bits to use it as a data logger – see this link for how to view results - <a href="https://microbit.org/projects/make-it-code-it/environment-data-logger/?editor=makecode">https://microbit.org/projects/make-it-code-it/environment-data-logger/?editor=makecode</a>	<a href="#">y-stage-2/creating-media-photo-editing</a>  <b>Key Program –</b> paint.net	<a href="#">2/programming-a-repetition-in-shapes</a>  <b>Key Program –</b> <a href="https://turtleacademy.com/playground">turtleacademy.com/playground</a> (Children can sign in to save) OR FMS Logo
PE	Personal Challenge: Vortex, Speed Bounce, Standing long jump & Vertical jump  Dance: <b>Mrs Chick</b> Focus: Dance & Evaluate  <u>Assess:</u> <u>Fundamentals of movement</u> <b>(Sports Coach Led)</b>	<u>Invasion Games</u> Through: Netball (Teacher led – <b>Mrs chick</b> ) Focus: Locomotion  <u>Invasion Games</u> Through: Tag Rugby <b>(Sports Coach Led)</b> Focus: Manipulation & Simple Tactics	Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump  <u>Indoor Athletics</u> <b>(Sports Coach Led)</b> Focus: Locomotion  <u>Target Games</u> Through: Dodgeball (Teacher Led – <b>Mrs Chick</b> )	Net and Wall Games Through: Tennis <b>(Sports Coach Led)</b> Focus: Manipulation  <u>Athletics</u> <b>(Teacher Led – Mrs Chick)</b> Focus: Locomotion & Stability	Gymnastics: <b>Specialist Teacher – Mrs Gibbins</b> Focus: Stability  <u>Striking and Fielding</u> Through: Cricket <b>(Sports Coach Led with Mrs Chick)</b> Focus: Manipulation	Personal Challenge Review: Vortex, Speed Bounce, Standing long jump & Vertical jump  <u>Outdoor Adventurous Games</u> Through: Orienteering (Teacher led – <b>Mrs Chick</b> )  <u>Athletics</u> (Sports Coach Led)

	Recap: Locomotion, Stability & Manipulation		Focus: Stability & Manipulation			Locomotion & Manipulation  Swimming
Forest Schools	9 <sup>th</sup> October	6 <sup>th</sup> November		5 <sup>th</sup> & 19 <sup>th</sup> March		4 <sup>th</sup> June
RE	Community	Symbol	Myth	Freedom	Stones & Symbols	God
French	<u><b>Consolidation</b></u> Children will recap: -French alphabet, how to ask/say name & basic greetings. -Numbers 0-20 & how to ask & say their age. -Basic colours & pets, how to describe pets they have. -Objects around the classroom/in pencil cases, how to say what is in pencil case. -How to say school subjects in French, whether they like them or not.	<u><b>Portraits &amp; bodies</b></u> Children will: -draw their own portrait, learn how to say their facial parts (e.g. ears, eyes, nose, mouth). -Use prior knowledge of colours to say/write their hair colour, eye colour etc. -Learn names for different parts of their bodies (e.g. arm, leg, head, shoulder) -Cement learning by labelling a diagram of the body. -Learn to sing 'head, Shoulders, Knees and Toes,' in French.	<u><b>Clothes</b></u> Children will: -Learn names for articles of clothing (trousers, dress, shirt etc) -Learn to describe articles of clothing using colours/size – e.g.: long, short, small, big. -Activities to consolidate learning (e.g. label magazines pictures or design/ describe an outfit) -Describe school uniform/what they are wearing in sentences (J'ai un pull bleu). - Consolidate.	<u><b>Calendars</b></u> Children will: -Learn numbers 0-31. -How to say different dates using days of the week, months of year, numbers. -Learn about special dates in the year celebrated in France including traditional celebrations: Christmas, New Year, Easter etc. (Bastille Day?) -Learn how to say when their birthday is & ask others. -Use games, fun activities to cement the learning above.	<u><b>Food</b></u> Children will: -Learn names for common fruits/veg. -Learn names of traditional French cuisine (e.g. croissant, baguette, escargot etc) -Taste test French foods & document it (teachers' discretion) -Use prior knowledge to say what foods they d & do not like. -Consolidate the learning through games/fun activities.	<u><b>Hobbies</b></u> Children will: -Learn about different hobbies & activities. -Play games/fun activities to cement the learning. -Speak/write about the activities they do & do not like. <u><b>Consolidate</b></u> -Recap on body parts and parts of their face. Can they remember the song? -Recap on clothes - describing them. -Recap dates & special calendar events.

SMSC/PSHE	Respect		Resilience		Relationships	
	<p><b>Social</b> – Teamwork within class, working with each other to make a successful audio podcast in computing.</p> <p><b>Cultural</b> – How did the Ancient Egyptians impact our modern world?</p> <p><b>Moral</b> – Looking at the moral implications of using slaves to build some of the most historically and culturally significant locations.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>		<p><b>Social</b> – Teamwork within class, particularly through the creation of our drumming music which involves whole class cooperation.</p> <p><b>Cultural</b> – Looking at how Myths and Rituals differ around the world.</p> <p><b>Moral</b> – Looking at the moral implications of the developments to our country by the Romans</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>		<p><b>Social</b> – Teamwork within class, particularly in Literacy with our persuasive writing and poetry performances.</p> <p><b>Cultural</b> – Looking at aspects of South American native cultures.</p> <p><b>Moral</b> – Looking at the moral implications of deforestation on the Rainforest and its native peoples.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>	
Trips/Events/ Visitors/Risk Day	Ancient Egyptians Day – (children dress up and lots of craft activities) Mrs Chick	Ancient Egyptian DT activity day – Make an Egyptian Mummy cat parents in – Mrs Lewis  Harry Potter Studios Trip – Mrs Chick	Romans DT activity day – Make a Roman catapult (Onager)– parents in  Mrs Lewis  Roman Day Mrs Chick	Brading Roman Villa trip – Mrs Chick	Science - Biology/nature related) trip – Mrs Lewis  Local area Geography Field Trip – Mrs Chick	South America Celebration Day (art and geography related) – Mrs Chick