



# **Curriculum Framework for Year 4**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

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| <b>English</b>                                | Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul> |
| <b>Maths</b>                                  | Programmes of Study for each group from Years One to Six   |
| <b>Science</b>                                | Programmes of Study for each group from Years One to Six   |
| <b>All other National Curriculum Subjects</b> | Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)  |

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 4 for the First Half of Autumn Term

## Context for Learning: Escape to the Country

| Curriculum Area | Title of Unit of Work (where appropriate)  | Brief Description of what is being taught  |
|-----------------|--|--|
| English         | <p><i>Narrative writing; stories set in imagined worlds</i></p> <p><b>Hedgehogs and the City (DIALLS).</b></p> | <p>Children will be exploring how authors use figurative and expressive language to create images and atmosphere. They will be looking at the use of adjectives, adverbs, similes and other imagery to write descriptions of imagined worlds. They will also be using thesauruses to find synonyms to make their writing more effective. They will be writing their own stories set in an imagined world.</p> <p>The children will work on skills of Assessing their own work and that of others and suggest improvements. The children will understand and use the term determiner, use inverted commas and other punctuation to indicate direct speech, draft and re-write work that creates settings, characters and plots that excite the reader. They will also work on their oracy skills by negotiating ideas to seek agreements (oracy – exploratory talk with focus on cognitive, social and emotional strands)</p> <p>The children will formally present ways to improve communities (oracy –presentational talk – with focus on physical and linguistic )</p> |
| Mathematics     | <p><i>Number – Place Value</i></p> <p><i>Number – Addition and Subtraction</i></p>                             | <p>Count in multiples of 6, 7, 9, 25 and 1000.<br/>Find 1000 more or less than a given number.<br/>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)<br/>Order and compare numbers beyond 1000<br/>Identify, represent and estimate numbers using different representations.<br/>Round any number to the nearest 10, 100 or 1000<br/>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.<br/>Count backwards through zero to include negative numbers.<br/>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.<br/>Estimate and use inverse operations to check answers to a calculation.<br/>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>     |
| Science         | <i>Teeth and digestion</i>   | Describe the simple functions of the basic parts of the digestive system in humans. Children will also be learning about the functions of different teeth and dental hygiene.  |
| Computing       | <i>Online Safety</i>   | <p>Purple Mash<br/> <a href="https://www.purplemash.com">https://www.purplemash.com</a></p>  |

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| <b>Art and Design</b>        | <i>Designing persuasive posters</i>   | World war 2 posters. Children will be learning about how to design and create an effective poster relating to the topic of Children in WW2.   |
| <b>Music</b>                 | <i>Performing together</i>  | Learning and performing songs for the Harvest celebration.  |
| <b>Design and Technology</b> | <i>Make do and Mend</i>   | Design, make and evaluate bunting and their own cushion.  |
|                              | <i>Designing and making shelters</i>  | Design and make Anderson shelters.  |
| <b>History</b>               | <b>Children in World War 2</b><br><br><i>Including Local area focus: The bombing of Vicarage Terrace: locality study unit</i> | What was life like for children in the cities and countryside during World War 2? Children will be learning about evacuation and rationing. We shall be looking at the ways in which the local area was affected by the war. Children will be learning about the connections between local, national and international history. They will be investigating the ways in which children's daily lives were altered by WW2. The key focus is on the local area, with an in depth study of the Vicarage Terrace bombing and other local events. |
| <b>Geography</b>             | <i>Maps of Britain and the wider world</i>  | Naming and locating countries involved in WW2; naming and locating major cities in the British Isles.   |
| <b>Languages</b>             | <i>French</i>   | Taught by French teacher in school (Madame Lombardi)<br><b>J'apprends le français</b> <ul style="list-style-type: none"> <li>• geography of France greetings</li> <li>• feelings</li> <li>• colours</li> <li>• classroom instructions</li> </ul> Taught by French teacher in school (Madame Lombardi)   |
| <b>Physical Education</b>    | <i>Swimming</i>   | Swim competently, confidently & proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations.  |
|                              | <i>Outdoor and Adventure Activities: Cooperation, Communication and consideration.</i>  | Children will take part in a range of sequential learning experiences that allow them to venture successfully in the outdoors. They will have the opportunity to respond to different challenges and problem solving tasks.   |
| <b>RSHE</b>                  | <i>Health and Prevention</i>  | About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  |
|                              | <i>Respectful relationships</i>   | That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<br>Consent/boundaries/saying 'no'. How to resolve conflict/disagreement. Where and how to get help. Including others in play and how to ask to join in   |
|                              | <i>Basic First Aid</i>  | How to make a clear and efficient call to emergency services if necessary.<br>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.<br><br>Identify trusted adult in school   |

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|                              |   | Set class rules/routines   |
| <b>Religious Education</b>   | <i>Sikhs in Britain</i>                                     | Learning about Sikhs in Britain and if possible welcoming a visitor in to school.  |
| <b>Cooking and Nutrition</b> | <i>Food during WW2</i><br><i>Healthy eating</i>             | Children will be learning about the types of food people ate during rationing. They will be looking at recipes from WW2.         |
| <b>Oracy</b>                 | <b>Physical skills progression</b>                          | To use pauses for effect in presentational talk e.g. when telling a joke<br><br>To consider movement when addressing an audience |
| <b>Culture and Diversity</b> | <b>Living Together: Social Responsibility and Belonging</b> | Celebration of Diversity<br>Human Rights<br>Citizenship<br>Social and Civic Competence   |

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| <b>Educational Visits/Visitors</b> | <i>Stibbington Trip – WW2</i><br><i>Local area study of Vicarage Terrace bombing and local events in WW2</i> |
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# Our Curriculum for Year 4 for the Second Half of Autumn Term

## Context for Learning: Escape to the Country (continued)

| Curriculum Area       | Title of Unit of Work (where appropriate)                         | Brief Description of what is being taught   |
|-----------------------|---|---|
| English               | <b>Biographies and Newspaper Report</b>                           | Celebrating the life of Jesse Owens. Looking at the biography 'Little me, Big Dreams'.<br>Writing fact files and interviews.<br>Use of reported and direct speech, paragraphs, emotive language, context and impact.  |
|                       | <b>Evacuee Diary Writing</b>                                      | Evacuee writing (link to History)   |
| Mathematics           | <b>Measurement: Length and Perimeter</b>                          | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres<br>Convert between different units of measure [for example, kilometre to metre]   |
|                       | <b>Number: Multiplication and Division</b>                        | Recall and use multiplication and division facts for multiplication tables up to $12 \times 12$ .<br>Count in multiples of 6, 7, 9, 25 and 1000<br>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.<br>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. |
| Science               | <b>Electricity</b>  | Children will be learning about simple electrical circuits and the uses of electricity. They will be investigating a range of materials which do or do not conduct electricity. They will be learning about the concepts of conduction and insulation. They will also be learning about how to keep safe around electricity.  |
| Computing             | <b>Coding</b>   | Purple Mash<br><a href="https://www.purplemash.com">https://www.purplemash.com</a>  |
| Art and Design        | <b>Henry Moore</b>  | Children will be looking at Henry Moore's air raid shelters sketches and sculptures. They will re-create their own sketches thinking about the position of the bodies and facial expressions.   |
|                       | <b>Eric Ravilious</b>   | Studying the work of this artist and his life during WW2.   |
| Music                 | <b>Songs from World War 2</b>                                     | To learn a repertoire of songs from WW2 and perform them with expression and control. Children will be creating their own singing rhymes.   |
| Design and Technology | <b>Electrical Components</b>                                      | Adding things to a circuit. Try out new and different ideas.  |
| History               | <b>What was life like for children in World War 2 (continued)</b> | Children will continue to learn about everyday life in cities and the countryside. They will find out about the various ways that people kept safe during the Blitz. They will be investigating the Make do and Mend and Digging for Victory campaigns and how these affected the lives of  |

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|                              |  | people in the local area and nationally. They will be learning about the ways in which VE day was celebrated.   |
| <b>Geography</b>             | <i>Using maps (continued)</i>  | Children will be using maps of the British Isles to look at areas affected by the Blitz. They will be looking at maps of the Scilly Isles within the context of our work in Literacy. They will be learning about map symbols and keys, co-ordinates and grid references.   |
| <b>Languages</b>             | <i>French</i>  | <p>Taught by French teacher in school (Madame Lombardi)</p> <p><b>Quel âge as tu?</b></p> <ul style="list-style-type: none"> <li>- numbers</li> <li>- days/months</li> <li>- birthdays</li> <li>- Christmas in France</li> <li>- Taught by French teacher in school (Madame Lombardi)</li> </ul>  |
| <b>Physical Education</b>    | <p><i>Swimming</i></p> <p><i>Invasion Games</i></p>  | <p>Swim competently, confidently &amp; proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations.</p> <p>Children will be learning about and applying the basic principles of attacking and defending in an invasion game.</p>  |
| <b>RSHE</b>                  | <p><i>Respectful relationships</i></p> <p><i>Caring Friendships</i></p> <p><i>Mental Wellbeing</i></p> | <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibility of bystanders (primarily reporting to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others, if needed.</p> <p>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportional.</p> <p>Identify trusted adult in school</p> |
| <b>Religious Education</b>   | <i>Christianity. How and why are churches different?</i>   | We will be looking at Quakers, Pentecostal, Salvation Army and Baptist. Make own choices of worship and justify choices.  |
| <b>Cooking and Nutrition</b> | n/a  |   |
| <b>Oracy</b>                 | <b>Cognitive Skills</b>  | To be able to give supporting evidence e.g. cite a text   |
| <b>Culture and Diversity</b> | <b>Living Together: Social Responsibility and Belonging</b>  | <p>Celebration of Diversity</p> <p>Equality</p> <p>Solidarity</p>   |



**Educational  
Visits/Visitors**

WW2 walk Vicarage Terrace

## Our Curriculum for Year 4 for the First Half of Spring Term

### Context for Learning: Stone Age, Romans and Celts.

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught   |
|-----------------|---|---|
| English         | <i>The Dam</i>                            | In this unit the children will be working on using a thesaurus to find adjectives , writing a setting description using higher level adjectives and personification and debating reasons for/against the building of the dam They will also use persuasive language to orally present and finally write a balanced argument   |
| Mathematics     | <i>Multiplication and Division</i>        | Recall and use multiplication and division facts for multiplication tables up to $12 \times 12$ .<br><br>Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout.<br><br>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |
| Science         | <i>States of matter</i>                   | Compare and group materials together according to whether they are solids, liquids or gases. Understand that some materials change state when they are heated or cooled. Research the temperatures at which some of these changes happen.   |

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| Computing             | Spreadsheets                           | Purple Mash<br><a href="https://www.purplemash.com">https://www.purplemash.com</a>   |
|                       | Writing for different audiences.       |  |
| Art and Design        | <i>Stone Age</i>                       | Cave paintings.  |
|                       | <i>Roman mosaics</i>                   | Children will be looking at examples of Roman mosaics and designing and creating their own collage versions.   |
| Music                 | <i>Charanga</i>                        | Children will be listening to various music and learning through musical games, singing and playing instruments.   |
| Design and Technology | Developing and planning ideas          | Designing and making a model of Stonehenge.  |
| History               | <i>Stone Age</i>                       | What does prehistory mean?<br>Identifying big changes that came in the New Stone Age (Neolithic period).<br>Carrying out an investigation on Skara Brae.<br>What do we know about Stonehenge?<br>How did people's lives change in the Bronze Age?<br>What was life like in the Iron Age?   |
|                       | <i>Romans and Celts</i>                | What were the causes and effects of the Roman Invasion of Britain? Who was living here when the Romans arrived? What was daily life like in a Celtic hill fort? What evidence do we have for what life was like in the past?<br>The history of polar exploration – Scott and Amundsen (linked to Science)  |
| Geography             | <i>Settlement – towns and villages</i> | Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain.   |
| Languages             | <i>French</i>                          | Taught by French teacher in school (Madame Lombardi)<br><b>Family tree and faces:</b><br><b>1a) Epiphany time again</b> <ul style="list-style-type: none"> <li>- Revisit months of the year</li> <li>- Find out about Epiphany in France</li> </ul> <b>1b) Alien family and face</b> <ul style="list-style-type: none"> <li>- Learn the nouns for family members</li> <li>- Make a hand puppet of a family member and record personal information</li> <li>- Write the nouns for family members as part of a family tree</li> <li>- Learn the nouns for parts of the face</li> </ul> Revisit colours as adjectives to describe parts of the face |
| Physical Education    | <i>Dance: Cold Places</i>              | Improve skills of travelling, jumping, turning, stillness, gesturing, changing shape, size and level. To increase the range of body actions leading to compose, practice and performance of actions with control and fluency.  |
|                       | <i>Net Games</i>                       | Children will learn a range of skills, techniques, tactics and rules for a different range of net games.   |
| RSHE                  | <i>Being Safe</i>                      | What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.   |

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|                              | <p><b>Online relationships</b></p> <p><b>Respectful Relationships</b></p>    | <p>How to report concerns or abuse, and the vocabulary and confidence to do so.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. Where to get advice e.g. family, school and/or other sources.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Identify trusted adult in school</p> |
| <b>Religious Education</b>   | <b><i>Christianity. Is Easter the festival of new life or sacrifice?</i></b> | Focus on the Easter story. Why do we have Easter eggs? How do they fit in with Easter story? What do children think is the real meaning of Easter?  |
| <b>Cooking and Nutrition</b> | <b><i>Food hygiene<br/>Food in the past</i></b>                              | <p>Stone Age cooking around a fire</p> <p>What kind of food did the Romans eat?</p> <p>Healthy eating and food hygiene.</p>   |
| <b>Oracy</b>                 | <b>Linguistic Skills</b>   | <p>Make sophisticated language choices</p> <p>To use more complex sentence structures e.g. starting with a subordinate clause</p>   |
| <b>Culture and Diversity</b> | <b>Challenging Stereotypes</b>   | Link to RSHE  |

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| <b>Educational Visits/Visitors</b> | <b>Stone Age cooking on the fire pit in the Jungle.</b> |
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# Our Curriculum for Year 4 for the Second Half of Spring Term

## Context for Learning: The Romans and the Celts

| Curriculum Area       | Title of Unit of Work<br>(where appropriate)       | Brief Description of what is being taught  |
|-----------------------|--|--|
| English               | <i>Leon and the Place Between</i>                  | Skills to develop within this unit involve: <ul style="list-style-type: none"> <li>Evaluating texts for their appeal on the intended audience</li> <li>Note examples of descriptive language and explains the mood or atmosphere they create</li> <li>Identify the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>Include descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor</li> <li>Perform stories and poems, identifying appropriate expression, tone, volume and use of voices</li> </ul> |
| Mathematics           | <i>Area</i><br><br><i>Fractions and Decimals.</i>  | Finding the area of rectilinear shapes by counting squares.<br><br>Decimals, percentages and their equivalence to fractions; calculations involving decimals ; calculations involving money; telling the time using a 24h clock; perimeter of shapes; number and place value; problem solving and reasoning; written multiplication and division.  |
| Science               | <i>Sound</i>                                       | Find patterns between pitch of sound and the features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases.   |
| Computing             | <i>Logo</i><br><br><i>Animation</i>                | Purple Mash<br><a href="https://www.purplemash.com">https://www.purplemash.com</a>   |
| Art and Design        | <i>Mosaics/textiles</i>                            | Designing and making a mosaic  |
| Music                 | <i>Lean on me</i>                                  | The learning is focussed around the song 'Lean on Me' by Bill Withers. The children will be exploring different aspects of the song including pulse, rhythm and pitch.   |
| Design and Technology | No unit of study this term                         |  |
| History               | <i>Roman Britain</i>                               | What were the causes and effects of the Roman Invasion of Britain? The Roman army; daily life in Roman Britain; how Britain was changed by the Romans.   |
| Geography             | <i>Settlement – towns and villages (continued)</i> | Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain.   |
| Languages             | <i>French</i>                                      | Taught by French teacher in school (Madame Lombardi)<br><b>Face and body parts:</b> <ul style="list-style-type: none"> <li>Revisit parts of the face</li> </ul>  |

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|                              |  | <ul style="list-style-type: none"> <li>- Learn nouns for body parts</li> <li>- Learn commands to use with body parts</li> <li>- Learn to express body parts with left and write</li> <li>- Learn to use adjectives to describe body parts</li> <li>- Learn the plural form of body part nouns</li> <li>- Create own alien and write a description</li> </ul>  |
| <b>Physical Education</b>    | <b><i>Gym</i></b>  | Rotation. Develop a broad range of skills. Link actions to make sequences of movement. Develop flexibility, strength, technique, control and balance.   |
|                              | <b><i>Invasion Games</i></b>   | Children will learn a range of skills, techniques, tactics and rules for a different range of invasion games.   |
| <b>RSHE</b>                  | <b><i>Families and people who care for me</i></b>                                      | <p>That others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>The characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> |
|                              | <b><i>Drugs, Alcohol and Tobacco</i></b>   | <p>That families are important for children growing up because they can give love, security and stability.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Identify trusted adult in school</p>  |
| <b>Religious Education</b>   | <b>Islam, Christianity and Multi Faith.</b><br><b><i>Commitment and Belonging.</i></b> | Children will learn about the importance to Muslims of the Mosque today and about how religious beliefs are expressed in practice such as in the duty to pray five times a day.   |
| <b>Cooking and Nutrition</b> | No unit of study this half term.   |   |
| <b>Oracy</b>                 | <b>Social and Emotional</b>  | To respond to an audience reaction e.g. when to stop speaking   |
| <b>Culture and Diversity</b> | <b>Family Life</b>   | Characteristics of a healthy family life  |

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| <b>Educational Visits/Visitors</b> | Roman workshop<br>Grafham Water 3 day Residential trip |
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# Our Curriculum for Year 4 for the First Half of Summer Term

## Context for Learning: Africa

| Curriculum Area              | Title of Unit of Work (where appropriate)  | Brief Description of what is being taught  |
|------------------------------|--|--|
| <b>English</b>               | Stories from different cultures; stories featuring issues and dilemmas               | <p>Children will be using Mufaro's Beautiful Daughters as a starting point to look at features of stories from different cultures. They will the feelings of characters involved in dilemmas and write their own story set in a different culture.</p> <p>Grammar work will include commas, adverbial phrases and frontal adverbials.</p> <p>Children will move onto the book Ziraffa Giraffa where they will focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>  |
| <b>Mathematics</b>           | <p>Decimals, place value, written and mental methods for calculation</p> <p>Time</p> | <p>Children will compare numbers with the same number of decimal places up to two decimal places. Round decimals using tenths to the nearest whole number. Divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value</p> <p>Children will convert different units of measurement. e.g hours into minutes. Read, write and compare time between analogue and digital 12-hour and 24-hour clocks. Solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months, and weeks to days.</p> |
| <b>Science</b>               | Living things in their habitats  | Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments.   |
| <b>Computing</b>             | <p>Effective searching</p> <p>Hardware investigating</p>                             | <p>Purple Mash</p> <p><a href="https://www.purplemash.com">https://www.purplemash.com</a></p>  |
| <b>Art and Design</b>        | African clay pots  | Plan and carry out a design. Look at different ways of adding texture using tools.   |
| <b>Music</b>                 | African music, drumming and dancing;   | Listening to examples of African drumming. Exploring the rhythm, tempo and dynamics and using these to create their own compositions. Exploring the connection between the rhythm of the drums and the dancing.  |
| <b>Design and Technology</b> | Mouldable Materials, evaluating processes and products                               | Links with African clay pots for Art   |
| <b>History</b>               | The Benin bronzes  | Exploring the history of West Africa and the importance of the Benin bronzes.  |

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| <b>Geography</b>                   | Africa  | Locating Africa within a map of the world; using atlases to identify the countries which make up the continent; examine diversity of African ways of life; challenge preconceptions.  |
| <b>Languages</b>                   | French  | Taught by French teacher in school (Madame Lombardi)<br><b>Feeling unwell/Jungle Animals:</b> <ul style="list-style-type: none"> <li>• Body part nouns and feeling unwell role play</li> <li>• Revisit colours</li> <li>- Singular nouns for jungle animals</li> <li>- Familiar and unfamiliar adjectives to describe animals</li> <li>- Follow and understand a simple story</li> <li>- Sequence and join in with retelling a story</li> <li>- Write simple sentences in French, using nouns, adjectives and the conjunction "and".</li> </ul>   |
| <b>Physical Education</b>          | Games: netball<br><br>Dance: African  | Learn and practise skills of accurate passing and catching; marking and dodging other players; learning how to co-operate and play as a team using attack and defence strategies.<br><br>Explore the main features of African dance and use these to create dances in a similar style.  |
| <b>RSHE</b>                        | Health and Prevention<br><br>Respectful Relationships<br><br>Caring Friendships | About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.<br>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating to allergies, immunisation and vaccination.<br>The importance of self-respect and how this links to their own happiness.<br><br>The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How important friendships are in making us feel happy and secure, and how people choose and make friends.<br><br>Identify trusted adult in school |
| <b>Religious Education</b>         | Multi-faith   | Good and Evil. What do different religions say makes a good and bad person? Talk about core beliefs and how we should treat each other.   |
| <b>Cooking and Nutrition</b>       | Healthy eating  | This will be linked to the healthy lifestyles work in RSHE.   |
| <b>Oracy</b>                       | Cognitive<br>Social and Emotional   | To consider the impact of their words on others when giving feedback<br>To reflect on their oracy skills  |
| <b>Culture and Diversity</b>       | Living Together<br>Social Responsibility and Belonging                          | Democracy<br>Equality<br>Globalisation  |
| <b>Educational Visits/Visitors</b> |   |   |

# Our Curriculum for Year 4 for the Second Half of Summer Term

## Context for Learning: The Tudors

| Curriculum Area       | Title of Unit of Work (where appropriate)                              | Brief Description of what is being taught  |
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| Literacy              | The Arrival  | Children will move onto the book <i>The Arrival</i> (award winning book by Shaun Tan) with a heavy focus on telling a story with no words. The book links to the social and cultural side of immigration. The children explore different ways of communicating, non-verbal language and the importance of acceptance. The children will then write their own back story based on the illustrations in the book.  |
| Mathematics           | Statistics   | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  |
|                       | Geometry: Properties of Shape  | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles. Compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Recognise where angles are greater than two right angles. Know the term straight angle refers to two right angles together. Use line symmetry with two lines of symmetry. |
|                       | Geometry: Position and Direction.                                      | Plot positions on a 2-D grid as positive number coordinates and describe movements between positions as translations of a given unit to the left/right and up/down. Plot points I am given and draw sides to complete a given polygon  |
| Science               | Living things in their habitats + animals including humans (continued) | Children will be learning to recognise that environments can change and that this can sometimes pose dangers to living things.   |
| Computing             | Making Music   | Purple Mash<br><a href="https://www.purplemash.com">https://www.purplemash.com</a>   |
| Art and Design        | Tudor portraits  | Children will be looking at portraits from the Tudor period and learning about the work of Holbein. They will create their own portraits in a similar style.   |
| Music                 | Don't stop believing   | The learning is focussed around the song <i>Don't Stop Believin'</i> by Journey. The children will be exploring different aspects of the song including pulse, rhythm and pitch.   |
| Design and Technology | Textiles   | Tudor textiles   |
| History               | The Tudors   | Children will be learning about the differences between daily life in Tudor times and their own lives. They will be learning about how the   |



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|                           |   | Tudor monarchs came to power and some of the issues that were important at the time.   |
| <b>Geography</b>          | Tudor exploration   | Children will be looking at how Tudor exploration changed people's knowledge of the world.   |
| <b>Languages</b>          | French  | <p>Taught by French teacher in school (Madame Lombardi)</p> <p><b>The weather/Ice creams:</b></p> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>- Learn weather phrases and seasons</li> <li>- Make a weather windows chart</li> <li>- Describe weather in different parts of France</li> </ul> <p><b>Ice creams</b></p> <ul style="list-style-type: none"> <li>- Learn names of ice cream flavours</li> <li>- Express likes and dislikes of ice cream flavours</li> <li>- Design and describe own perfect ice cream creation</li> </ul>  |
| <b>Physical Education</b> | <p>Cricket</p> <p>Gym – Unit 2</p>  | <p>Children will develop and practise cricket skills, taught by a trained coach.</p> <p>Rotation. Develop a broad range of skills. Link actions to make sequences of movement. Develop flexibility, strength, technique, control and balance.</p>  |
| <b>RSHE</b>               | <p>Healthy Eating</p> <p>Physical Health and Fitness</p> <p>Internet Safety and Harms</p> | <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Why social media, some computer games and online gaming, for example, are age-restricted.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Where and how to report concerns and get support with issues online.</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>Identify trusted adult in school</p> |

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| <b>Religious Education</b>   | Peace –multi faith. Islam and Christianity.            | Children will learn about some of the ways in which Christianity and other religions express and respond to their beliefs that there is a creator of our world. Use art as symbols of peace.   |
| <b>Cooking and Nutrition</b> | TastEd   | Over a series of 5 lessons children will explore Tudor food using their 5 senses. The class teachers will run these sessions.<br>For more information please visit <a href="https://www.tasteeducation.com/">https://www.tasteeducation.com/</a> |
| <b>Oracy</b>                 | Linguistic<br>Social and Emotional                     | To use more natural systems for turn taking e.g. a chair<br>Being able to talk about code-switching between standard English and other forms   |
| <b>Culture and Diversity</b> | Living Together<br>Social Responsibility and Belonging | Human Rights<br>Equality<br>Globalisation<br>Sustainable Development<br>Social and Civic Competence<br>Active Participation  |

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| <b>Educational Visits/Visitors</b> |  |
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