



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>Adventures!</i> (Mountains, rivers, settlers & settlements)		<i>Our Planet!</i> (Rainforests, biodiversity & the environment)		<i>Invention &amp; Industry!</i> (Pioneers and innovators)	
English	<p><b><u>POR The Boy at the Back of the Class</u></b> Diary Information text</p> <p><b><u>POR The Journey</u></b> Poetry Persuasive letter</p> <p><b><u>Beowulf</u></b> Description Adventure story Poetry</p>		<p><b><u>POR The Kapok Tree</u></b> Persuasive writing Balanced argument Formal letters</p> <p><b><u>Spiderwick’s Field Guide/Dragonology</u></b> Non-chronological report</p>		<p><b><u>Cogheart</u></b> Letter Newspaper report Explanation text</p> <p><b><u>POR The Miraculous Journey of Edward Tulane</u></b> Diary Character description Narrative</p> <p><b><u>POR Leon &amp; the Place Between</u></b> Writing in role Narrative</p>	
Maths	<p><b>Number - Place Value</b> <b>Number - Addition &amp; Subtraction</b> <b>Measurement – Length &amp; Perimeter</b> <b>Number – Multiplication &amp; Division</b></p>		<p><b>Number – Multiplication &amp; Division</b> <b>Measurement – Area</b> <b>Fractions</b> <b>Decimals</b></p>		<p><b>Decimals</b> <b>Measurement – Money</b> <b>Time</b> <b>Statistics</b> <b>Geometry- Properties of shape</b> <b>Geometry –Position &amp; direction</b></p>	
Science	<p><b>Animals, including Humans</b> Describe functions of the digestive system; identify different types of teeth</p>	<p><b>States of Matter</b> Compare and group materials based on solid, liquid and gas; observe changes in states due to</p>	<p><b>Living Things and the Habitats</b> Group living things in a variety of ways; explore and use classification</p>	<p><b>Animals, including Humans</b> Construct food chains; identify producers, predators and prey</p>	<p><b>Electricity</b> Identify common electrical appliances; construct simple circuits; use lamps and switches;</p>	<p><b>Sound</b> Identify how sounds are made; recognise that vibrations travel through the ear; find patterns with</p>



Computing		temperature; identify the role of evaporation and condensation	keys; recognise changes in environment and their impact		recognise conductors and insulators	pitch, volume and sound sources
	<b>Unit 4.1</b> Coding Number of Weeks – 6	<b>Unit 4.2</b> Online Safety Weeks – 4	<b>Unit 4.3</b> Spreadsheets Weeks – 6	<b>Unit 4.5</b> Logo Weeks – 4  <b>Unit 4.8</b> Hardware Investigators Weeks – 2	<b>Unit 4.4</b> Writing for Different Audiences Weeks – 5	<b>Unit 4.6</b> Animation Weeks – 3  <b>Unit 4.7</b> Effective Searching Weeks – 3
Geography	<p><b>Locational Knowledge</b> Name and locate hills, mountains, rivers and seas in UK; locate Anglo-Saxon countries</p> <p><b>Human/Physical Geography</b> Identify features of settlements; recognise physical processes relating to rivers; identify and describe types of mountains</p> <p><b>Place Knowledge</b> Compare places with historical settlements; compare UK with European regions</p> <p><b>Map Skills</b> Use maps and atlases to located places and features studied; use of ordnance survey maps</p>		<p><b>Locational Knowledge</b> Name and locate a range of countries that have rainforests; identify the position and significance of the tropics, Arctic and Antarctic circles and lines of latitude and longitude</p> <p><b>Human/Physical Geography</b> Develop understandings of climate zones and biomes; study the rainforest biome; understand deforestation; understand what effects the climate</p> <p><b>Place Knowledge</b> Compare locations with rainforests to the UK</p> <p><b>Map Skills</b> Use maps and atlases to located places and features studied</p>		<p><b>Locational Knowledge</b> Name and locate a country in Asia (India) and significant locations within</p> <p><b>Human/Physical Geography</b> Depth study of India – human and physical features, settlements, trade and farming</p> <p><b>Place Knowledge</b> Compare the UK with India</p> <p><b>Map Skills</b> Use maps and atlases to located places and features studied</p> <p><b>Field Work</b> Project in the local area</p>	
	History	<p><b>A study in British History that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Britain's Settlements by Anglo-Saxons and Scots</b></p>		<p><b>A non-European society that provides contrast with British History</b></p> <p><b>Mayan Civilisation</b> Understand where and when they lived; know about cultural and religious beliefs; understand use</p>		<p><b>A study in British History that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Victorian Children</b> Understand facts about the life and reign of Queen Victoria; find out about the industrial revolution; learn</p>



Art/Design	Understand the invasion of Britain; learn about settlements; examine artefacts; understand culture and conversion to Christianity		of the number and writing system; use sources of evidence to find information		about important inventions; understand about health and disease	
	<b>Clay &amp; Sculpture</b> Pictish stone; Anglo-Saxon carving and metalwork; dragon eyes	<b>Painting</b> Mixing paints; watercolour rivers; painted mountains	<b>Painting/Drawing</b> Rainforest scenes – mixing colour, use of perspective; animal sketch – use of line, tone, scale and depth	<b>Collage</b> Mosaic effects	<b>3D Sculpture</b> Steam punk models; research sculptors <b>ICT/Collage</b> Steam punk collage	<b>Printing</b> William Morris prints
	<b>Textiles</b> Tapestry stitching	<b>Art History</b> Claude Monet; Georgia O' Keeffe; Bayeux Tapestry; Anglo-Saxons	<b>Clay &amp; Sculpture</b> Mayan pots and urns; dream catchers (range of materials)	<b>Art History</b> Henri Rousseau; Mayans	<b>Drawing</b> Lowry scenes – line, tone and depth	<b>Art History</b> William Morris; LS Lowry
Design /Technology	<b>Structures</b>		<b>Textiles</b>		<b>Mechanical Systems</b>	
	Make an Anglo-Saxon village with a river  Create structures using natural material (willow)		Design, sew and evaluate Dart frog beanbag		Victorian moving pictures using pivots and levers	
RE	<b>Community – Hinduism Living</b> (LAS Compulsory)	<b>Community – Islam Living</b> (LAS Compulsory)	<b>Community – Christianity Living</b> (LAS Compulsory)		<b>Pilgrimage (including Christianity) Believing, Living, Thinking</b> (LAS Additional)	
French	<b>All about town</b>	<b>Going Shopping</b>	<b>Where in the world?</b>	<b>Holidays &amp; Hobbies</b>	<b>On the move</b>	<b>What's the time?</b>
Music	<b>Percussion – Compose, Improve &amp; Perform (Djembe)</b> Rhythmic notation (minim, crochet, quavers); graphic symbols; reading scores	<b>Singing</b> Using the range of an octave; crescendo and decrescendo; rounds and partner songs; vocal harmonies	<b>Listening &amp; Appraising</b> Western classical tradition; film and popular music; musical traditions	<b>Tuned Instruments – Compose, Improve &amp; Perform (Glockenspiel)</b> Read pitched notation; octave range; note values; major and minor; pentatonic; staccato	<b>Tuned Instruments – Compose, Improve &amp; Perform (Glockenspiel)</b> Read pitched notation; octave range; note values; major and minor; pentatonic; staccato and legato;	<b>Listening &amp; Appraising</b> Western classical tradition; film and popular music; musical traditions



					and legato; melody and accompaniment	melody and accompaniment	
<b>PE</b>	<b>Invasion Games</b> Football and Handball	<b>Invasion Games</b> Basketball and Hockey	<b>Gymnastics</b> Turning and Sequencing	<b>Year 4 – Swimming</b>		<b>Year 4 – Swimming</b>  <b>Athletics</b> Running, jumping, throwing – measuring and recording	<b>Striking &amp; Fielding</b> Scatterball and Kickball  <b>Outdoor adventurous</b> Circuit training, Orienteering
<b>PSHE</b>	<b>Health &amp; Wellbeing</b>			<b>Relationships</b>			<b>RSE – Big Talk</b> <b>Living in the Wider World</b>
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities Environment Money
<b>RSE</b>	'Growing Up Safe' programme – to be delivered in conjunction with Big Talk (Summer Term)						
		Internet Safety and Harms (Health Education)		Puberty		Reproduction	NC for Science
	Different types of families, same sex, foster families	Key facts about puberty and the changing adolescent body.		About the structure and function of the male and female reproductive systems.		Teaching about changes to the human body as it grows from birth to old age including puberty	Different types of families, same sex, foster families

SMSC & British Values on next page

SMSC & British Values Curriculum				
	Social	Moral	Spiritual	Cultural



What is it?	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with British Values of democracy, the rule of law, liberty, respect and tolerance	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect	Appreciate cultural influences; appreciate role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
<p><b>Opportunities to ensure coverage across the curriculum</b></p>	<p>Opportunities to be responsible for their own learning journey</p> <p>Learning environment promotes co-operative work, peer work, making relationships and resolving conflicts</p> <p>Comprehensive PSHE scheme - personal identities, relationships, diversity and healthy living</p> <p>High expectations from children – communicating ideas, peer work, group work</p> <p>Promoting socialising with unfamiliar peers – collaborative learning, lunchtime seating plans, mixed year group Pupil Voice</p> <p>Targeted social skills/confidence building nurture support</p> <p>Transition dates with new staff</p> <p>Learning shares to celebrate achievements</p> <p>Year 6 end of year celebrations – performance, leavers assembly</p> <p>Parent workshops</p> <p>Community Events – e.g. Founder's Day, Stanfest, Sports Days, St Margaret's Church</p>	<p>Consistent Behaviour Policy, focused on regulate, relate, reason.</p> <p>School rules and expectations displayed in classrooms and around school</p> <p>Classroom charters discussed with class and displayed</p> <p>Discussions and debates, including HOQ are prominent within the curriculum</p> <p>PSHE Association and Big Talk schemes</p> <p>Practitioners expect high standards and lead by example</p> <p>School policies discussed with staff and governors</p> <p>Moral stories – assembly focus</p> <p>Acceptance and celebration of similarities and differences – e.g. SEN, cultures, faiths, inclusive ethos around school</p> <p>Tolerance and acceptance of others views and beliefs – Pupil Voice, RE lessons, PSHE lessons</p> <p>Participation in democratic elections of Head Boy and Head Girl</p>	<p>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</p> <p>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</p> <p>Reflective practices: yoga, mindfulness, growth mindset, questions/thoughts e.g. I wonder...</p> <p>Celebrations of faiths and cultures</p> <p>Promotion of and respect of own cultures and beliefs or non-beliefs</p> <p>Remembrance Day</p> <p>Faith stories with key messages – assembly focal points</p> <p>Opportunities provided for reflection about learning</p>	<p>Sharing experiences of own and other cultures</p> <p>Visit places of worship</p> <p>Promoting acceptance and sensitivity to other cultures and beliefs</p> <p>BLM – understanding and awareness of how historical issues have long term effect for us all, including internationally</p> <p>Awareness of leadership – home, school, country</p> <p>Celebrate important events e.g. Olympics, Founders Day, Remembrance Day, D-Day etc</p> <p>Awareness of national and global issues that will impact on children's lives – e.g. plastic pollution</p> <p>Charity events in schools – Children in Need, Sports Aid, NSPCC</p> <p>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</p>

# YEAR 4 Curriculum



# Map 2021/2022



	<p>British Values focus in assemblies, whole school displays</p> <p>Age appropriate displays in classrooms regarding British Values</p>	<p>KS2 focus – discussions with local MPs regarding democracy, Parliament and local Councils</p>		
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