

Year 4 Draft Curriculum Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	<p>The Promise Whole school unit encompassing speaking and listening activities, poetry, diary/letter writing, song lyrics, campaign leaflet, contracts and note writing.</p> <p>The Happy Prince (Fairy tale) Explore the themes within the story and the feelings of the characters (links to PSHE). Write a short story with the emphasis on characters thoughts, feelings and actions.</p> <p>Feast (animation) Identify how actions can show a character's feelings and use this to write our own narrative.</p>	<p>Poetry: Still I Rise Maya Angelou The Write Stuff Explore the themes of the poem and plan and write own poem in response.</p> <p>Link to Black History Month</p> <p>Poetry: Joseph Coelho Develop an awareness of techniques and devices used by poets. Explore different types of poem and experiment with word play. Express thoughts and feelings through imaginative writing and edit for improvement.</p>	<p>The Lost Thing by Shaun Tan (fantasy) Become familiar with the work of Shaun Tan and explore the themes in his books. Plan and write a fantasy story based on the Lost Thing Links with Design and Technology</p> <p>Non-fiction: persuasive writing Holiday brochure Identify the key features and structure of a brochure and explore persuasive writing techniques. Research and create own persuasive brochure Link with Geography</p>	<p>Charlie and the Chocolate Factory Explore the story, setting and characters through the book and films. Use of imagery, literary devices and dialogue. Plan, write and edit own story.</p> <p>The Great Chocoplot As above. Explore features of an information leaflet and create own if sufficient time.</p>	<p>The Plague The Write Stuff Explore the structure and features of a playscript. Use drama to explore a story. Learn how to write directions and create and perform own playscript.</p> <p>The Wizards of Once The Write Stuff Explore the features, language and structure of a newspaper report. Plan, create and edit own newspaper report.</p>	<p>Factual Tour: Once upon a raindrop Explore the features of a scientific report. Plan and write own report. Links to Science States of Matter: The Water Cycle</p> <p>One for all (Literacy Shed) Examine persuasive writing features used in advertising. Plan and create radio and TV adverts</p>	
	A range of text types both fiction and non-fiction, poetry and plays will be studied						
		Spelling, Vocabulary, Grammar and Punctuation and Handwriting	Throughout the year spelling, grammar and punctuation will be taught in accordance with the National Curriculum at the appropriate level. Spelling Shed is used for spellings and Twinkl handwriting used for handwriting.				
Maths	Number- Place Value Number – Addition and Subtraction Measurement - Length and Perimeter Number - Multiplication and Division	Number – Multiplication and Division Measurement - Area Number – Fractions Number - Decimals			Number - Decimals Measurement -Money Measurement - Time Statistics Geometry - Properties of Shape Measurement - Position and Direction		
Science	<p>Living Things and their Habitats To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>Animals including Humans To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Electricity To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To 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. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>States of Matter To compare and group materials together, according to whether they are solids, liquids or gases. To 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). To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Link to Geography LO: Describe and understand key aspects of physical geography including the water cycle excluding transpiration).</p>	
P.E. - Swimming to hopefully take place for one term so changes likely	<p>Dance Linked to Topic – The Egyptians Egyptian Sand Dance – (3 weeks) To be able to perform basic movements to music, To build a simple themed dance focusing on Egyptian Dance (Hollywood style) Cheer dance (3 weeks) To be able to perform basic movements to music</p>	<p>Netball – High Fives Throw and catch a ball with control and accuracy. Use running, jumping, throwing and catching in isolation and in combination. Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Gymnastics Develop strength, technique and flexibility throughout performances Perform and apply skills and techniques with control and accuracy</p> <p>Perform and create sequences with fluency and expression</p>	<p>Cricket Throw and catch a ball with control and accuracy. Strike a ball and field with control. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Further team games - TBC Communicate and work well with my team</p>	<p>Net games Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop strength, technique, control and balance.</p>	

	To build a simple themed dance focusing on Cheer Dance.					
	<p>Outdoor and Adventurous</p> <p>Orientate myself with accuracy around a short trail</p> <p>Create a short trail for others with a physical challenge</p> <p>Make an informed decision on the best equipment to use for an activity</p> <p>Work as part of a team</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time</p>	<p>Rugby</p> <p>Throw and catch a ball with control and accuracy.</p> <p>Choose the appropriate tactics to cause a problem for the opposition.</p> <p>To keep possession of a ball.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Gymnastics</p> <p>Develop strength, technique and flexibility throughout performances</p> <p>Perform and apply skills and techniques with control and accuracy</p> <p>Perform and create sequences with fluency and expression</p>	<p>Health-related exercise (Boot camp)</p> <p>Communicate clearly with other people in a team and with other teams</p> <p>Develop strength and control.</p> <p>Compare performances with previous ones and demonstrate improvement to achieve personal best.</p>	<p>Dance</p> <p>Samba (links to Brazil)</p> <p>Perform dances using a range of movement patterns. Develop flexibility, strength, control and balance. Compare performances with previous ones and demonstrate improvement to achieve personal best.</p>	<p>Athletics</p> <p>Focus on improving sprinting technique, especially sprint start.</p> <p>Jumping technique – standing long jump</p> <p>Throwing skills</p> <p>Demonstrating control and technique and working to improve personal best</p>
R.E	<p>Do Murtis help Hindus understand God?</p> <p>To explore how Hindus express their beliefs through images of deities and symbols.</p> <p>Can the arts help communicate religious beliefs?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	<p>Does the Christmas narrative need Mary?</p> <p>Who is Mary?</p> <p>What do images and symbols tell us about the role of Mary in Christian life? What was the role of Mary in the Christian story? How is Mary viewed in the Catholic faith?</p> <p>What is the significance of a Halo?</p> <p>How do other religious views of women compare to Christianity's view of Mary?</p> <p>Does the Christmas narrative need Mary?</p>	<p>Is a holy journey necessary for believers?</p> <p>Explore the holy journeys made by believers.</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Does participating in worship help people feel closer to God or their faith community?</p>	<p>Should believers give things up?</p> <p>UC 2a.5 Why do Christians call the day Jesus died Good Friday?</p> <p>Who was Judas? Why did he betray Jesus?</p> <p>What would you do if you were Judas?</p> <p>What key symbols represent the Last Supper?</p> <p>What did the washing of the disciples feet teach Christians?</p> <p>Why is Christianity illegal in some countries?</p> <p>What symbols show that someone is Christian?</p> <p>What would you stand up for?</p>	<p>UC 2a. 4 What kind of world did Jesus want?</p> <p>What can Christians learn from the calling of the first disciples?</p> <p>What do Jesus' actions towards the leper mean for a Christian?</p> <p>How do members of the clergy try and follow Jesus' teaching?</p> <p>What is it like to go beyond the daily routine of a clergy person?</p> <p>What is the world like today? Does it match the idea of the world Jesus wanted?</p>	<p>Does prayer change things? - might need redesigning to fit with UC?</p> <p>Explore the reasons why believers pray and what they believe the results are.</p> <p>Do religious people lead better lives?</p> <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p>
History	<p>The Ancient Egyptians</p> <p>What do we already know about Ancient Egyptians? What do we want to know about Ancient Egyptians?</p> <p>Where is current day Egypt and (briefly) what is it like?</p> <p>Where and when did the Ancient Egyptian civilisation exist? Locate time period on the class timeline.</p> <p>Investigate Ancient Egyptian artefacts.</p> <p>What was daily life like in Ancient Egypt?</p> <p>Explore Ancient Egyptian agriculture and the River Nile. Links with Geography</p> <p>Explore Monarchy in Ancient Egypt.</p> <p>Why and how did the Ancient Egyptians build pyramids?</p> <p>Understand and describe the stages of the mummification process.</p> <p>Who was Tutankhamun?</p> <p>Who was Howard Carter and what did he discover? Why was this discovery important?</p> <p>Explore Ancient Egyptian religion and Gods.</p> <p>Explore Ancient Egyptian writing systems (hieroglyphics, papyrus).</p>				<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>What do we already know about Anglo-Saxons and Scots? What do we want to know about Anglo-Saxons and Scots?</p> <p>Locate the Anglo-Saxons and Scots time period on the class timeline.</p> <p>When did the Romans leave Britain?</p> <p>Who were the Anglo-Saxons and Scots and where did they come from?</p> <p>How, when and why did the Anglo-Saxons and Scots invade Britain?</p> <p>Explore Anglo-Saxon settlements and kingdoms (influenced counties now) and understand about place names and village life.</p> <p>Investigate Anglo-Saxon artefacts.</p> <p>What are Anglo-Saxon runes and what do the different symbols represent?</p> <p>Explore Anglo-Saxon language that has influenced the language we use today.</p> <p>Explore the legend of King Arthur.</p> <p>Explore Anglo-Saxon religion and Gods.</p> <p>Why is Sutton Hoo important?</p> <p>Who was King Alfred (local link)?</p>	
Geography	<p>The Wider World</p> <p>Locate the main countries in Europe and North or South America as well as locate and name principle cities.</p> <p>Identify the longest rivers and the largest deserts in the world and compare with the UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Learn the eight points of a compass, four-figure grid references, some basic symbols and key (including the use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>South American Region – Brazil</p> <p>What do we already know about Brazil? What do we want to know about Brazil? (KWL grid). Where is Brazil? What are the major cities in Brazil? Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. What is Brazil's population? Describe and understand key aspects of physical geography including climate zones, biomes, rivers and mountains. Understand geographical differences and similarities between a region in the UK (a village: Appleton) and a region in South America (a village in the Amazon) through the study of human and physical geography. The Rainforest: What is happening to it? Explore what life is like in Brazil, culture, language, music, sport etc. Research the history of the indigenous people in Brazil.</p> <p>Link to English - Holiday Brochure</p>		<p>The UK</p> <p>Locate and name the main counties and cities in/around Oxfordshire.</p> <p>Describe and understand key aspects of human geography including types of settlements in modern Britain: villages, towns, cities.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

<p>Art & Design</p>	<p>Collage & Painting: Carnival masks Explore Brazilian Carnival mask designs. Plan a design through drawing and other preparatory work. Construct and decorate mask by painting and adding feathers etc Evaluate my work</p>	<p>Focus Artist: Eduardo Kobra (Brazilian mural artist)? Explore Kobra's work, focusing on his techniques and styles. Design and create a self-portrait in his style.</p>			<p>3D, Drawing & Painting: Anglo-Saxon brooches or make house To explore Anglo-Saxon brooch designs. To plan a design through drawing and other preparatory work. To construct design using cardboard and papier maché/clay To decorate brooch by painting.</p>	
<p>Design Technology</p>			<p>3D, Construction and Drawing: Ancient Egypt pyramids Plan and Paint Ancient Egyptian sunsets and pyramids Research Ancient Egyptian pyramid designs. Plan and design own pyramid Construct pyramid and evaluate work Explore hieroglyphs and different printing techniques Design and print hieroglyphs</p>	<p>Cooking and Nutrition: Egyptian bean stew Research Ancient Egyptian foods Write a recipe for an Egyptian bean stew. Make an Egyptian bean stew. Design and create packaging for stew. Link with food competencies</p>		<p>Cooking and Nutrition: Understand the techniques that the Anglo-Saxons used to mash up ingredients. Explore the alternative sweeteners that Anglo-Saxons used instead of sugar. How can we make healthy choices regarding sugar? Research and create an Anglo-Saxon recipe Link with food competencies and Science – teeth/oral hygiene and digestion</p>
<p>Computing</p>	<p>Computing systems and networks: The internet Understand how to stay safe online and what to do if they feel unsafe. Apply their knowledge and understanding of networks. Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>		<p>Creating media: audio editing/photo editing Explore ways to record sound, consider the issues around ownership of digital media and copyright implications. Record and evaluate own podcast. If time permits, explore unit of work on photo editing.</p>		<p>Programming Examine repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns. Extend to repetition in games if time permits.</p>	
<p>PSHE</p>	<p>Being Me in My World Puzzle Outcome: whole school Learning Charter</p>	<p>Celebrating Difference I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are Puzzle Outcome: Hall of fame display</p>	<p>Dreams and Goals I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude Puzzle Outcome: Our Garden of Dreams and Goals</p>	<p>Healthy Me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure Puzzle Outcome: The Healthy, Happy Me Recipe Book</p>	<p>Relationships I can explain different points of view on an animal rights issue and express my own opinion and feelings on this Puzzle Outcome: The Relationship Fiesta</p>	<p>Changing Me I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this Puzzle Outcome: Tree of change display</p>
<p>Spanish</p>	<p>Starting in Spring Term (Forest School in Autumn Term)</p>					
<p>Music</p>	<p>Music linked to PE unit in dance: Amazing Egyptians Mamma Mia Studying the music of Abba and learning to sing, play, improvise and perform Mamma Mia</p>		<p>Stop! A song, rap about bullying. The children will learn about the interrelated dimensions of music through games, singing and composing.</p>		<p>Blackbird The children will explore an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	