



Year 4 Curriculum 2023-24

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Immersion		Earthquake Workshop at Magna (Geography)		Fieldwork at the River Porter (Geography)	Losehill Residential (SEMH)	Botanical Gardens (Science)
Output	Creating a labelled diagram of a Roman town	Explanatory writing	Display piece	Make a bridge to withstand an earthquake	Court Case roleplay and report	A factfile
History	<p style="text-align: center;"><i>The Romans</i></p> <p>How did the arrival of the Romans change Britain?</p> <ol style="list-style-type: none"> 1. Why did Emperor Claudius invade Britain? 2. Who was Boudica and why was she mad? 3. Why did the Romans almost lose control of Britain? 4. Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? How do we know so much about the towns the Romans built in Britain? 5. Why did the Romans organise gladiatorial games? 6. How did the arrival of the Romans change Britain? 		<p style="text-align: center;"><i>The Anglo-Saxons</i></p> <p>Who were the Anglo Saxons and how do we know what was important to them?</p> <ol style="list-style-type: none"> 1. Why did the Romans leave Britain? <p>The centre of the empire, Rome, was attacked by Visigoths. As a result the army was called back to protect Rome.</p> <ol style="list-style-type: none"> 2. Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? <p>Anglo-Saxon farmers grouped their homes into villages. Inside their homes was a large single room where cooking, sleeping and other activities happened.</p> <ol style="list-style-type: none"> 3. How did the lives of 		<p style="text-align: center;"><i>The Vikings</i></p> <p>What did the Vikings want and how did Alfred stop them from getting it?</p> <ol style="list-style-type: none"> 1. What was the terror that appeared in Britain on 8th June 793? 2. Why was the design of their longships so important to the Vikings? 3. What were the two treasures that Viking Norsemen wanted from Britain? 4. Viking horned helmets - historical fact or myth? 5. Why is Alfred the only king or Queen of England to have 'the Great' after their name? 	



Anglo-Saxons
change after
Ethelbert met Augustine?

The Anglo-Saxons were pagans until the year AD 596 when St. Augustine arrived and converted King Ethelbert to Christianity.

4. How did converting to Christianity change the lives of people in Britain?

Ordinary people's lives changed greatly as their land was taken under the control of the church meaning they had less freedom. Rich Nobles benefited as they were given control of land and people had to pay them dues.

5. What does Sutton Hoo tell us about the Anglo-Saxon World?

This is the discovery about the Anglo-Saxons ever made. It was a large ship burial containing many beautiful artefacts which led people to believe that it may have been constructed for King Redwald of East Anglia.

6. Who were the Anglo-Saxons and how do we know what was important to them?



			<p>The Anglo-Saxons were a people who migrated from northern Europe to England. They established farming communities and became Christians. We know what was important to them because of the artefacts they have left behind.</p>			
Geography		<p><i>Earthquakes</i></p> <p>Why do some earthquakes cause more damage than others?</p> <ol style="list-style-type: none"> 1. Locate and describe earthquake affected regions 2. Observe and record 3. Identify, describe and explain 4. Describe and explain 5. Understand through explanation, reaching conclusions 6. Identify, describe and explain the causes of volcanoes 7. Explain why volcanoes occur 		<p><i>Erosion</i></p> <p>Why is Jane's house only worth a pound?</p> <ol style="list-style-type: none"> 1. Identify types of desert and explore wind erosion 2. Identify features of rivers and explore water erosion 3. Explore how humans change landscapes 4. Learn how waves can erode land at the effects it has on coast lines 5. Explore how coastal erosion can affect homes and lives in Britain 6. Reach a judgement of what should be done about erosion 		<p><i>Biomes</i></p> <p>Why are jungles so wet and deserts so dry?</p> <ol style="list-style-type: none"> 1. What are the world's climates? 2. How do climate graphs help geographers compare the climate of one place with another? 3. How does the climate affect the plants and animals living in a place? 4. Why is the jungle of the Amazon Rainforest so wet and humid? 5. Why is Arica the driest inhabited place on Earth?
Science	<p><i>Animals including humans</i></p> <p>How can I keep my digestive system healthy?</p> <ol style="list-style-type: none"> 1. What is the digestive system? 2. What happens to food as it travels through the 	<p><i>States of matter</i></p> <p>Why do states of matter matter?</p> <ol style="list-style-type: none"> 1. Know the states of matter 2. Investigate gases and know their 	<p><i>Sound</i></p> <p>How can we control sound?</p> <ol style="list-style-type: none"> 1. Understand that sound is a vibration. 2. How do we hear? 3. Exploring pitch 	<p><i>Electricity</i></p> <p>How can we build electrical appliances?</p> <ol style="list-style-type: none"> 1. What is renewable and nonrenewable energy? <p>Renewable energy is</p>	<p><i>Living things & their Habitats</i></p> <p>Where do the wild things live?</p> <ol style="list-style-type: none"> 1. What are the characteristics of living things? 	



	<p>body?</p> <ol style="list-style-type: none"> How do teeth help to digest food? How do different foods affect teeth? What makes a balanced diet? How can I keep my digestive system healthy? 	<p>properties</p> <ol style="list-style-type: none"> Investigating changes of state Explore the reversible changes of state of water Devise an investigation into evaporation Understanding the water cycle Present findings on the significance of states of matter - Information Poster 	<ol style="list-style-type: none"> How does distance affect sound? Investigating sound proofing Showcase understanding - assessment - 	<p>better for the environment and can be created using solar, wind and tidal energy.</p> <ol style="list-style-type: none"> How can we be safe around electrical appliances? Never use electrical devices around water or with wet hands. What is a circuit? For a complete circuit to function, it must be connected to the positive and negative ends of the power supply. What are conductors and insulators? Conductors allow an electrical current to flow more easily. Insulators do not allow an electrical current to flow. Can we build an electric car? Electrical energy can be converted in motion with the use of motors. How do we modify circuits with a switch? Switches allow you to control the flow of an electrical current breaking or completing a circuit. 	<ol style="list-style-type: none"> How do you classify vertebrates? How do you identify invertebrates? Which animals live in our local habitats? What dangers do our local habitats face? How are animals adapted to their habitats? 	
<p>Reading</p>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> The Twits The witches Roman Non-chron 	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> The story of Osiris Leila and the cat god 	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> Romans on the rampage Empire's end 	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> Roman Non Chron Julius Caesar Charlie and the choc 	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> Pack of Pompeii Who are refugees Victorian Venture 	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> Secret explorers



	<ul style="list-style-type: none"> Horrible histories 	<ul style="list-style-type: none"> Egypt non-chron 	<ul style="list-style-type: none"> I am Spartapuss Electricity non fiction writing Pharaoh in my Bath tub 	<ul style="list-style-type: none"> Fact Roman Rescue Who is Emma Jack and the beanstalk 	<ul style="list-style-type: none"> Twelfth night Stuart Little How to train your dragon 	
English	<p><i>Text/s:</i> Gorilla</p> <p><i>Extended writing outcome/s:</i></p> <p>Narrative Diary</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Determiners (a or an) Clauses Expanding sentences using prepositions, adverbs and conjunctions. Direct speech Paragraphs 	<p><i>Text/s:</i> Rhythm in the Rain</p> <p><i>Extended writing outcome/s:</i></p> <p>Poem Non- Chronological</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Recognising nouns Recognising pronouns Using pronouns Clauses Expanding sentences using prepositions, adverbs and conjunctions. 	<p><i>Text/s:</i> Libba</p> <p><i>Extended writing outcome/s:</i></p> <p>Biography Letter</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Apostrophes for possession Apostrophes for contraction. Past tense Present perfect Standard English Paragraphs 	<p><i>Text/s:</i> The Great Kapok Tree</p> <p><i>Extended writing outcome/s:</i></p> <p>Traditional Tale Explanation</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Direct and indirect speech (+punctuation) Noun phrases Fronted adverbials Clauses Expanding sentences using prepositions, adverbs and conjunctions. 	<p><i>Text/s:</i> Arthur and the Golden Rope</p> <p><i>Extended writing outcome/s:</i></p> <p>Book Narration Newspaper</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Sentence types Direct and indirect speech (+punctuation) Fronted adverbials Clauses Expanding sentences using prepositions, adverbs and conjunctions. 	<p><i>Text/s:</i> The Boy at the Back of the Class</p> <p><i>Extended writing outcome/s:</i></p> <p>School Policy Balanced Argument</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> Determiners Nouns and pronouns Present perfect Fronted adverbials
Maths	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Measurement</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Length and Perimeter</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Shape</p> <p>Statistics</p> <p>Position and direction</p>
Art	<p>Collage focussing on Gustav Klimt</p>		<p><i>Printing</i> Anglo Saxon Patterns</p>			<p><i>Drawing</i> Rainforest animals using pastels</p>
DT		<p><i>Cooking and Nutrition</i> Making bread</p> <ol style="list-style-type: none"> Research Egyptian food & compare Compare 		<p><i>Design, make, evaluate.</i> Building Bridge</p> <ol style="list-style-type: none"> What is a bridge? Research bridge types and materials. 		



		<p>ingredients to Egyptian/modern bread baking</p> <ol style="list-style-type: none"> Develop our own recipe and design Write our instructions Bake following instructions Review our successes and what we would alter in future. 		<ol style="list-style-type: none"> Plan against a design brief. Make a bridge Make a bridge Evaluate 		
Computing	<p><i>Key Skills</i></p> <ol style="list-style-type: none"> Typing Folder making Turning off computer Publish written work Copy and paste Save Move files Search internet Left, right and double click Passwords and security 	<p><i>Animation (stop motion)</i></p> <ol style="list-style-type: none"> Introduction to software Creating a storyboard Creating settings and models Filming animation Overlaying audio effects 	<p><i>Data sharing online</i></p> <ol style="list-style-type: none"> What is the internet? How are we connected? Understanding how information travels across the internet Exploring positive and negative behaviours online Understand that online information is not always reliable Understand online activities affect our well-being 	<p><i>Programming</i></p> <ol style="list-style-type: none"> How can we move a sprite to draw? What is decomposition? Why use infinite loops? How do we think like a coder? Can you create a screensaver? Can you modify your coding? 	<p><i>Digital Art</i></p> <ol style="list-style-type: none"> Access an appropriate program for achieving a specific task. Switch between program tools to produce different techniques. Alter the formatting of a tool to adjust the colour or size. Recreate a piece of art using a computer program. Manipulate shapes and objects to recreate an art style. Select appropriate tools with confidence and independence 	
RHE	<p><i>How can I stay fit and healthy?</i></p>	<p><i>Growing Up Safe Programme (BigTalk Education)</i></p> <p><i>Where do you feel like you belong?</i></p> <p><i>How can we help the</i></p>	<p><i>Why do some people get married?</i></p> <p><i>Does everybody have the same feelings?</i></p>	<p><i>How should we treat people who are different?</i></p> <p><i>How do I stop getting ill?</i></p>	<p><i>Digital Media</i></p> <p><i>Verifying content and echo chambers</i></p>	<p><i>Can we be different and still be friends?</i></p> <p><i>Are all friends the same?</i></p> <p><i>Are friendships always fun?</i></p>



		people around us?				Are we happy all the time?
PE	<p>Athletics Modified Athletics Outcomes:</p> <ul style="list-style-type: none"> I can run showing balance over extended distances. I can jump off of 1 foot and 2 feet landing successfully. I can throw objects towards a designated target. <p>Sequence:</p> <ol style="list-style-type: none"> To improve sprint technique. To combine a series of powerful jumps. To increase distance when throwing an object. Attempt to run at a challenging pace for longer. To improve accuracy when throwing. To compete in a class competition. <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>Games Hot Shots Basketball, Tag Rugby, Mini Football (Attack v Defence) Outcomes:</p> <ul style="list-style-type: none"> I can catch various size balls from various distances and I can pass a ball using hands and feet short distances. I can play within a team in various invasion games recognising how to defend and can attack towards goal. I understand the key differences between attack and defence. <p>Sequence:</p> <ol style="list-style-type: none"> Basketball. To control the ball with both hands. Basketball. To improve attacking skills. Football. To control the ball when passing and receiving. Football. To improve the attacking tactics of the team. Tag Rugby. To pass and receive a rugby ball. Tag Rugby. To improve evasive 	<p>Gymnastics Foundation Key Steps Gymnastics Outcomes:</p> <ul style="list-style-type: none"> I can perform various low level Key Steps floor and apparatus routine showing a range of flexibility. I can analyse a performance and suggest how it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> To link various balances through rolling. To form different shapes whilst in flight. To link all skills covered to perform a short routine. <p style="text-align: center;"><u>Dance</u> <u>Contrast in Style/Era</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can perform a combination of teacher led moves. Can act 2 counts of 8 to the dance. I can analyse a performance and suggest how it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> To express how I feel when I hear old and newer music. To use cannon, 	<p>Racket Sports Mini Tennis, Badminton Outcomes:</p> <ul style="list-style-type: none"> I can hit the ball to yourself with control. I can maintain a one bounce rally with a partner. I can recognise how to alter the body position in order to hit the ball into space. <p>Sequence:</p> <ol style="list-style-type: none"> Tennis. To maintain a rally using a forehand. Tennis. To maintain a rally using a forehand and backhand shots. Tennis. To attempt to aim the ball into space. Badminton. To serve a shuttle over the net with accuracy. Badminton. To show a controlled clear shot within a game. Badminton. To show a purposeful drop shot within a game. <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk 	<p>Orienteering Orientating a Map Outcomes:</p> <ul style="list-style-type: none"> I can solve problems in teams in difficult circumstances. I show clear organisation skills in all activities. <p>Sequence:</p> <ol style="list-style-type: none"> To use key features to help orienteering points on the map. To solve problems as a team to complete a course as fast as possible. To orientate a map to recognise my location. <p style="text-align: center;"><u>Personal Health and Fitness</u> <u>Components of Fitness</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can work in pairs or individually to set up circuit sessions, yoga poses and aerobic activities. I attempt to differentiate activities to include all abilities. <p>Sequence:</p> <ol style="list-style-type: none"> To recognise the difference between endurance and speed. In addition, recognise how speed and 	<p>Striking and Fielding Games Dynamos Cricket, Modified Baseball Outcomes:</p> <ul style="list-style-type: none"> I can bowl accurately using under arm technique. Furthermore, I can consistently hit the ball when batting. I can recognise the rules of Dynamo Cricket and Baseball and I can select the batting pairs accordingly. <p>Sequence:</p> <ol style="list-style-type: none"> Cricket. To bowl accurately using different techniques within a game. Cricket. To use different fielding techniques within a game. Cricket. To vary the shot used within a game looking for space in the field. Baseball. To implement the rules of a new game. Baseball. To successfully hit the ball into space. Baseball. To independently pitch



		<p>techniques.</p> <p><u>Swimming National Requirements Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>formations and unison to aid my performance.</p> <p>3. To evaluate performance and suggest improvements.</p> <p><u>Swimming National Requirements Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>in deep water.</p>	<p>power are linked.</p> <p>3. To recognise sports where cardiovascular endurance, speed, agility, power and co-ordination are needed.</p> <p>4. To recognise the importance of reaction time, balance and flexibility.</p> <p>5. Also begin to recognise the structure and benefits of circuit training.</p>	<p>and consistently throw to the correct base.</p>
	<p>Instrumental mandatory term - Double Bass on a rotational basis</p>	<p><i>FOCUS</i></p>	<p><i>FOCUS</i></p>	<p><i>FOCUS</i></p>	<p><i>FOCUS</i></p>	
	<p><i>Double Bass</i></p> <ul style="list-style-type: none"> Pupils will be given the opportunity to learn the strings (E,A,D,G) of the Double Bass and learn both Pizzacato (plucking) and Arco (bowing) techniques. Strings and techniques reminder (E,A,D,G); Pizzacato (plucking) and Arco (bowing). Children learn about pulse and rhythm. Strings and techniques reminder (E,A,D,G); Pizzacato (plucking) and Arco (bowing).Recap on pulse and rhythm. Introduction to pitch. Strings and techniques reminder (E,A,D,G); Pizzacato (plucking) and Arco (bowing).Recap on pulse and rhythm. Recap pitch. Perform various tunes as well as experiment with guided group composition work. Introduce A, B, C, D on the G string. Recap notes on G string. Introduce composition, recapping pulse, pitch, 'mood' of piece. Discuss the techniques learned so far. As a whole class, play through all group piece. Break into groups and work on finalising own compositions. Discuss the importance of the ending of a piece 					



	<ul style="list-style-type: none"> and how to apply that to their own compositions Discuss what makes a good performance and what is expected of a good performer and a respectful audience. Ensure all students know what they will be performing. Rehearse whole class and group pieces and finalise what order these will be performed in. Create final performance (family sharing concert) or recording 					
RE	<p><i>Journeys</i></p> <p>Why do Hindu people go on pilgrimage? (Hindu)</p> <ol style="list-style-type: none"> The story of how the Ganges came to Earth What does the story mean? Gods and Humans The City of Varanasi Pilgrimage to Varanasi Comparing Christian pilgrimage to the River Jordan. 	<p><i>Christmas</i></p> <p>Why does Christmas matter to Christians?(Christian)</p> <ol style="list-style-type: none"> What is Christmas? Secular / religious What does the picture tell us about Christmas? What does the Bible say about Christmas? Which advent calendar should we have? What is a Christingle Singing the Nativity 	<p><i>Literacy</i></p> <p>Why do young Jewish people make promises? (Judaism)</p> <ol style="list-style-type: none"> Identifying milestones in their lives What is Bar and Bat Mitzvah? Radio Broadcast - Why is Bar/Bat mitzvah important to me? What was it like watching a person be bar / bat mitzvah? Creating a tallit. 	<p><i>Sacred Words</i></p> <p>Which words are sacred to Sikhs?(Siki)</p> <ol style="list-style-type: none"> Why is the Guru Granth Sahib important to Sikhs? What is the Guru Granth Sahib and how is it used? Why is the Mool Mantar important to Sikhs? How do Sikhs look for God? What does the story of the wise man and the bowl of milk teach us about Sikh beliefs? 	<p><i>Expressive Arts</i></p> <p>Why is dance important in Religion? (Christian and Hindu)</p> <ol style="list-style-type: none"> How is dance used in Christianity and Hindu dharma? How can dance be used to tell the story of goddess Durga? But what does it mean? What happened at Pentecost? Why might Christians dance? Why is dance important in religion? 	<p><i>Spiritual development</i></p> <p>Why and How is Hajj sacred for Muslims?</p> <ol style="list-style-type: none"> First thoughts - What do the children already know about Hajj? What makes a pilgrimage sacred? Information gathering about Hajj Technical vocabulary and unforgettable facts about Hajj Create your own knowledge organiser / poster about Hajj . Future Hajj
Spanish	<p><i>Presenting myself</i></p>	<p><i>My family</i></p>	<p><i>At the cafe</i></p>	<p><i>At the cafe</i></p>	<p><i>What is the weather like?</i></p>	<p><i>What is the weather like?</i></p>