

TIME TRAVELLERS

'BUILDING AN EMPIRE'

Y4

Autumn Term Curriculum Map

Our Big Question:

Did the influence of the Romans change Britain for the better?

WRITING

Key Texts –

Queen of Darkness by Tony Bradman
Escape from Pompeii by Christina Balit

Writing Purposes –

To persuade (speech)
To inform (recount- witness report)
To inform (non-chronological report)
To entertain (story)

READING

Complete Comprehension Units:

Unit 1- Roman Britain
Unit 2- The Time Travelling Cat and the Roman Eagle
Unit 3- Volcanoes in Action
Unit 4- Tsunamis on the Move
Unit 5- Russian Doll
Unit 6- The Little Daughter of the snow
Unit 7- The History behind Christmas Traditions

RELIGIOUS EDUCATION

Understanding Christianity Unit:

What is it like to follow God? (People of God)

Diocese of Peterborough Syllabus 2.9:

What are the deeper meanings of festivals? (Thematic Unit)

Key words:

God	Father
Worship	Son
Promises	Holy Spirit
Agreements	Pentecost
Covenant	Fellowship
Vows	Body of Christ
Faith	
Old Testament	

Prior Knowledge:

Know an overview of the Old Testament.

Know that the People of God try to live in the way God wants, following his commands and worshipping him.

Christians believe that Jesus is still alive and lives by Holy Spirit.

Know that Christians believe after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

British and/or School Values:

Respect and Tolerance

Joy

MATHS

White Rose Maths Units:

Number – (Number and Place Value)
Number – (Addition & Subtraction)
Measurement – (Area)
Number – (Multiplication & Division)

SCIENCE

States of matter:

Compare and group materials together, according to whether they are solids, liquids or gases

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)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sound:

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it
Recognise that sounds get fainter as the distance from the sound source increases.

**Scientific enquiry will run alongside all science units*

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Autumn Term Curriculum map

Our Big Question:

Did the influence of the Romans change Britain for the better?

HISTORY

Focus: The Roman Empire and its impact on Britain.

In history we will be exploring the Roman Empire and its impact on Britain whilst focusing on:

Achievements	Food
Housing	Entertainment
Society	Beliefs

British and/or School Values:

Democracy, The Rule of Law and Individual Liberty
Integrity

GEOGRAPHY

Focus: The Roman Empire's impact on the UK

Locate the world's countries using maps to focus on Europe and major cities (Italy, Berlin, Paris, London etc)

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Describe and understand key aspects of physical geography: including volcano and earthquakes

Describe and understand key aspects of human geography: types of settlements, economic activity including trade and distribution of natural resources

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use aerial photographs to recognise landmarks and basic human and physical features (Roman roads in Britain).

PSHE

JIGSAW – BEING ME IN MY WORLD

Being part of a class team
Being a school citizen Rights, responsibilities and democracy (school council)
Rewards and consequences
Group decision-making
Having a voice
What motivates behaviour

JIGSAW – CELEBRATING DIFFERENCE

Challenging assumptions
Judging by appearance
Accepting self and others
Understanding influences
Understanding bullying
Problem-solving
Identifying how special and unique everyone is
First impressions

British and/or School Values:

Rule of Law, Democracy, Individual Liberty, Respect and Tolerance

PE

Real P.E./GYM Scheme –

Unit 1 - Personal
Unit 2 – Social (GYM)

Games -

Netball
Tag Rugby

British and/or School Values:

Fellowship

DESIGN & TECHNOLOGY

Plan Bee unit – Perfect Pizzas

Learn about healthy eating as they explore pizzas, discovering what a variety of toppings and bases look like, taste like and feel like. They will then have the challenge of designing and making their pizza to meet a design brief and evaluate it based on the criteria.

ART

'Storytelling through Drawing' – Laura Carlin, Shaun Tan (Autumn 1)
'Exploring Pattern' – Rachel Parker, Shaheen Ahmed (Autumn 2)

British and/or School Values:

Individual Liberty
Joy

MUSIC

Charanga Music Scheme

Mamma Mia – (a timeless pop song from the 70s).

Glockenspiel stage 1 – learning to play the language of music using a glockenspiel.

British and/or School Values:

Joy

TIME
TRAVELLERS

'BUILDING
AN EMPIRE'

Y4

Autumn Term
Curriculum map

Our Big Question:

*Did the influence of the
Romans change Britain for
the better?*

MFL: SPANISH

Language Angels Scheme:

Phonics - What is the weather?

Romans

COMPUTING

Purple Mash Scheme -

Unit 4.1 Coding

Unit 4.5 Logo

Social, Moral, Spiritual, Cultural Opportunities

Remembrance Day

Anti Bullying Week

Christmas & the Nativity

Harvest Festival

Jewish Visitor

A visitor from the Jewish community

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

ALL GOD'S CREATIONS

'ANGLO-SAXONS...
THE RUIN
OF BRITAIN?'

Y4

Spring Term Curriculum Map

Our Big Question:

Does invading offer new opportunities?

WRITING

Key Texts –

The Rhythm of the Rain – Grahame

Baker-Smith

Libba: The Magnificent Musical Life of

Elizabeth Cotton – Laura Veirs

Writing Purposes –

To inform- explanation (final publishing on Purple Mash)

To entertain-poetry

To inform-Biography

To entertain- poetry (song lyrics)

READING

Complete Comprehension

Units:

Unit 8- The Moomins and the Greatest Floor

Unit 9- For Forest

Unit 10- The Borrowers

Unit 11- Max and the Millions

Unit 12- My Secret War Diary by Flossie Albright

Unit 13- The Amazing Story of Adolphus Tips

Unit 14- The Secret World of Polly Flint

RELIGIOUS EDUCATION

Understanding Christianity

What kind of world did Jesus want? (Gospel)

Key words:

Disciple

Neighbour

Teachings

Parable

Hypocrisy

Social Justice

Society

Prior Knowledge:

Jesus shows forgiveness to unlikely people.

Know that Christians try to put God's teachings into practice in lots of ways, from church worship to social justice.

Story of James and John.

Understanding Christianity

When Jesus left, what was the impact of Pentecost? (Kingdom of God)

Key words:

Father

Son

Holy Spirit

Pentecost

Fellowship

Body of Christ

Prior Knowledge:

Christians believe that Jesus is still alive and lives by Holy Spirit.

Know that Christians believe after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

British and/or School Values:

Responsibility

Integrity

MATHS

White Rose Maths Units:

Number – (Multiplication & Division)

Measurement – (Length and Perimeter)

Number – (Fractions)

Number – (Decimals)

SCIENCE

Electricity:

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

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

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors.

**Scientific enquiry will run alongside all science units*

ALL GOD'S CREATIONS

'ANGLO-SAXONS...
THE RUIN
OF BRITAIN?'

Y4 Spring Term Curriculum Map

Our Big Question:

Does invading offer new opportunities?

HISTORY

Focus: Britain's settlement by Anglo-Saxons and Scots

In History we will be briefly revisiting Roman Britain and focusing on the relationship between the Romans and Anglo-Saxons. We will explore what life was like in Anglo-Saxon Britain and draw attention to:

Achievements
Housing
Society
Food
Entertainment
Beliefs

GEOGRAPHY

Focus: Britain's settlement in the UK

Describe and understand key aspects of human geography: types of settlements, economic activity including trade and distribution of natural resources

Name and locate counties and cities in the UK and how some of these have changed over time

Using the 8 points of a compass for and 6 figure grid references, symbols and key to build knowledge of the UK

Use maps and atlases and globes to locate countries and describe features studied.

To be able to understand the Water Cycle and the processes within.

PSHE

JIGSAW – DREAMS AND GOALS

Hopes and dreams
Overcoming disappointment
Creating new, realistic dreams
Achieving goals
Working in a group
Celebrating contributions
Resilience Positive attitudes

JIGSAW – HEALTHY ME

Healthier friendships
Group dynamics
Smoking
Alcohol
Assertiveness
Peer pressure
Celebrating inner strength

Fellowship,
Mutual respect

PE

Real P.E./GYM scheme

Unit 3 - Cognitive (GYM)
Unit 4 - Creative

Games -

Spring 1-REAL Dance
Spring 2-Basketball

British and/or School Values:
Fellowship

DESIGN & TECHNOLOGY

Plan Bee Unit - Money Containers

Children will make their very own purses or wallets. Children will explore different types of money containers and their features, and practise their sewing skills, before designing making and evaluating their own money containers for a particular purpose.

ART

'The Art of Display' – Anthony Gormley
(Spring 1)
'Exploring Still Life' – Paul Cezanne
(Spring 2)

British and/or School Values:
Individual Liberty
Joy

MUSIC

Charanga Music Scheme

Stop! – (rap about bullying)
Lean on Me – (Gospel Music)

British and/or School Values:
Joy, Fellowship

ALL GOD'S CREATIONS

'ANGLO-SAXONS...
THE RUIN
OF BRITAIN?'

Y4 Spring Term Curriculum Map

Our Big Question:

*Does invading offer new
opportunities?*

MFL: SPANISH

Language Angels Scheme:

The Date
In the Classroom

COMPUTING

Purple Mash Scheme –

4.8 Hardware Investigators
4.2 Online Safety
4.7 Effective Searching

Social, Moral, Spiritual, Cultural Opportunities

Chinese New Year / Inter Faith
Online Safety Week
World Book Day
Mother's Day
British Science Week
Easter Prayer Space
Mental Health Week

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

INTREPID EXPLORERS

'SEARCHERS
&
SETTLERS?'

Y4

Summer Term Curriculum Map

Our Big Question:

*Does wanting what you
don't have make you a bad
person?*

WRITING

Key Texts –

Leon and the Place In-between –
Angela McAllister
Arthur and the Golden Rope – Joe
Todd-Stanton

Writing Purposes –

To inform- instructions
To entertain- story
Recount- diary entry
To entertain- alternative ending

READING

Complete Comprehension Units:

Unit 15- Treats to African Elephants
Unit 16- The Great Elephant Chase
Unit 17- Black Beauty
Unit 18- Charlotte's Webb
Unit 19- A Series of Unfortunate Events:
The Bad Beginning
Unit 20- Little Women
Unit 21- Dir Gawain and the Green Knight

RELIGIOUS EDUCATION

Diocese of Peterborough Syllabus L2.10

How and why do people show their commitment during the journey of life? (Thematic Unit)

Key words:

Promise
Baptism
Marriage
Christians
Jewish
Hindus
Commitment

Prior Knowledge:

Know that people show commitment in different ways.

British and/or School Values:

Individual Liberty, Responsibility, Mutual Respect, Rule of the Law
Joy, Integrity

SCIENCE

Animals, including humans:

Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Living things and 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 environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

**Scientific enquiry will run alongside all science units*

MATHS

White Rose Maths Units:

Number – (Decimals)
Measurement – (Money)
Measurement – (Time)
Geometry – (Shape)
Statistics
Geometry – (Position & Direction)

INTREPID EXPLORERS

'SEARCHERS
&
SETTLERS?'

Y4

Summer Term Curriculum Map

Our Big Question:

*Does wanting what you
don't have make you a bad
person?*

HISTORY

Focus: The Viking and Anglo-Saxon struggle

In History we will focus on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This unit will be a comparative unit to ensure the struggle between the Vikings and Anglo-Saxons is clear.

This will be explored by comparing their:

Achievements
Housing
Society
Food
Entertainment
Beliefs

British and/or School Values:

Democracy, The Rule of the Law, Individual Liberty

GEOGRAPHY

Focus: Scandinavian region Vs York

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- Scandinavia

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.

Human geography, including: types of settlement and land use, economic activity including trade links.

Focus: Comparing Viking settlements in the UK with Scandinavia.

Physical geography of Iceland, including: mountains

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country (York vs Scandinavian region).

British and/or School Values:

Mutual Respect and Tolerance

Fellowship

PSHE

JIGSAW - RELATIONSHIPS

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and animals

JIGSAW – CHANGING ME

Being unique
Having a baby
Girls and puberty
Confidence in change
Accepting change
Preparing for transition
Environmental change
Mutual respect, Tolerance

PE

Real P.E/GYM Scheme –

Unit 5 - Physical
Unit 6 - Health & Fitness

Games -

Summer 1- Athletics
Summer 2- Cricket

British and/or School Values:

Fellowship

DESIGN & TECHNOLOGY

STEM Unit - Design and Make a Mosaic

Children will learn the skills necessary to design and make a mosaic from clay, using computer software to help design the pattern or picture.. The examples of mosaics shown to the children will raise awareness of patterns used for making pictures as well as decoration for floors and walls. They will also become more aware of mosaics in the local environment, sometimes in unexpected places.

ART

'Sculpture, Structure, Inventiveness and Determination'
– Marcus Coates

'Festival Feasts' – Claes Oldenburg, Lucia Hierro, Nicole Dyer

British and/or School Values:

Individual Liberty
Joy

MUSIC

Charanga Music Scheme

Blackbird – (The Beatles and Civil Rights)
Reflect, rewind and replay – (consolidation unit)

British and/or School Values:

Individual Liberty, Democracy
Joy, Fellowship

INTREPID
EXPLORERS

'SEARCHERS
&
SETTLERS?'

Y4

Summer Term
Curriculum Map

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don't have make you a bad
person?*

MFL: SPANISH

Language Angels Scheme:
At the café
Vikings

COMPUTING

Purple Mash Scheme –

- 4.3 Spreadsheets
- 4.6 Animation
- 4.4 Writing for Different Audiences

Social, Moral, Spiritual, Cultural Opportunities

Earth Day
Mental Health Week
Charity Week (Regional)
Rainbow (Pride) Week
Sports Day
Father's Day
York Residential Trip

British and/or School Values:
Respect and Tolerance, Individual Liberty
Joy, Integrity, Fellowship