








Year 4 Curriculum						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>India!</u>	<u>Chocolate</u>	<u>Ancient Egypt</u>		<u>The Romans</u>	<u>La Italia!</u>
Lead Subject	<i>RE</i>	<i>Geography</i>	<i>History</i>		<i>History</i>	<i>Geography</i>
Line of Enquiry	<i>What might a Hindu learn from celebrating Diwali?</i>	<i>How does chocolate affect animals including humans and the environment?</i>	<i>Should Ancient Egyptians be proud of their pyramids?</i>	<i>Who was the youngest Ancient Egyptian pharaoh?</i>	<i>Was Boudica a heroine or a villain?</i>	<i>What footprints have humans left on Italy.</i>
<b>Science</b>	<p><b><u>Animals including humans Teeth, Digestion and food chains</u></b>            A human has 5 types of teeth: incisors, canines, pre-molars, molars, wisdom teeth            Different teeth are used for different roles when we eat            Types of teeth are dependent on the diet of the animal            The digestive system consists of the mouth, esophagus, stomach, liver, gall bladder, small and large intestine and colon            Food that is not digested or used by the body leaves are bodies.</p> <p>Construct and interpret a variety of food chains.            Know what a producer, predator and prey are.</p>	<p><b><u>Scientific Enquiry</u></b>            Melting of chocolate- AT1 skills.  <input type="checkbox"/> asking relevant questions  <input type="checkbox"/> setting up simple practical enquiries, comparative and fair tests  <input type="checkbox"/> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  <input type="checkbox"/> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  <input type="checkbox"/> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  <input type="checkbox"/> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  <input type="checkbox"/> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <input type="checkbox"/> identifying differences, similarities or changes related to simple scientific ideas and processes  <input type="checkbox"/> using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Asking questions</b>  <small>Asking questions that can be answered using a scientific enquiry.</small> </p> <p><b>Making predictions</b>  <small>Using prior knowledge to suggest what will happen in an enquiry.</small> </p> <p><b>Setting up tests</b>  <small>Deciding on the method and equipment to use to carry out an enquiry.</small> </p> <p><b>Observing and measuring</b>  <small>Using senses and measuring equipment to make observations about the enquiry.</small> </p> <p><b>Recording data</b>  <small>Using tables, drawings and other means to note observations and measurements.</small> </p> <p><b>Interpreting and communicating results</b>  <small>Using information from the data to say what you found out.</small> </p> <p><b>Evaluating</b>  <small>Reflecting on the success of the enquiry approach and identifying further questions for enquiry.</small> </p>	<p><b><u>States of Matter</u></b>            Explore what a solid, liquid and gas is- comparing and grouping materials according to their state.            Explore and observe that some materials change state when they are heated or cooled, explore the temperature at which this happens in degrees Celsius (°C).</p> <p><b><u>The Water Cycle</u></b>            Explore the process of The Water Cycle.            Explore and identify the part played by evaporation and condensation in the water cycle.</p>	<p><b><u>Living things and their habitats</u></b>            Explore and recognise that living things can be grouped in a variety of way- fish, amphibians, reptiles, birds and mammals including invertebrates.            Explore possible ways of grouping a wide selection of living things including, animals, flowering plants and non-flowering plants.            Explore and use classification keys to help group, identify and name a variety of living things- local and wider environment.            Explore that environment can change and that this can pose danger to living things- human impact e.g. destroying natural habitats, over hunting of different species, climate change and pollution.</p>	<p><b><u>Electricity</u></b>            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.            Children to draw a circuit as a pictorial representation (symbols do not need to be used).</p>	<p><b><u>Sound</u></b>            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.</p>

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<p><b>History</b></p>		<p>History of chocolate- chocolate story.</p>	<p><b>Historical enquiry into why the pyramids were built and why they were significant.</b></p> <p>Ancient Egypt times are parallel with The Ancient Greeks times The Ancient Egyptians lasted for over 3000 years The Ancient Egyptians built the pyramids as monuments to house the tombs of pharaohs Slaves were a huge part of civilization in Ancient Egypt, they worked as servants and provided entertainment, they also built the pyramids The Great Pyramid was made of limestone, granite and mortar</p>	<p><b>Historical enquiry into Tutankhamun- why was he a significant person of history?</b></p> <p>The youngest Ancient Egyptian pharaoh was 8 or 9 years old and called Tutankhamun Tutankhamun's tomb was discovered almost intact and full of treasures in 1922 in Egypt's Valley of Kings Mummification is the method of treating the dead body, the body was then put in a sarcophagus placed in some sort of structure or a burial chamber Sarcophagus' were painted and inscribed with hieroglyphics and people were buried with food for the afterlife Tutankhamun ruled for about 9 years and was guided by other key figures</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>The Ancient Romans times were in line with the Ancient Egyptian times but ended after Boudica was the queen of the Iceni tribe of Eastern England She led a major uprising against the Roman forces in England When Boudica's husband died, the Roman forces decided to take away the Iceni tribe's land Boudica's warriors successfully defeated Roman towns of St Albans, Colchester and London, thousands were killed Her army was defeated at the Battle of Watling Street where they were trapped in a narrow valley Tacitus and Cassius Dio are the primary resources of evidence for Boudica's revolt</p>	
<p><b>Geography</b></p>	<p>Identify where India is on a world map- which continent is it in? Explore and identify the equator, northern and southern hemisphere. Physical study of mountains "Himalayas". Human study of India/ Environments change and can pose dangers to living things.</p>	<p>Fair Trade: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Origin of food- labelling activity- where is the furthest place our food has travelled from? Sustainability. Locate countries linked to fair trade. Physical and human features of relevant countries (staff to choose). Place knowledge- geographical similarities and differences to our local area. Impact of human geography, economic activity and trade links.</p>	<p><b>Describe and understand key aspects of rivers and the water cycle.</b></p> <p>(River Nile)</p> <p>Locate and map the rivers of the UK. Locate and map the rivers of the world Locate Egypt on a map. Locate and map the River Nile. Identify and name the main river features.</p>			<p><b>Understand similarities and differences between UK and European country.</b></p> <p>Explore and locate where Italy is within Europe. Explore and locate the capital city of Rome. Explore the key physical and human/natural features of Italy. Compare the city of Rome to London, focusing on human and physical features.</p>
<p><b>Art</b></p>	<p><b>Unit: Formal elements: line, colour, pattern.</b> <b>Style of Art- Madhubani Art</b></p> <p>Learn about art styles from different cultures: Indian Madhubani art inspired by the artist Sita Devi; Mehndi (formal elements line and pattern).</p> <p>Create Madhubani Art using different types of paint, greater detail and precision. Explore with painting on different surfaces e.g. types of paper, canvas, cloth.</p>		<p><b>Unit: Painting: Watercolours</b> <b>Style of Art: Egyptian Art</b></p> <p>Experiment with different media such as ink and watercolours to imitate ancient artwork; investigate hieroglyphics.</p> <p>Make papyrus paper as an art surface to work on.</p>	<p><b>Unit: Sculpture: Clay</b> <b>Style of Art: Egyptian Art</b></p> <p>Look at the Bas' relief carvings. Discuss how Egyptians would create this and produce a replica. Use the clay and pencils/tools to create impressions, then add details when dried with paint.</p>	<p><b>Skill: Drawing: formal element of form and tone.</b></p> <p>Explore form and tone through 3D shapes and how to create these effects.</p> <p>Learn different styles of drawing such as caricatures and portrait / still life. Use detail and shading to represent form.</p>	

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DT		<b>Design a chocolate wrapper</b> Investigate a range of packaging-different food types. Explore and construct nets for 3-D shaped packages. Explore the use of graphics on packaging. Design a packaging box for a purpose. Create a packaging box, following a design. Evaluate the finished product.		<b>Construction: to make a mini greenhouse.</b>  Explore existing greenhouse Investigate stable structures. Explore and investigate materials to make a mini greenhouse Explore, design and evaluate their own mini greenhouse.		<b>Food and nutrition:</b>  <b>Use knowledge of seasonality and locality to design and make a pizza.</b>  Investigate different toppings used on pizzas. Make own pizza dough, measuring and mixing ingredients. Design and make a pizza. Evaluate product.
<b>Computing (Purple Mash)</b>	Coding (6 lessons)		Effective searching (3 lessons)	Animation (3 lesson)	Intro to AI (4 lessons)	Making Music (4 lessons)
<b>Online Safety (Project Evolve)</b>	<b>Online Safety- Project Evolve</b>  <b>Privacy and Security</b> <b>Copyright and Ownership</b>  Explore the digital age of consent. Explore how online services may seek consent to store information and to respond appropriately. Explore that internet use is never fully private and is monitored. Explore strategies for keeping information private, depending on context.	<b>Online Safety- Project Evolve</b>  <b>Health, Wellbeing and Lifestyle</b>  Explore and identify times/situations when someone may need to limit the amount of technology use. Explore how using technology can be a distractions from things-positive and negative.	<b>Online Safety- Project Evolve</b>  <b>Online Bullying</b> Recognise when someone is upset or angry online. Describe ways people can be bullied through a range of media  <b>Online Reputation</b> Describe how to find out about others by searching online. Explain ways that some of the information about anyone could have been created.	<b>Online Safety- Project Evolve</b>  <b>Self-Image and Identity</b>  Explain how my online identity can be different to my offline identity. Describe positive ways to interact with others online and understand how this will positively impact on how others perceive them. Explain that others online can pretend to be someone else, suggesting why they might do this.	<b>Online Safety- Project Evolve</b>  <b>Online Relationships</b>  Describe strategies for safe and fun experiences in a range of online environments. Give examples of how to be respectful to others online. Explain how content shared online maybe unimportant to one person but important to others.	<b>Online Safety- Project Evolve</b>  <b>Managing Online Information</b>  To analyse information to make judgement about probable accuracy. Describe how to search for information within a wide range of technologies. Describe some methods used to encourage people to buy things online. Explain why lots of people sharing the same opinions or beliefs do not make these true. Explain that technology can be designed to act like or impersonate living things. Explain what is meant by fake news.
<b>Music</b>	Brass		Brass		Brass	
<b>PSHE (myHappyMind )</b>	myHappyMinds scheme:  myHappyMind- Meet your Brain (x5 lessons) +- Places (4 lessons)	myHappyMinds scheme:  +Showing respect and managing hurtful behaviour (1 lesson) myHappyMind- celebrate (x4 lessons)	myHappyMinds scheme:  myHappyMind-Appreciate (x4 lessons) +First Aid (1 lesson)	myHappyMinds scheme:  myHappyMinds- Relate (x3 lessons) +Media Literacy and Digital Resilience (x1 lesson) +Safe Relationships (x1 lesson)	myHappyMinds scheme:  myHappyMind- Engage (x4 lessons) +Keep Safe (x1 lesson)	myHappyMinds scheme:  +Economic Wellbeing (x3 lessons) +Ourselves, Growing and changing- transition (x1 lesson)
<b>Spanish (Language Angels)</b>	<b>Las verduras- Vegetables</b>  Learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.			<b>Me presento- Presenting myself</b>  Present themselves both orally and in written form in Spanish. Focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	<b>Mi familia My Family</b>  Make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the	

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					unit supports the change from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular.	
<b>PE (PE Passport)</b>	Invasion Games- dribbling Swimming	Healthy Heads Swimming	Sports Hall Athletics Swimming	Gymnastics Swimming	Athletics Swimming	Striking and Fielding – Cricket Swimming
<b>RE (SACRE)</b>	<b>Hindu Dharma</b> What might a Hindu learn from celebrating Diwali?	<b>Christianity: God</b> How and why might Christians use the Bible?	<b>Christianity: Church</b> What does 'love your neighbour' really mean?	<b>Christianity: Jesus</b> Is sacrifice an important part of religious life? (Lent)	<b>Islam</b> Why do Muslims fast during Ramadan?	<b>Sikhism</b> How do Sikhs their beliefs and values?

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