

Year 4 curriculum

	Terms 1	Terms 2 and 3	Terms 3 and 4	Terms 5	Term 6
	Life, Love and Light (Hinduism 8 weeks)	Life, Love and Light (3 weeks) Invited or Invaders (Saxons 3 weeks)	Invited or Invaders (Vikings 6 weeks) A Portrait of Monarchy (Tudors 6weeks)	A Portrait of Monarchy (2 weeks) and Rainforests (4 weeks)	Rainforests (6 weeks)
English					
	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: Hinduism Texts include: Dindy and The Elephant	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: Hinduism. Saxons. Texts include Viking Boy	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: Vikings and Tudors. Texts include My Friend Walter	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic:Tudors	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: Rainforests Texts include: Rainforest and Big 60
Maths					
	Place value to 10000, Roman numerals addition and subtraction,	Multiplication and division,	fractions decimals, shape, space and measure	Shape, space, measure and statistics	Shape, space, measure and statistics
Science					
Working scientifically is taught in ever term. fair tests. Children have opportunities to : Ask relevant questions and use different types of scientific enquiry to answer them	Children have opportunities to: 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	Children have opportunities to: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Children have opportunities to: 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.	Children have opportunities to: 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).	Children have opportunities to: 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

<p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations</p> <p>Take accurate measurements, where appropriate, using standard units</p> <p>Use a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>I can explain differences, similarities and changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings</p>	<p>series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it.</p>			<p>sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
--	---	--	--	--	--

Computing					
<p>Know how to report concerns and inappropriate behaviour in a range of contexts. Demonstrate that they can act responsibly when using the internet.</p>	<p>Children have opportunities to: Develop their own simulation of a simple physical system on screen. Explain an algorithm using sequence and repetition in their own words. Use and combine a range of programs on a computer design and create content on a computer in response to a given goal. Collect and present data. Understand the difference between acceptable and unacceptable behaviours when using digital technology.</p>	<p>Children have opportunities to: Understand how the internet makes the web possible. Use and combine a range of programs on a computer. Design and create content on a computer in response to a given goal. Demonstrate that they can act responsibly when using computers. Understand the difference between acceptable and unacceptable behaviours when using digital technology.</p>	<p>Children have opportunities to: Use a standard search engine to find information. Understand that search engines rank pages according to relevance. Decide whether digital content is relevant for a given purpose or question.</p>	<p>Children have opportunities to: Design and write a program using a block language to a given brief, including simple interaction. Work with others to plan a project. use sequence and repetition in programs. Write a program that accepts keyboard input and produces on-screen output. Explain an algorithm using sequence and repetition in their own words. Use logical reasoning to detect and correct errors in programs. Demonstrate that they can act responsibly when using computers. Understand the difference between acceptable and unacceptable behaviours when using digital technology. demonstrate that they can act responsibly when using computers.</p>	<p>Children have opportunities to: Use sequence and repetition in programs. Explain an algorithm using sequence and repetition in their own words. Use logical reasoning to detect and correct errors in programs. Understand that the internet transmits information as packets of data. Understand how the internet makes the web possible. Use and combine a range of programs on a computer. Design and create content on a computer in response to a given goal. Collect and present data. Demonstrate that they can act responsibly when using computers. Understand the difference between acceptable and unacceptable behaviours when using digital technology.</p>
History					
<p>Chronological understanding, Knowledge and understanding, Historical Interpretations, Historical Enquiry,</p>		<p>Children have opportunities to: Use words and phrases: century, e, BC, AD after decade, before, during Names and places dates of significant events from past on a timeline</p>	<p>Children have opportunities to: Continue Viking Learning Adventure (6 weeks) TUDORS Use subject specific words such monarch</p>	<p>Children have opportunities to: Debate -Mary Tudor – did she deserve the title Bloody Mary? Select, organise and communicate historical information Research and present information in written form.</p>	

Organisation and Communication		<p>Divide recent history into present and past using centuries eg 8th century order the main events of the Viking era and understand the time compared to modern day Use subject specific words such as settlement, invader. Explain how and where the Vikings invaded England? Ask questions such as “What was it like for a during...?” Show knowledge and understanding by describing some of the main features, events, people and changed from the period studied Begin to give reasons for, and results of, the main events and changes. Understand the difference between primary and secondary sources of evidence. Give reasons why there may be different accounts of history Selects, organises and communicates historical information</p>	<p>-Research one wife and present information in written form Beginning to give reasons for, and results of, the main events and changes. Give reasons why there may be different accounts of history. Make connections between cultural, economic, military, political (was this political or religious or both??), religious, and social history.</p>	<p>Give reasons why there may be different accounts of history.</p>	
Geography					
Understanding of geographical similarities and differences through the study of human and physical		<p>Children have opportunities to: Increase range of UK counties and cities, (Northumbria, Worcester, Leicester, Norfolk, Suffolk, Yorkshire Can I explain where the Vikings came from?</p>		<p>Children have opportunities to: Know the location of Brazil in the world Know that Brazil is part of the South American continent Develop atlas and map skills</p>	<p>Children have opportunities to: Use atlases, globes and maps and locate places on a map. To identify different views that people may have.</p>

<p>geography, Locational Knowledge, Fieldwork Map Skills</p>				<p>Identify latitude, longitude, equator, northern and southern hemispheres, tropics of Cancer and Capricorn and time zones on the world map Identify key features of a rainforest Use geographical vocabulary to describe the rainforest Describe and understand key aspects of climate zones, biomes and vegetation belts</p>	<p>Use secondary sources of information. Analyse evidence and draw conclusions. Use secondary sources of information and explain why things are different in other places of the World. Use secondary sources of information about life for the people of the Rainforest in Brazil. Explain why things are different in other places in the world. Make informed judgements about the benefits and disadvantages of life in an Amazon rainforest settlement. Explain how places fit within a wider geographical context and are interdependent. Analyse data and draw conclusions.</p>
Art					
	<p>Children have opportunities to: Critically appraise the patterns, imagery and history of artwork from another culture. Evaluate constructively</p>		<p>Children have opportunities to: Understand portraits. Create portraits. Critically appraise an artist's work and be able to use associated vocabulary. Use a sketchbook as a collection of ideas and develop the ability to annotate work with their responses.</p>		<p>Children have opportunities to: Select the brush size and type depending on the task. Mix and match colours for purpose: skin tones, backgrounds. Mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images in the background and foreground.</p>

			<p>Make sketches in the style of another artist using a variety of media and adding colour.</p> <p>Record and collect visual information using digital cameras.</p> <p>Draw from direct observation and to experiment with these drawings.</p> <p>Evaluate sensitively and constructively</p>		
Design					
		<p>Children have opportunities to: Use the right tools to slice, mix, spread, bake and knead. Weigh ingredients to an appropriate level of accuracy. Understand that different foods are produced in different areas of the world. Use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging.</p>	<p>Children have opportunities to: Use paper technology (pivots/slides/levers and pop up) Choose the most appropriate joining technique for card/paper – including creating slots. Use simple mechanical systems in products e.g. gears, levers and cams Explain strengths and weaknesses of existing products. Evaluate his/her work against his/her own design criteria.</p>		<p>Children have opportunities to: Create simple joins with wood. e.g. Butt joint, dowel joint. Explain strengths and weaknesses of existing products. Evaluate his/her work against his/her own design criteria. Measure and mark a square section & dowelling to the nearest cm</p>
RE					
	<p>Children have opportunities to: Learn about key aspects of Hinduism</p>		<p>Children have opportunities to: Learn about: Shrove Tuesday and Ash Wednesday. Symbolism of Holy Communion.</p>	<p>Children have opportunities to: Know the story of The Good Samaritan- Learn from The good Samaritan - Prejudice and empathy.</p>	

	<p>Hindu worship- when, how and where they worship Compare a Christian and Hindu wedding Festival-Diwali Investigate some of the main features of religious festivals. Know the stories underlying them, the reasons why they are celebrated, the ways in which they are celebrated, and the significance to the believer. Focus on Diwali know how Hindus live their lives and the things that are important to them</p>		<p>Peter's denial of Jesus. Jesus as a challenger-Healing on the Sabbath</p>	<p>Learn about the Lord's prayer and Psalms.</p>	
PSHE					

Being Me in My World
Children have opportunities to:

Help others to feel welcome

Try to make our school community a better place

Think about everyone's right to learn

Care about other people's feelings

Work well with others

Choose to follow the Learning Charter

Celebrating differences
Children have opportunities to:

Accept that everyone is different

Include others when working and playing

Know how to help if someone is being bullied

Try to solve problems

Try to use kind words

Know how to give and receive compliments

Dreams and Goals and Healthy Me
Children have opportunities to:

Stay motivated when doing something challenging

Keep trying even when it is difficult

Work well with a partner or in a group

Have a positive attitude

Help others to achieve their goals

Are working hard to achieve their own dreams and goals

Relationships.
Children have opportunities to:

Know how to make friends

Try to solve friendship problems when they occur

Help others to feel part of a group

Show respect in how they treat others

Know how to help themselves and others when they feel upset or hurt

Know and show what makes a good relationship

Changing Me
Children have opportunities to:

Understand that everyone is unique and special

Can express how they feel when change happens

Understand and respect the changes that they see in themselves

Understand and respect the changes that they see in other people

Know who to ask for help if they are worried about change

Are looking forward to change

			<p>Have made a healthy choice</p>			
			<p>Have eaten a healthy, balanced diet</p>			
			<p>Have been physically active</p>			
			<p>Have tried to keep themselves and others safe</p>			
			<p>Know how to be a good friend and enjoy healthy friendships</p>			
			<p>Know how to keep calm and deal with difficult situations</p>			