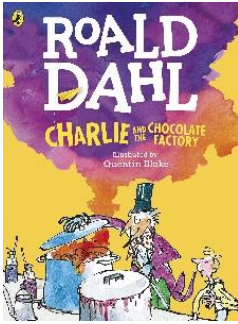
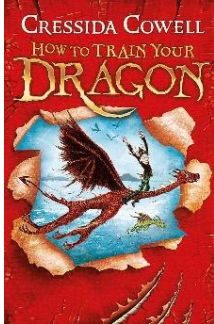




YEAR 4 CURRICULUM ON A PAGE

	Autumn Term <i>Life before the Chocolate Factory</i>	Spring Term <i>Rampaging Romans</i>	Summer Term <i>Invaders and Settlers</i>
<u>Immersive Experience</u>	Maya School Trip and Talk- Cadbury World Parent Afternoon- creating a Maya death mask/ show casing the information they have learned.	Roman workshop in school	Viking Day Trip to Jorvik Viking Centre
<u>Cultural Capital/ Enrichment</u>	Pantomime visit to CAST theatre Visit from a dentist	Science Week Aspiration Week	School Picnic Proud to be Doncaster week Sports Day RSE Day
<u>Core Texts</u>			
<u>Writing Outcomes</u>	Character description of Willy Wonka Setting description of Charlie's house Non-Chronological report based on the Oompa Loompas Analyse poetry Write a poem based on Christmas	Diary entry based on a character from Kaspar Prince of Cats. Narrative based on Kaspar Prince of Cats Newspaper report based on the Titanic	Setting description based on How to Train your Dragon. Instructions on how to train a dragon Persuasive letter to a character from HTTYD
<u>Writing Skills</u>	Capital letters and full stops Adjectives and adverbs Similes Show not tell	Apostrophes Headlines Direct and indirect speech Adjectives and adverbs	Apostrophes Headlines Direct and indirect speech Adjectives and adverbs

	<p>2A sentences Fronted adverbials Expanded noun phrases Conjunctions First person Past tense Rhyme/rhythm Sub headings Spellings of homophones</p>		<p>Fronted adverbials Show not tell Conjunctions Time connectives First person/Third person Correct tenses Punctuation (inverted commas) Fronted adverbials Past tense Expanded noun phrases Organising paragraphs around a theme Editing grammatical errors</p>		<p>Fronted adverbials Show not tell Conjunctions First person/Third person Correct tenses Punctuation (inverted commas) Fronted adverbials Expanded noun phrases Organising paragraphs around a theme Editing grammatical errors</p>	
<u>Maths</u>	<p>Reasoning with 4-digit numbers</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p> <p>Discrete and continuous data</p>	<p>Securing multiplication facts</p> <p>Fractions</p> <p>Time</p>	<p>Decimals</p> <p>Area and Perimeter</p>	<p>Solving measure and money problems</p> <p>Shape and symmetry</p>	<p>Position and direction</p> <p>Reasoning with patterns and sequences</p> <p>3-D shape</p>
<u>Science</u>	<p>Living Things and their Habitats</p> <p>Identify and sort plants and animals using diagrams and classification keys.</p> <p>How can environments change?</p> <p>How do humans have a positive and negative effect on the environment?</p>	<p>Animals including Humans</p> <p>Identify and explain the different body parts included in the digestive system.</p> <p>Identify and label the different teeth types.</p>	<p>States of Matter</p> <p>Record data and results using scientific diagrams and labels.</p> <p>Identify what a solid, liquid and gas is.</p> <p>Identify what a particle is.</p> <p>What happens to the particles in water when it is heated or cooled?</p> <p>What is the water cycle?</p>		<p>Sound</p> <p>What is a sound?</p> <p>How is a sound made?</p> <p>How does sound travel?</p> <p>How do we hear sounds?</p> <p>How do sounds change?</p> <p>How do we measure sound?</p>	<p>Electricity</p> <p>Draw and label electrical circuits.</p> <p>Conduct experiments and record results in a table.</p> <p>Where does electricity come from?</p> <p>How does a circuit work?</p> <p>What are electrical conductors and insulators?</p>

<u>History</u>	<p><u>The Maya</u></p> <p>What religion did the Maya follow? Where was their place of worship? What rituals did the Maya believe in? What did the Maya calendar consist of? What was the social structure of the Maya? What was daily life like for the Maya? What did the Maya invent? What leisure activities did the Maya have? What traditions did the Maya believe in?</p>	<p><u>The Romans</u></p> <p>What religious beliefs did the Romans have? When and why did the Romans come to Britain? What was a Roman Legion? Who was Boudicca? What did the Romans bring to Britain? How was Rome socially structured? How and why did the Romans construct Hadrian's Wall? What was daily life like in Ancient Rome? Why did the Romans leave Britain?</p>	<p><u>Anglo-Saxons and Vikings</u></p> <p>Why did the Vikings leave Scandinavia? What talents did the Vikings have? Where did the Vikings raid and invade? Who is King Alfred? What was daily life like in Anglo Saxon and Viking Britain? How was Anglo Saxon and Viking Britain socially structured? When and how did the conflict between the Anglo Saxons and Vikings end? When did the Viking and Anglo Saxon rule end? When was the Battle of Hastings?</p>
<u>Geography</u>	<p><u>Mesoamerica (Human and Physical Geography)</u></p> <p><u>Physical Geography</u> Where did the Maya live? What are the capital cities of Central America? Compare the physical geography of Central America and the UK. Locate equator and the tropics on an atlas and understand the role that they play in sustaining the rainforests.</p> <p><u>Human Geography</u> How has the way of life of the Maya changed and adapted to new technologies? How and why did the Maya civilisation 'die out'?</p>	<p><u>Italy and its Volcanoes (Locational knowledge/Human and Physical Geography)</u></p> <p><u>Locational Geography</u> Locate various countries and describe their features on a map and atlas Identify countries within Europe.</p> <p><u>Physical Geography</u> What are the differences and similarities between places in Italy? Understanding that the Earth is made up of tectonic plates. How are volcanoes formed? What causes an earthquake? How are volcanoes classified? What are some of the world's famous volcanoes?</p> <p><u>Human Geography</u> How do people have a different way of life in different locations?</p>	<p><u>Rivers (Human and Physical Geography)</u></p> <p><u>Physical Geography</u> Where do rivers run? What is the nature of a river and how does it change journey? What are the stages of a river's journey? What are the stages of the water cycle? What happens to a river as it reaches the coast? What are the names of 10 major rivers?</p> <p><u>Human Geography</u> Why do people live near a river? What are the different stages of a flood?</p>

		Why would someone choose to live near a volcano?	
<u>Art</u>	<p><u>Drawing, shading and use of sketch books</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To use different shading techniques to create tone, pattern, and texture.</p> <p>Illustrator Quentin Blake and his illustration in Charlie and the Chocolate Factory.</p> <p>Confectionary artists such as Andrew Joyce, Andy Warhol and Joel Penkham.</p>	<p><u>Mosaic</u></p> <p>Conduct an enquiry, researching the time period the Romans made mosaics.</p> <p>Look at what influenced the design for Roman mosaics.</p> <p>Look at the materials used to make traditional mosaic.</p> <p>Design, produce, analyse and evaluate Roman mosaic</p>	<p><u>Sculpture</u></p> <p>Improve their mastery of art and design techniques, including sculpture with a range of materials including clay.</p> <p>Apply tools and techniques to sculpt clay. Add colour, pattern and other materials to improve the sculpture.</p> <p>Be creative and explore their ideas and designs through clear analysis and evaluation.</p> <p>Express their thoughts, feelings and identify through art and design.</p>
<u>DI</u>	<p><u>Mechanisms</u></p> <p>Research and understand how and why the Maya used weaving looms.</p> <p>Examine and explore a range of textiles and review their suitability.</p> <p>Discuss and develop an idea to match with a design criteria by creating a labelled diagram.</p> <p>Create a weaving loom using appropriate materials and components.</p> <p>Learn how to weave using a simple loom</p> <p>Evaluate and analyse the final product.</p>	<p><u>Gears, levers and pulleys</u></p> <p>Research and understand how and why the Romans used pulleys.</p> <p>Research and develop a design criteria for the pulley system.</p> <p>Generate, develop and annotate sketches and diagrams.</p> <p>Create a pulley system using a wide range of materials and components.</p> <p>Evaluate and analyse the final product.</p>	<p><u>Cooking and Nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Research the modern day bread making process and why bread was such a vital part of Viking diet.</p> <p>Based on a specific design criteria, complete a sketch with annotations of bread.</p> <p>Bake product using appropriate ingredients and cooking techniques.</p> <p>Evaluate and analyse the final product.</p>

ICT	Programming and coding		IT Skills
<u>Music</u>	<u>The Maya (Listening, Composing and Performing)</u>	<u>The Romans (Listening, Composing and Performing)</u>	<u>The Vikings (Listening, Composing and Performing)</u>
	Explore Maya music and instruments.	Explore silence and how it is used in place of a sound as a beat for effect.	Listen to a famous piece of classical music— Wagner’s ‘Ride Of The Valkyries’.
	Experiment with song lyrics by changing a current song to be relevant to the Maya Civilisation.	Listen to music, noting the ‘sound of silence’.	Compose your own piece of music which tells a Viking story. Use appropriate musical instruments.
		Listen to classical music pieces which denote battles and fighting.	Sing from memory a Viking Saga song.
		Compose a piece of music which could be used to depict the Romans going into battle.	
	Experiment with repeated patterns to create a piece of music.		
	Improvise what the next series of notes.		
<u>PE</u>	These are on the website under PE		
<u>RE</u>	Taught through whole school drop down days		
<u>PSHE</u>	<u>Autumn- Personal (Families and friendships)</u>	<u>Spring- Social (Belonging to a community)</u>	<u>Summer- Health</u>
	What are positive friendships? (Including online)	What makes a community?	How do I maintain a balanced life style?
	How do we respect differences and similarities discussing them sensitively?	What are my shared responsibilities?	What is oral hygiene and dental care?
			What are physical and emotional changes in puberty?
			Can I name external genitalia?
		Who can support me with puberty?	

<u>Life Skills</u>	<u>Independence</u>	<u>Safety</u>	<u>Responsibility</u>	<u>Citizenship</u>	<u>Budgeting</u>	<u>Cooking & nutrition</u>
	<p>Visit Doncaster town centre. What does the new town have to offer? Create art work from where they visited/what they saw.</p> <p>Perform in front of the class (Maya Christmas song). Plan performance, complete and evaluate.</p>	<p>Discuss how do we cross a road safely - green cross code.</p> <p>Create posters to prompt safety around roads</p> <p>Cross the road outside school safely, describing how they are doing it.</p> <p>Understand railway safety and be able to identify various safety symbols.</p>	<p>Plant seeds in school grounds. Maintain the planted area</p> <p>Buddy up with year 1 and listen to partner read.</p>	<p>Communicate with someone in another school.</p> <p>Vote in a school election. Work with the school council to decide on what to vote on.</p> <p>Discuss what is good and bad in the local area.</p>	<p>Research future aspirations</p> <p>Research the qualifications needed for their career</p> <p>Discuss different careers and industries</p> <p>Research the pay related to the career they have chosen</p> <p>Discuss whether they think this is enough money</p>	<p>Explain and research the ethics around food</p> <p>Learn about the importance of food hygiene when preparing food.</p> <p>Plan, prepare and cook a savoury snack</p> <p>Clean and tidy away equipment</p>

AUTUMN – Life before the Chocolate Factory

<u>Places covered in this topic</u>	<u>Significant individuals covered in this topic</u>	<u>Significant events covered in this topic</u>
Central America (Mesoamerica)- Guatemala, Belize, Honduras, Mexico, El Salvador	David Attenborough Dr. Diane	Invention of; Maya calendar and use of cocoa beans.

<u>Week</u>	<u>English</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Art/DT</u>	<u>MFL</u>	<u>Computing</u>	<u>Music</u>	<u>PSHE</u>
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Autumn 1									
1	Settling in and topic launch Knowledge Organisers								
2	Charlie and the Chocolate Factory- Setting Description	Identify the characteristics of a living thing (Mrs NERG)	Ancient Maya-where and when the remains were discovered.		Sketching cold task		Decomposition		Positive relationships
3	Charlie and the Chocolate Factory- Setting Description	Observe and record living things in their environment (observe/set up tests)	Ordering events chronologically	Ancient Maya- Where did the Maya live? Locate on a map	Tone				
4	Charlie and the Chocolate Factory- Setting Description	Observe and record living things in their environment (communicating results)		Compare the physical geography of Mesoamerica and the U.K.	Shading	Numbers to 20	Coding		Positive relationships
5	Charlie and the Chocolate Factory- Character Description	Classifying living things	Mayan society		Pattern			Explore Mayan music	
6	Charlie and the Chocolate Factory- Character Description	Using a branching database (living things)		Locating the equator and tropics	Texture		Coding		Respecting differences and similarities
7	Charlie and the Chocolate Factory- Character Description	Using a branching database (plants) Humanities impact on living things and their habitat.	Mayan creation story		Researching artists	Alphabet		Explore Mayan instruments	
Autumn 2									
1	Charlie and the Chocolate Factory- Non-chronological report	Different types of teeth in humans	Everyday life		Research		Programming		
2	Charlie and the Chocolate Factory- Non-chronological report	Q+A with dentist.		Locating tropical rainforests around the world.	Design			Composition	
3	Charlie and the Chocolate Factory- Non-chronological report	Identify and describe the function of the different parts of the digestive system.	Modern Maya		Make		Inputs		Respecting differences and similarities

4	Christmas Poetry	Identify and classify carnivores, omnivores and herbivores.			Use			Composition	
5	Christmas Poetry	Record and compare the diets of different animals.	Maya number system		Evaluate	Letter writing (Cher pere Noel)	Outputs		
6	Christmas Poetry	Model the process of the digestive system.	Summary of learning (presenting)					Performance	
7	NFER Test Week	Food Chains	Summary of learning (writing)						Respecting differences and similarities
8								Analysis	

SPRING – TOPIC NAME

<u>Places covered in this Unit</u>	<u>Significant Individuals covered in this unit</u>	<u>Significant Events covered in this unit</u>
Italy, San Francisco, Haiti	Julius Caesar Boudicca	Rise and fall of the Roman Empire.

<u>Week</u>	<u>English</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Art/DT</u>	<u>MFL</u>	<u>Computing</u>	<u>Music</u>	<u>PSHE</u>
Spring 1									

1	Kaspar Prince of Cats - Diary Entry	Properties of the States of Matter		Locating Italy and its cities on a map.	Research Roman mosaics	Animals	Search engines		
2	Kaspar Prince of Cats - Diary Entry	Heating and cooling	How Rome grew into an empire		Design Roman mosaics			Silence in music	
3	Kaspar Prince of Cats - Diary Entry	Water Cycle		Investigate the physical geography of Italy	Design Roman mosaics		Search engines		Positive friendships
4	Kaspar Prince of Cats - Narrative	Water Cycle experiment	Social structure of Ancient Rome		Make Roman mosaics	Colours		Classical music analysis	
5	Kaspar Prince of Cats - Narrative	Water Cycle experiment		Identify and compare the physical geography of Italy and the U.K.	Make Roman mosaics		Making searches age appropriate		Personal growth
6	Kaspar Prince of Cats - Narrative	Presenting data	Daily life in Ancient Rome		Evaluate Roman mosaics			Composing	

Spring 2

1	Kaspar Prince of Cats - Newspaper Report			Tectonic plates	Research a pulley		Charts and Data		Belonging
2	Kaspar Prince of Cats - Newspaper Report		Boudicca's rebellion	Structure of a volcano	Product analysis			Composing	

3	Kaspar Prince of Cats - Newspaper Report			Classify/Locate volcanoes	Product design	Food	Charts and Data		
4	NFER		Towns in Roman Britain	Living near a volcano	Construction of pulley			Performing	
5	Topical writing		Roman Final Piece (Poster)	Earthquake causes/measurements	Evaluation of pulley		Charts and Data		

SUMMER – TOPIC NAME

<u>Places covered in this Unit</u>	<u>Significant Individuals covered in this unit</u>	<u>Significant Events covered in this unit</u>
Danelaw East Anglia	Alfred the Great	Battle of Hastings

<u>Week</u>	<u>English</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Art/DT</u>	<u>MFL</u>	<u>Computing</u>	<u>Music</u>	<u>PSHE</u>
Summer 1									
1	HTTYD – Setting Description	Soundwaves	Anglo-Saxon invasion		Research clay and sculptures.		Microsoft Word		

2	HTTYD – Setting Description	<i>Exploring the pitch of wind instruments</i>		Features of a river	Product analysis (dragon eyes)			Orchestral Piece (Ride of the Valkyries)	
3	HTTYD – Setting Description	<i>Investigating the hearing of humans and other animals.</i>	Anglo-Saxon settlement		Sketch dragon eyes		<i>Microsoft Word</i>		Healthy Living
4	HTTYD – Instructions	<i>Investigating materials</i>	Anglo-Saxon influence		Design dragon eye	Hobbies		Composition	
5	HTTYD – Instructions	<i>Investigating materials</i>		Stages of a flood	Make dragon eye		<i>Microsoft PowerPoint</i>		
6	HTTYD – Instructions	<i>Soundwaves</i>			Make dragon eye			Composition	Dental Health
7	HTTYD – Persuasive Letter		Bodiless burial (using historical evidence to draw conclusions)		Evaluate dragon eye.	Seasons	<i>Microsoft PowerPoint</i>		
Summer 2									
1	HTTYD – Persuasive Letter	Difference between mains and battery powered electricity.	Anglo-Saxon religion	Name and locate 10 main global rivers.	Research modern bread making process.			Singing	Personal Hygiene
2	HTTYD – Persuasive Letter	Electrical safety	Saxon and Viking struggle		Product analysis.	Weather	<i>Microsoft Publisher</i>		

3	HTTYD – Persuasive Letter	Simple circuits	King Alfred the Great	Living near rivers.	Design product.			Singing	External genitalia
4	NFER	Conductors	Battle of Hastings		Make product.		Microsoft Publisher		
5	Transition Week	Insulators	Final Piece		Evaluate product.			Singing	Changes during puberty
6	End of year activities								