Year 4 Curriculum Plan 2023 - 2024

Curriculum Intent:

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: ***Cultural Diversity, Curiosity, Community, and Character.*** These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

'It's ultimately the purpose of education to cultivate the love of learning for its own sake'

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School values	School vision	care	aspire	respect	excel	reflect
Learning Powers		resilience	co-operative	reflective	Curiosity	
British Values	Democracy	Rule of law	Respect	Tolerance	Individual Liberty	
Educational Visits	Egyptology Workshop		Wessex Water Works		Kings of Wessex and King John's	
WOW Events	Dentist Visit	Egypt Wow day		Perform your socks off	Winscombe Wander	Osprey
Topic (Enquiry Question)	**Tomb Raiders** – Ancient Egypt How did the civilisation of Egypt wax and wane?		**Majestic Mountains** What is it like at the top of a mountain?		**Know your Place** – Local area Where do we live?	
Key Texts (key topic text)	The Egyptian Cinderella The Story of Tutankhamun	The Scarab's Story The Story of Tutankhamun	Manor House How a volcanoe erupts	King of the cloud forests How to Train your dragon	Mission Impossible Incredible India	Deadman's Cove Should we have a school uniform?
Purposeful outcome/showcase	Create a poetry anthology Individual stories published	Stories typed and printed to create a book	To be decided by the class prior to writing	To be decided by the class prior to writing	To be decided by the class prior to writing	To be decided by the class prior to writing
English						
Writing Genre & Outcome	Narrative – Portal story (Setting focus) Non-Chronological report Poetry – Cloud Soup	Narrative – Cinderella tale (Character focus) Recount – diary entry	Narrative – tale of fear (Suspense focus) Explanation	Narrative – Journey tale (Dialogue focus) Poetry – Linked to SLN Instructions	Narrative – Finding Tale (Action focus) Persuasion	Narrative – Wishing tale (Ending focus) Discussion Poetry – monologue poems about Osprey
	Outcome: to write a portal narrative inspired by The Scarab's Story. Write a non-chronological report.	Outcome: to write a rags to riches narrative inspired by The Egyptian Cinderella. Write a recount – diary entry based on Howard Carter.	Outcome: to write a tale of fear narrative inspired by Manor House. An explanation about how the water cycle works.	Outcome: to write a journey story narrative using dialogue based on the King of the cloud forest. Write instructions on how to climb a Mountain.	Outcome: to write a finding tale based on Mission impossible. To write a persuasive leaflet about Winscombe	Outcome: to write an opening based on The Deadman's Cove. Create a discussion about Winscombe

Vocabulary, Grammar and Punctuattion	Singular, plural nouns, prounouns, compund words, fronted adverbials, adverbs time and cause	Possessive pronouns, preopistions, inverted commas, plural and possessive '-s', commas	Adjectives, homophones, commas after fronted adverbials, expanded noun phrases, editing	Determiners, word families, prepositional phrases, verb tenses – present,	Verb inflections, conjunctions to express time and cause, suffixes, possessive apostrophes, paragraphs	Verb tenses – past, prefixes, plural possessive apostrophes, subordinate clauses, organisational devices
Spelling	Year 3/4 spelling word list Spelling words with /aw/ spelt 'augh' and 'au', prefix –in, prefix –im, prefix –il, homophphones, /shun/	Year 3/4 spelling word list /shuhn/, words with 'ough', challenge words	Year 3/4 spelling word list Homophones and near homophones, nouns ending –ation, adding prefix sub- and super-, plural possessive	Year 3/4 spelling word list Words spelt with 'sc', words spelt with soft c, word families, challenge words	Year 3/4 spelling word list Addding prefix inter-, anti-, auto-, ex-, non-, words ending –er/-ar,	Year 3/4 spelling word list Adding suffix –ous, adverbials of manner, advervials of frequency and possibility,
Reading	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
Spoken Language	• Developing positive attitudes to reading and an understanding of what they read. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied	• use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions	• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English	• participate in discussions, presentations, performances, role play, improvisations and debates • Identifying main ideas drawn from more than 1 paragraph and summarising these	• Predicting what might happen from details stated and implied select and use appropriate registers for effective communication. • Asking questions to improve their understanding of a text

Maths	**Number and Place Value:** Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value **Number- Addition and Subtraction:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	**Measure – Length & Perimeter:** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure **Multiplication and Division:** Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Count in multiples of 6, 7, 9, 25	**Multiplication & Division:** Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit numbers and three digit numbers by one-digit number using formal written layout. **Measurement:** Find the area of rectilinear shapes by counting squares **Fractions:** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	**Fractions:** Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including nonunit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. **Decimals:** Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre]	**Decimals:** Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to ¼ ½ and ¾ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths **Measurement: Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement: Time** Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12and24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	**Statistics:** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry: Property of shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. **Geometry: Position & Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Science	**Animals including humans** **Teeth** -naming and describing functions of teeth, recognise different teeth and purposes, name parts of a tooth, recognise why animals have different teeth to suit their needs, understand why it is important to brush our teeth **Digestive system** -know the parts of the digestive system, recognise how the digestive system works in **Animals** - construct an interpret a variety of food chains, identifying producers, predators and prey	**Electricity** -identify common appliances that run on electricity -construct a simple 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	**States of matter – solid, liquid & gases** -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated, cooled, and measure or reach the temperature at which this happens in degrees Celsius - identify the part played by evaporation and condensation play 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	**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	**Living things and their habitats - environment** - recognise that environments can change and that this can sometimes pose dangers to living things - recognise how living things adapt to environemnts - recognise the causes of climate change - recognise how we can make a positive impact on local environments
	Outcome: Canopic jars	Outcome: Electricity safety posters	Outcome: Water cycle explanation	Outcome: Poster about life processes	Outcome: Poster about environmental changes	Outcome: Persuasive writing – Ear defenders
Computing	**Multimedia/Animation** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Technology in our Lives** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Coding/Programming** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		**Data Handling** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Multimedia/Animation** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	Outcome: Egyptian Powerpoint	Outcome: Class Christmas Blog	Outcome: Scratch & Kodu – racing car game and times table game		Outcome: data from local study	Outcome: Promotional iMovie of local area
Online Safety	I am kind and responsible		I am safe and secure		I am healthy .	

History	**Tomb Raiders - What can we find out about ancient Egypt?** **Historical Understanding:** • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. **Historical enquiry:** • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. **Chronological understanding:** • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. **Vocabulary:** Civilisation, Ancient, Modern, Ancient Egypt, Before Common Era, Common Era	**Why did Henry VIII marry six times?** **Historical Understanding:** • I can use a portrait as a source to answer questions • I can use sources to describe the characteristic and appearance of Henry VIII • I can extract and interpret information from primary sources • I can evaluate different points of view and explain my reasoning • I can use historical sources to answer questions • I can organize and relate the information I have gathered **Historical enquiry:** • I can name Henry VIII's children and wives • I understand about the power and importance of a Tudor King and their responsibilities and roles as a monarch • I can describe Henry VIII's favourite pastimes • I can identify the problems faced by a Tudor King • I know the reasons for the divorce from Catherine of Aragon • I can evaluate the reasons for the failure of Henry's second marriage and the events leading to Anne Boleyn's execution • I can understand Henry's problems were not solved by the birth of the son • I can understand the marriages in Tudor times were often arranged for political purposes • I can describe the marriages of all Henry's wives and evaluate their importance **Chronological understanding:** • I can place the marriage's on a timeline of Henry's life • I can place the Tudors on a timeline **Vocabulary:** Divorce, Tudor, Monarch, Portrait, Execution, Catholic, Protestant, Marriage	**Anglo-Saxons, Scots and Picts – How do we know what life was like in Anglo-Saxon times?** **Historical Understanding:** • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability. **Historical enquiry:** • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. **Chronological understanding:** • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. **Vocabulary:** Sutton Hoo, Anglo-Saxons, Picts, Scots, Conquer, Pagan
	Outcome: Non-chronological report of Egyptian Gods; Diary entry of Howard Carter	Outcome: Describe the life of Henry VIII	Outcome: Information booklet on local link to Anglo-Saxons
Geography	**The River Nile – Why was the river Nile so important**	**Majestic Mountains – What is it like at the top of a mountain?**	**Countries of the World – Where in the world?**

	- 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 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. - 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 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedhemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.		- 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 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
	Outcome: The River Nile – pollution and climate change, Shadfuf		Outcome: water cycle presentation; creating different mountain ranges and annotating		Outcome: Create a class map of the world with memorable features	
DT	Food Technology – Healthy and varied diet (linked to science)		Electrical systems – Making switches		Mechanical systems Pneumatics – Making mascots	
	Outcome: Make a healthy snack to aid digestion		Outcome: Make a switch		Outcome: Make a moving mascot	
Art & Design	**Print, colour, collage:** Exploring pattern		**Collaboration and community:** Festival feasts		**Paint, Surface, texture:** Exploring still life	
	Outcome: Egyptian art		Outcome: Food art – based on tudor times		Outcome: Observational drawings	
Music	Charanga Unit - Mamma Mia Raise the roof	Charanga Unit - Mamma Mia Raise the roof	Charanga Unit: Stop!	Charanga Unit: Lean On Me	Charanga Unit: Blackbird	Reflect, Rewind, Replay
RE	What does it mean to belong to a religion? (Judaism)		How should we live and who can inspire us?	Why is Easter important?	What does it mean to belong to a religion? (Hinduism)	
	Outcome: to explore ideas of religion focussing on Judaism		Outcome: to explore aspects of the person, life and teaching of Jesus and how they relate to Christian life.		Outcome: to explore what it means to be a part of a religion focus on Hinduism.	
PSHE	Being me in the world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
PE	Multi-skills with Sports Coach Swimming	Netball and Basketball with Sports Coach Swimming	Football and Rugby with Sports Coach Real PE	Gymnastics and tennis with Sports Coach Real PE	Rounders and Cricket with Sports Coach Country Dancing	Athletics with Sports Coach Real PE
French	**Phonetics Lesson 2** **Presenting Myself**	**La Familie**	**Goldilocks**	**Les Habitats**	**Classroom**	**My Home**