

Year 4 Curriculum Plan

Beechwood Primary School



Term Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	We are the Romans By David Long	Sky Hawk	Butterfly Lion	Story from another culture?	Beowulf and Poetry	
English	Narative - Suspense story Character and settings - potentially light house (literacy shed) NF- Non-Chronolgoical report - witing to explian	Narative - Imaginary setting (fantasy) NF- Letter writing	Narative - Story in a historical setting NF- Diary writing	Narative - Story from another culture (RWI Anthology story) NF- Persuasive writing (travel brochure)	Narative - Adventure NF-	Narative - Poetry NF-
Reading		Sky Hawk - Links to mapping skills	Butterfly Lion		Beowulf	Hero Text
Maths	Place Value Addition and Subtraction	Measurement - Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time Consolidation	Shape Statistics Position and Direction
Science	Animals, including humans - Digestion -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. Animals, including	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	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).	Science week Time!	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	Living things -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



	Humans - Health - recognise the impact of diet and exercise on the way their bodies function	strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Big Question What do you know about Sound? Write a letter to a family member explaining all the things you have learned about sound.	-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		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. Big Question What is electricity? Write a newspaper article explaining how electricity works.	dangers to living things.
Computing	Networks - The internet -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	Creating Media Audio editing -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -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,	Programming Repetition in shapes -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	Data and information: Data logging -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	Creative Media and effective use of tools Photo editing -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.	Programming Repetition in games Scratch -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



	<p>content</p> <p>-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.</p> <p>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>evaluating, and presenting data and information.</p> <p>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p>	<p>programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.</p> <p>-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.</p>
Geography		<p>How do different people use compass points and grid references to navigate the world? (Geographical skills and fieldwork)</p> <p>Sticky knowledge</p> <p>Why is it more beneficial to use 8 compass points instead of 4?</p>		<p>What are the similarities and differences in climate in the Northern and Southern Hemisphere and why? (Geographical skills and fieldwork)</p> <p>Sticky knowledge</p>		<p>How does the South East physical features compare and contrast to Scotland and why? (human and physical geography)</p> <p>Sticky knowledge</p> <p>What are the physical features in Great Britain and how do we</p>



		Can we use a grid reference to locate a physical feature? How do different people use compass points and grid references to navigate a journey?		How is latitude linked to climate? How are climate zones different or similar in the northern and southern hemisphere? What is the difference between a temperate and tropical climate?		identify them on a map? What are the key physical features in London and Edinburgh? How do they compare and contrast with each other? What is the impact of different physical features on every day life?
History	Who was the most famous Roman ruler and why? (Monarchy and power) Sticky Knowledge Who was in charge of the Roman Empire? Who was Boudicca and why did she take revenge on the Romans? Who were Caesar and Claudius and why were they important in Roman history?		How were Anglo Saxon villages similar to villages today? (civilization) Sticky Knowledge What was an Anglo-Saxon village like? What was the role of a child in an Anglo-Saxon Village? What similar features does an Anglo-Saxon village have to a Village today?		What would it be like to be part of a Viking raid? (Invasion and settlement, crime and punishment) Sticky Knowledge Why did Vikings raid villages? What was the impact of a raid? How does the Viking legal system link to the legal systems we have today?	
Art	Famous Artist: Anthony Gaudi Medium - Mixed media and sculpture (Clay) Skill Development (sticky knowledge)- Sculpting and working with clay Planning- plan clay tile mosaic		Famous Artist: Patrick Hughes (perspective) Medium - Sketching- Monochromatic. Skill Development (sticky knowledge)- Cross hatching, shading, stippling and hatching, shape and form, perspective.		Famous Artist: Steven Brown Medium - Drawing- pastel, chalk and coloured pencils Skill Development (sticky knowledge)- To control the types of marks made and experiment with	



	Final Piece- make clay tile mosaic		Final Piece- use monochromatic techniques, line and perspective to create own version of 'dark light'.		different effects and textures. Final Piece- Steven Brown Highland cow	
DT		Cross stitch Christmas cards Acquire / Research new skills- Practice running stitches, diagonal stitches and cross stitches on sampler. Make- Sewing Christmas design onto Binka using different coloured threads. Sticky knowledge- running stitch, diagonal stitch, threading a needle, starting and stopping, cross stitch.		Mechanisms - Moving cars Acquire / Research new skills Research slingshots and wheels and axels. Make Create a moving car using axels and a stable chassis. Children create a 'shell' for their car using a given template. Sticky knowledge The importance of axels which are straight and equal. Attaching wheels to axels. Creating a stable chassis.		Electrical circuits Acquire / Research new skills Research and practice building circuits. Make Make the show sign with bulbs and use buzzers (simple system) to show when answers are correct/incorrect. Sticky knowledge Series circuits Bulbs Buzzers
RE Discovery	Key Question: What is the best way for a Jew to show commitment to God? Theme: Rights of passage and good works Religion: Judaism	Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity Theme: Incarnation	Key Question: How do Jewish beliefs, teachings and stories impact on daily life? Religion: Judaism Theme: Beliefs into action	Key Question: Is forgiveness always possible for Christians? Religion: Christianity Theme: salvation	Key Question: Does Celebrating Shavuot make Jewish children feel closer to god? Religion: Judaism Theme: Festivals	Key Question: Do people need to go to church to show they are Christians? Religion: Christianity Theme: Prayer and Worship



	Theme: Beliefs and Practices					
PE Indoor: Outdoor:	Indoor - OAA Outdoor - Football	Indoor - Gymnastics Outdoor - Hockey	Indoor - Swimming Outdoor - Basketball	Indoor - Dance Outdoor - Handball	Indoor Dodgeball Outdoor - Rounders	Outdoor - Tennis Outdoor - Athletics
Music	<p>Jazz - To explore vocal improvisation within the context of scatting and jazz music. To perform a rhythmic pattern with a secure sense of pulse using body percussion. To create a simple improvisation to a known rhythm using the pentatonic scale. To compose and notate a melody using the pentatonic scale. To begin to compose a piece of music using key features of jazz. To compose and perform using key features of jazz music and express evaluative opinions.</p>	<p>Africa - To copy and improvise rhythms through musical games and song. To perform an independent part within a whole class ensemble. To apply and use key features of African music to create rhythmic compositions. To develop a piece of music considering the structure. To refine and perform our composition and critically appraise it. To perform a group composition with confidence, using the key features of African music.</p>	<p>Minimalism - To perform and compose rhythmic phrases in a minimalist style. To perform, compose and adapt musical phrases in a minimalist style. To understand and use features of minimalist music to perform a short melodic piece. To use texture in a group ensemble when interpreting a piece of music. To apply knowledge of minimalist music to compose a piece as a group. To perform a minimalist piece as a group ensemble.</p>	<p>Samba - To introduce samba music through listening, appraising and singing. To create and perform rhythms using call and response. To refine, perform and appraise the samba introductions. To learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble. To perform a solo in an ensemble. To create a suitable ending for a samba piece and perform in carnival style.</p>	<p>Vikings - To explore and organise rhythms using voice and instruments. To organise rhythms into beats and notate them using 1, $\frac{1}{2}$ and 2 beat notes. To perform simple rhythms from music notation. To compose and combine rhythms creatively to convey an intended effect. To select and combine musical ideas to create an interesting and satisfying structure. To perform Viking compositions and offer feedback on both recorded music and the music of my peers.</p>	<p>Words, Words, Words To explore the language of music through the inter-related dimensions. To use the inter-related dimensions to translate the language of words into the language of music. To begin to interpret music notation with consideration of dynamics. To create a symphonic poem and broaden knowledge of the inter-related dimension of tempo. To create a symphonic poem using knowledge of the inter-related dimensions of music. To perform and evaluate a final piece using knowledge of the inter-related dimensions of music.</p>



MFL	<p>Cultural Unit – Where in the world speaks French? All about other countries that speak French.</p> <p>Numbers and the Alphabet • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words</p> <p>My Family and me</p> <ul style="list-style-type: none"> • Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age 	<p>My Home</p> <ul style="list-style-type: none"> • Describing the size of a home. • Things you'll find in each room (household appliances etc) <p>Colours</p> <ul style="list-style-type: none"> • Revise colours of the rainbow • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue' 	<p>Animals</p> <ul style="list-style-type: none"> • Farm animals • Zoo animals • Create/design their own farm or zoo <p>Food</p> <ul style="list-style-type: none"> • Revise foods from Y3 • Revise the bakers and butchers Children will learn: • Foods found in the supermarket • Creating own shopping lists <p>Calendar</p> <ul style="list-style-type: none"> • Revise days of the week and months of the year Children will learn: • Speaking and writing the date both past and present - 12 hour clock • Time words - tomorrow, today, next week 	<p>Clothing</p> <ul style="list-style-type: none"> • Revise items of clothing • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop <p>Shopping</p> <ul style="list-style-type: none"> • Body parts • Revision of Year 3 • Pocket money • Different shops and prices 	<p>Holidays and Celebrations</p> <ul style="list-style-type: none"> • Revision from Y3 • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals <p>My Town</p> <ul style="list-style-type: none"> • How to describe places in the town • How to get to my town, it's location in the country • How to get to places in the town (directions) 	<p>The Weather</p> <ul style="list-style-type: none"> • Revision of weather from Y3. • Describing the weather with adjectives. • Describing past, present and future weather <p>Sports and Hobbies</p> <ul style="list-style-type: none"> • Revision of sports • Introducing hobbies • Simple phrases to describe hobbies <p>School</p> <ul style="list-style-type: none"> • Revision of Y3 • Tour of the school • School times and subjects • What I want to be when I leave school
PSHE Jigsaw	<p>Being me in my world</p> <p>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</p>	<p>Celebrating difference</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences. Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Dreams and Goals</p> <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthy Me</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Relationships</p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Changing me</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
Trips Experiences	<p>Trip to Chiltern open air museum - Roman activities</p>				<p>Reading museum - Bayeaux tapestry?</p>	<p>A Viking visits the school.</p>