# St Matthew's C of E Primary School Curriculum Plan – Year 4

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| RE | **RE God (b)**<br>**Theme: God**<br>What does the story of Daniel teach about God? What did Jesus teach about God? | **RE Incarnation (b)**<br>**Theme: Christmas**<br>*What is good news for Christians in the Christmas story?* | **RE Kingdom of God**<br>**Theme: Jesus' Teaching**<br>*What could Jesus have meant when he taught about the Kingdom of God? (PPT)*<br>**World Religions – Hinduism (1/4 term)**<br>**Theme: Hindu life and practise**<br>*How do Hindus describe God?* | **RE Salvation (b)**<br>**Theme: Easter**<br>*Why is Jesus called the Saviour?* | **RE God the Holy Spirit (b)**<br>**Theme: Trinity**<br>*What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community? Why do Christians say:' Father, Son & Holy Spirit?* | **World Religions - Hinduism**<br>**Theme: Hindu life and practise**<br>*How important is God in Hindu family life?* |
| English | **Escape from Pompeii**<br>Write in role as Tranio or Livia recounting the events of Roman life | **The Pied Piper**<br>Rewrite the story with changes | **The Incredible Book Eating Boy**<br>Retell the story from Henry's point of view | **Egyptian Princess**<br>Rewrite a traditional story that is set in Egypt | **The Promise**<br>Descriptive story of after the planting | **The Wind in the Willows**<br>Retell the story |
| English Genres | **Personification poems:** About volcanoes<br>**Recount:** Recount of the events of the trip (being a Roman soldier)<br>**Explanation text:** How sound travels | **Newspaper:** Write a newspaper reporting the events of the Blitz<br>**Playscripts:** Write a new version of the Pied Piper and turn it into a playscript. | **Explanation texts:** Describe the journey of your lunch | **Explanation text:** Why was the River Nile important to Ancient Egyptians? | **Persuasive Texts:** Write a letter from the farmers to persuade people to get involved in Fairtrade.<br>**Poetry:** Writing list poems | **Information text:** The Water Cycle<br>**Riddles:** Writing riddles about water |
| Maths | Place Value, Addition and Subtraction | Multiplication, Division | Graphs, Fractions, Time | Decimals, Money, Mass | Volume, Area, Geometry | Position, Roman Numerals |
| Science | Sound<br>**Why do our ears hear noises?**<br>Identify how sounds are made, associating some | Electricity<br>**What happens when you turn on a switch?**<br>Identify common appliances that run on electricity | Animals including Humans<br>**Can you explain the journey of your lunch?**<br>Describe the simple functions of the basic parts of the digestive system in humans | Living Things and their Habitats<br>**How many ways can you group animals?**<br>Recognise that living things can be grouped in a variety of ways | States of Matter<br>**What happens when you change the temperature?**<br>Compare and group materials together according to whether they are solids, liquids or gases | |

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| | of them with something vibrating<br><br>Recognise that vibrations from sounds travel through a medium to the ear<br><br>Find patterns between the pitch of a sound and features of the object that produced it<br><br>Find patterns between the volume of a sound and the strength of the vibrations that produced it<br><br>Recognise that sounds get fainter as the distance from the sound source increases | Construct a simple series electrical circuit identifying and naming its basic parts<br><br>Identify whether or a not a lamp will light, based on whether or not the lamp is part of a complete loop with a battery<br><br>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br><br>Recognise some common conductors and insulators and associate metals with being good conductors | Identify the different types of teeth in humans and their simple functions<br><br>Construct and interpret a variety of food chains identifying producers, predators and prey | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br><br>Recognise that environments can change and that this can sometimes pose dangers to living things | 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<br><br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |
| | **LKS2 Working Scientifically:**<br>• *asking relevant questions and using different types of scientific enquiries to answer them*<br>• *setting up simple practical enquiries, comparative and fair tests*<br>• *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*<br>• *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* | | | • *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*<br>• *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*<br>• *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*<br>• *identifying differences, similarities or changes related to simple scientific ideas and processes*<br>• *using straightforward scientific evidence to answer questions or to support their findings.* | |

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| History | **Rotten Romans**<br>**Why did the Romans invade Britain?**<br>**Pupils should be taught about the Roman Empire and its impact on Britain**<br>Examples (non-statutory) This could include: ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | **The Battle of Britain – The Blitz**<br>**How did WWII impact life in Britain?**<br>**Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**<br>Examples (non-statutory): a significant turning point in British history, for example, the first railways or the Battle of Britain | | **Tomb Raiders – Ancient Civilizations**<br>**How was life different in the ancient world?**<br>**Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** | | |
| | **Subject Content - History**<br>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | | |
| Geography | | | **How the world works?**<br>**How do the lines of latitude and longitude help us to travel?**<br>**<u>Locational Knowledge</u>**<br>**Pupils should be taught identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)** | Geography Link<br>Locate different parts of the UK that were affected by the destruction of the Blitz | **Global Goods**<br>**How does my lunch get here?**<br>**<u>Human and physical geography</u>**<br>**Describe and understand key aspects of:**<br>**-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** | **The Wonder of Water**<br>**Where does the water in the tap come from?**<br>**<u>Human and physical geography</u>**<br>**Describe and understand key aspects of:**<br>**-physical geography, including: the water cycle**<br>**<u>Geographical skills and fieldwork</u>**<br>**-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** |
| | **Subject Content - Geography**<br>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | | | | |

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| PE<br><br>Get Set 4 PE | **Cricket**<br>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br>**Fundamentals**<br>• Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping.<br>• Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.<br>• Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development.<br>• Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. | **Ball Skills**<br>• Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.<br>• They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games.<br>• Pupils will have the opportunity to take on different roles and work both individually and with others. | **Dodgeball & Gymnastics**<br>• Use running, jumping, throwing and catching in isolation and in combination<br>• Take part in outdoor and adventurous activity challenges both individually and within a team<br>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Dance**<br>• Perform dances using a range of movement patterns<br>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Football & Athletics**<br>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Rounders & Swimming**<br>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br>• Swim competently, confidently and proficiently over a distance of at least 25 metres<br>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br>• Perform safe self-rescue in different water-based situations. |
| Art & Design<br><br>Design & Technology | **Drawing**<br>To become proficient in drawing techniques.<br>To improve their mastery of art and design techniques, including drawing, with a range of materials.<br>• experiment with showing line, tone and texture with different hardness of pencils;<br>• use shading to show light and shadow effects;<br>• use different materials to draw, e.g. pastels, chalk, felttips;<br>• show an awareness of space when drawing; | **Ancient Egyptian-Pyramids and amulets: sculpture**<br>To become proficient in sculpting techniques.<br>To improve their mastery of art and design techniques, including sculpting with a range of materials.<br>• cut, make and combine shapes to create recognisable forms;<br>• use clay and other malleable materials and practise joining techniques;<br>• add materials to the sculpture to create detail;<br>Key vocabulary: rectangular, concrete, terrace, architect, 2D | **Food from around the world**<br>To learn how to prepare a dish from another country and design our own<br>**Using Design, Make & Evaluate framework**<br>• understand and apply the principles of a healthy and varied diet;<br>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;<br>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Blitz**<br>Perspective paintings<br>To become proficient in painting techniques.<br>To improve their mastery of art and design techniques, including painting with a range of materials.<br>• use varied brush techniques to create shapes, textures, patterns and lines;<br>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;<br>• create different textures and effects with paint; | **To design and create a product**<br>using pulley, gears and winding mechanism.<br><br>**Using Design, Make & Evaluate framework** | **Collage**<br>To improve their mastery of art and design techniques with a range of materials – collage.<br>• select colours and materials to create effect, giving reasons for their choices;<br>• refine work as they go to ensure precision;<br>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;<br>Key vocabulary: texture, shape, form, pattern, mosaic. |

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| | Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | | Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | | |
| Computing | Computing systems and networks – The Internet | Creating media - Audio production | Programming A – Repetition in shapes | Data and information – Data logging | Creating media – Photo editing | Programming B – Repetition in games |
| | -To describe how networks physically connect to other networks<br>-To recognise how networked devices make up the internet<br>-To outline how websites can be shared via the World Wide Web (WWW)<br>-To describe how content can be added and accessed on the World Wide Web (WWW)<br>-To recognise how the content of the WWW is created by people<br>-To evaluate the consequences of unreliable content | -To identify that sound can be recorded<br>-To explain that audio recordings can be edited<br>-To recognise the different parts of creating a podcast project<br>-To apply audio editing skills independently<br>-To combine audio to enhance my podcast project<br>-To evaluate the effective use of audio | -To identify that accuracy in programming is important<br>-To create a program in a text-based language<br>-To explain what 'repeat' means<br>-To modify a count-controlled loop to produce a given outcome<br>-To decompose a task into small steps<br>-To create a program that uses count-controlled loops to produce a given outcome | -To explain that data gathered over time can be used to answer questions<br>-To use a digital device to collect data automatically<br>-To explain that a data logger collects 'data points' from sensors over time<br>-To recognise how a computer can help us analyse data<br>-To identify the data needed to answer questions<br>-To use data from sensors to answer questions | -To explain that the composition of digital images can be changed<br>-To explain that colours can be changed in digital images<br>-To explain how cloning can be used in photo editing<br>-To explain that images can be combined<br>-To combine images for a purpose<br>-To evaluate how changes can improve an image | -To develop the use of count-controlled loops in a different programming environment<br>-To explain that in programming there are infinite loops and count controlled loops<br>-To develop a design that includes two or more loops which run at the same time<br>-To modify an infinite loop in a given program<br>-To design a project that includes repetition<br>-To create a project that includes repetition |
| Music | Romantic and Baroque Era | *Five gold rings* Christmas songs | Disco | Ska (&Reggae) | R&B/Contemporary R &B | *Reflect, Recap* History of music |

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| | • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>• improvise and compose music for a range of purposes using the inter-related dimensions ofmusic<br>• listen with attention to detail and recall sounds with increasing aural memory<br>• use and understand staff and other musicalnotations<br>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>• develop an understanding of the history ofmusic. | | | | | |
| PSHE<br>1 decision | Emotions | Keeping Healthy | Staying Safe<br>&<br>Computer Safety | World Without Judgement | Working World | Growing & Changing & Being Responsible |
| MFL | Spanish | | | | | |