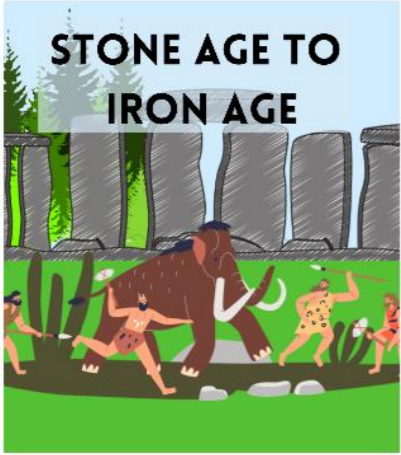
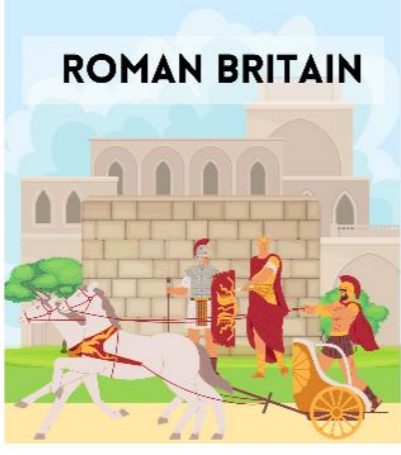

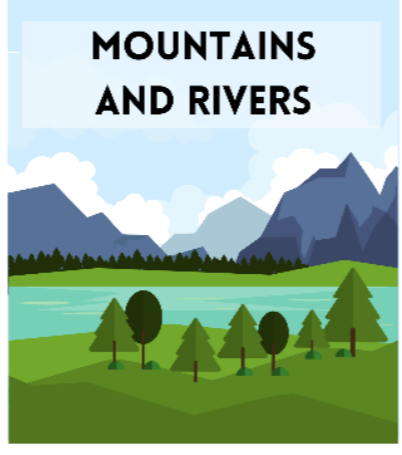


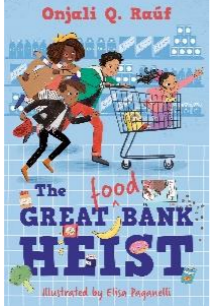
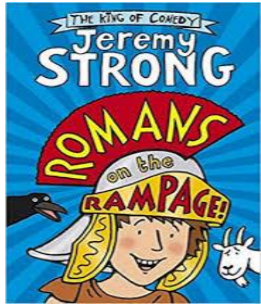
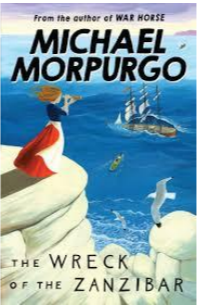
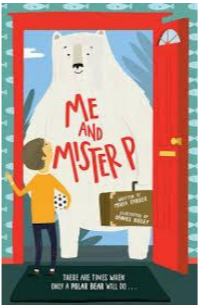

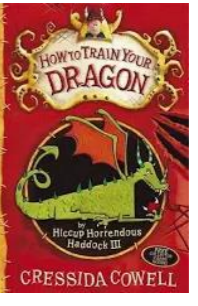


YEAR FOUR CURRICULUM

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Project focus	History	History	Science	Geography	Science	History
Breadth of Project	Stone Age, Bronze Age and Iron Age History	Invaders, the Romans, Celts and gladiators	Living things and their habitats; Animals including humans	Mountain environments and the course of rivers	States of matter	The Vikings, Anglo Saxons and Alfred the Great
Core Texts	 The Great Food Bank Heist- Onjali Rauf	 Romans on the Rampage – Jeremy Strong	 The Wreck of the Zanzibar – Michael Morpurgo	 Me and Mr P – Maria Farrar	 Alice in Wonderland – Emma Chichester Clark	 How to Train your dragon – Cressida Cowell
Memorable Experience	Stone Age to Iron Age workshop A local historian will deliver a workshop explaining about the role of historians, artefacts and archaeology in developing our understanding of ancient History in Britain.	Murton Park Children will learn about life as a Roman soldier in Britain. They will dress as a Roman soldier and learn to march in 'Testudo' formation.	Underwater Experience Virtual Reality underwater experience, learning more about the habitats of marine organisms.	Residential to Malham All children will have the opportunity to visit Malham where they will visit the cove, walk to Gordale Scar and stay overnight in the Youth hostel.	Thackray Medical Museum Children will visit a local museum to learn about how public health improved in Leeds throughout history.	Viking visitor The Vikings have arrived on the coast of Anglo-Saxon England but they are in two minds: should they raid or trade? The pupils will decide!
Community Links	Parents visit classes to view their cave paintings	Black History workshop	Visit to a Mosque	The Yorkshire Dales	Partner school with Thackray Medical Museum	Leeds Royal Armouries
Visits and Visitors	Emily Nelson- Local historian	Herd Farm- Romans are coming!	Visit to Lincoln Green Mosque	Visit to Malham		Viking visitor
English	Reading Core Texts	Reading Core Texts	Reading Core Texts	Reading Core Texts	Reading Core Texts	Reading Core Texts



YEAR FOUR CURRICULUM

	<p>Non-Fiction: The Digestive System Fiction: The Great Food Bank Heist</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph</p> <p>Spelling Children will learn: - statutory word list - /sure/ phoneme (e.g. treasure, enclosure) - Possessive apostrophes with proper nouns - Homophones</p> <p>Grammar and punctuation Children will: - use expanded noun phrases and adverbials to describe specific details - Identify and name key organisational and language features of a shared text - use paragraphs</p> <p>Writing genre and published pieces - Character description to create a clear image in the reader's mind - Mystery narrative to entertain children of their own age - A question and answer text explaining how the digestive system works</p>	<p>Non-Fiction: Fiction: Romans on the Rampage</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph - give or explain the meaning of words in context - interpret the text, using evidence to explain and justify their knowledge</p> <p>Spelling Children will learn: - statutory word list - Prefixes (in-, il-, im-, ir-) - Suffixes (-ing, -er, -en, -ed)</p> <p>Grammar and punctuation Children will: - use expanded noun phrases and adverbials to describe specific details - Identify and name key organisational and language features of a shared text - use paragraphs</p> <p>Writing genre and published pieces - Diary as a character from the class novel to recount key details - Historical narrative to entertain an audience of children of their own age - A question and answer poster informing the reader about the life of Boudicca</p>	<p>Non-Fiction: Kids Fight Climate Change Fiction: The Wreck of the Zanzibar</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph - give or explain the meaning of words in context - interpret the text, using evidence to explain and justify their knowledge - identify and explain how meaning is enhanced through an author's word choices</p> <p>Spelling Children will learn: - /g/ phoneme spelt 'gu' - words ending -ture - Possessive apostrophes with plurals - Homophones - statutory word list</p> <p>Grammar and punctuation Children will: - use a range of co-ordinating and subordinating conjunctions to write a range of sentence types - Use adverbial phrases and prepositions to add cohesion</p> <p>Writing genre and published pieces - Poetry inspired by the sea using figurative language - Informal letter to persuade, written in role as a character from the class novel - formal letter to Mr Gorton persuading him to take impactful actions which will conserve the oceans</p>	<p>Non-Fiction: Fiction: Me and Mister P</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph - give or explain the meaning of words in context - interpret the text, using evidence to explain and justify their knowledge - identify and explain how meaning is enhanced through an author's word choices</p> <p>Spelling Children will learn: - Prefixes (anti-, inter-) - Words ending -cian, -sion, -tion, -ssion - Proofreading strategies</p> <p>Grammar and punctuation Children will: - use a range of co-ordinating and subordinating conjunctions to write a range of sentence types - Use adverbial phrases and prepositions to add cohesion - use paragraphs to organise ideas - use inverted commas to punctuate direct speech</p> <p>Writing genre and published pieces - Information leaflet on the Yorkshire Dales to inform and persuade someone who is interested in visiting the Yorkshire Dales - Narrative to entertain based on the class novel, Me and Mister P</p>	<p>Non-Fiction: Fiction: Alice in Wonderland</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph - give or explain the meaning of words in context - interpret the text, using evidence to explain and justify their knowledge - identify and explain how meaning is enhanced through an author's word choices</p> <p>Spelling Children will learn: - /s/ phoneme spelt sc (e.g. scientific) - Words ending -sion - Apostrophes for possession including singular and plural nouns - Homophones - Statutory word list</p> <p>Grammar and punctuation Children will: - use different verb forms taught, mostly accurately - Use inverted commas to punctuate direct speech - Use commas after fronted adverbials consistently</p> <p>Writing genre and published pieces - Instructions explaining how to make a potion of their own creation, linked to Alice in Wonderland - Narrative to entertain based on the story Alice in Wonderland</p>	<p>Non-Fiction: Viking raiders and settlers Fiction: How to Train Your Dragon</p> <p>Reading Skills Children will: - retrieve information from the text - summarise main ideas from more than one paragraph - give or explain the meaning of words in context - interpret the text, using evidence to explain and justify their knowledge - identify and explain how meaning is enhanced through an author's word choices</p> <p>Spelling Children will learn: - Suffixes (-ous) - Prefixes - Adding -ly to words ending 'y', 'le' and 'ic' - Statutory word list</p> <p>Grammar and punctuation Children will: - use different verb forms taught, mostly accurately - Use inverted commas to punctuate direct speech - Use commas after fronted adverbials consistently</p> <p>Writing genre and published pieces - Setting description to create a clear image in the reader's mind - Historical report to inform a reader about the answer to the question: 'Why are the Vikings considered 'vicious'?'</p>
<p>Maths</p>	<p>Place Value: up to 10,000, negative numbers Addition and Subtraction: up to 4 digits using efficient methods</p>	<p>Addition and Subtraction: up to 4 digits using efficient methods Area: Counting squares, making shapes and comparing area Multiplication and Division: 11- and 12-times multiplication and division facts.</p>	<p>Multiplication and Division: efficient multiplication method, factors, multiply and divide 2- and 3-digit numbers by 1 digit Length and perimeter: measuring and converting measurements of length. Finding the perimeter of rectilinear shapes.</p>	<p>Decimals: make a whole, write, compare and order decimals. Identify halves and quarters as decimals. Fractions: equivalent fractions, fractions greater than 1, count in fraction, add fractions, subtract from whole amounts, and calculate fractions of a quantity. Decimals: tenths and hundredths, divide 1 and 2 digits by 10, 100</p>	<p>Decimals: tenths and hundredths, divide 1 and 2 digits by 10, 100 Money: pounds and pence, order money, round money to estimate. Solve problems using all 4 operations. Time: Read, write and convert time between analogue and digital 12 and 24-hour clocks.</p>	<p>Shape: Properties of 2D and 3D shapes Statistics: Read and interpret line graphs, two-way tables and timetables. Position and direction: Describe position and draw and move shapes on a grid</p>




YEAR FOUR CURRICULUM

Science	Digestive system and teeth Children will: - 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.	Electricity Children will: - identify common appliances that run on electricity. - construct a simple series 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 series circuit. - recognise some common conductors and insulators, and associate metals with being good conductors.	Living Things and their habitats; Animals including humans Children will: - 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 something pose dangers to living things.	Sound Children will: - 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.	States of Matter Children will: - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state then they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Our Changing World Children will: - Look at the plants in the school grounds at different times of the year and explore how plants and trees can be identified and classified
DT		Textiles 2-D shape to 3-D product Children will create a 3D Christmas decoration to decorate our classroom		Electrical Systems Simple circuits and switches (including programming and control) Children will design and make a light to help them find their way on a Malham night-time walk	Food Healthy and varied diet (including cooking and nutrition requirements for KS2) Children will make a loaf of bread using ancient grains for our Saxon and Viking food day	
History	Prehistoric Britain from the stone age to iron age Children will: - know that before the Stone age, much of Britain was covered in ice. - will know the three sections of the Stone Age: Paleolithic, Mesolithic, Neolithic. - know that the Paleolithic period lasted for 3 million years - know in the Neolithic period, people migrated as nomads, hunter gatherers and settled as farmers. - know early humans lived in Roundhouses. - know the Iron Age improved the technology available to early humans in Britain. - share examples of archaeologists using and interpreting evidence has formed these views of the Stone Age to Iron Age (E.g Box Grove, Cheddar Man, Starr Carr, Stone Henge, Amesbury Archer, Beaker People, Must Farm, Castle Hill)	The Roman Empire and its Impact on Britain Children will: - know what Britain was like before the Romans, who they were and what was their role. - know Roman Britain was part of a huge empire ruled from Rome. They understand the meaning, size and timescale of the Roman empire using maps and timelines. - describe why Rome was interested in Britain (wealth, secure borders, raw materials such as corn and iron, slaves). - list several groups/people who invaded Britain and can describe the importance of the Roman army and their defences (peace and conflict theme - Boudicca's rebellion, hand to hand combat, some fought and some allied). - explain the lasting impact/legacy the Romans made in Britain (architecture: forts and walls, roads, bath houses and sanitation: aqueducts, towns, words and language: Latin).			Local history study Children will: - know that some of the most significant events in medical history took place in Leeds. - understand that in 1832 the Cholera epidemic hit Leeds because of the dirty river and canal water. - describe what happened to areas surrounding the Kirkgate market and the impact this had. - know about the impact that Florence Nightingale had on modern medicine and how she helped make sure the LGI was safe.	Saxons and Vikings Children will: - know the Anglo-Saxons invaded Britain after the Romans left in AD 410 - know that the country we now know as England ('Angle' Land) was settled by Angles, Saxons and Jutes, which were tribes from across the North Sea. - know England was split into seven kingdoms, all led by warring kings. (Some children may name these: Northumbria, Mercia, Wessex, Kent East Anglia, Essex and Sussex) - know the Vikings came from Scandinavia, invaded and pillaged land that was occupied by Anglo-Saxons. - know the Vikings travelled on longboats and raided places such as monasteries where they could take many expensive goods to trade. - know that the Vikings permanently settled in England by AD 878.
Geography		Roman Britain Children will: - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Rome) - know Rome is in Italy and locate it on a map. - name some physical features of Rome: The Colosseum, St Peter's Basilica, Trevi Fountain	Ocean Life Children will: - know latitude is the distance a place is from the equator and is measured in degrees (you are either north or south of the equator). - know longitude lines are imaginary and sometimes called meridians (they measure how far east of west an object is from a line called the Greenwich Meridian).	Mountains and Rivers Children will: - know the Rive Aire is in Leeds. - know many cities like Leeds are built near rivers due to mills, shops and factories needing water in the past. - know rivers have an upper, middle and lower course. - describe at least two features of a river (e.g. delta, floodplain, interlocking spurs, meander, oxbow lake, V-shaped valley).		Saxons and Vikings Children will: - know settlements are where people live and sometimes work. - name different types of settlements (e.g. city, hamlet, village, town). - discuss economic trade links on the coast in the modern day. - know the Saxton shore was a large area stretching across the South-East Coast. - know Saxton shore is in South-East England.



YEAR FOUR CURRICULUM

		<ul style="list-style-type: none"> - name some human features of Rome: River Tiber or The Apennines. - name some human features of Leeds: Leeds Town Hall, Leeds Cathedral, Kirkstall Abbey, River Aire. - name the physical features of Leeds: River Aire and Beecroft Hill. - know Leeds is in a temperate climate zone. - know Rome is in a Mediterranean climate zone. - name some differences in climate, animals and plant type between Rome and Leeds. - improve their map skills. - complete field work. 	<ul style="list-style-type: none"> - know lines of significance: arctic circle, Antarctic circle, Tropic of Cancer, Tropic of Capricorn. - Identify 8 points on a compass. - know a time zone is an area of Earth where everyone uses the same time. - know some countries have different time zones. - name some of the human and physical features of the Isle of Scilly. - improve their map skills. - complete field work. 	<ul style="list-style-type: none"> - describe a type of mountain (e.g. volcanic, plateau, Fold, dome or fault-block). - know there are mountains within their locality (e.g. Yorkshire Dales and can name some features- river source, plateau, erosion, steep sloping sides, waterfalls). - name some mountain ranges and rivers from around the world (Himalayas, Rocky Mountains, Andes, Ethiopian highlands, Pyrenees, Alps). - name some of the world rivers: River Nile, Amazon River, Congo, Yellow River, Parana River, Mississippi. - name some of the ways that rivers are polluted. - improve their map skills. - complete field work. 		<ul style="list-style-type: none"> - improve their map skills. - complete field work.
Computing	<p>E-Safety: Are you a privacy pro?</p> <p>I can describe strategies for keeping personal information private, depending on context.</p> <p>Computing systems and networks: Children will: Recognise the internet as a network of networks including WWW, and why we should evaluate content. Children will use Book Creator to develop a book about aspects of the Stone Age, using search correctly and evaluate the information that they find.</p>	<p>E-Safety: Online Personas</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>Creating Media: Children will: Capture and edit audio to produce a podcast, ensuring copyright is considered. Children will use Audacity to create a Podcast regarding an aspect of Roman life, comparing it to their lives today.</p>	<p>E-Safety: Alan the Alien</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>Programming: Children will: Use text-based programming language to explore count-controlled and infinite loops when drawing shapes.</p>	<p>E-Safety: Right to reuse?</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>Creating Media: Children will: Manipulate digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. Children will create a booklet on Malham's physical features.</p>	<p>E-Safety: Time to Respect</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>Data and information: Children will: Recognise how and why data is collected over time, before using data loggers to carry out an investigation – Use Arduino app on iPads to investigate how long ice takes to melt in different environments.</p>	<p>E-Safety: Life Vs Tech</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>Programming: Children will: Use block-based programming language to explore count-controlled and infinite loops when creating a game involving navigating a Viking Long Boat.</p>
Art	<p>Drawing Children will: - learn about the work of Meghan Earle. - use close observation and imagination to complete a finished piece. - create texture using hatching, stippling and cross-hatching.</p>	<p>Sculpture Children will: - learn about the designs used by Roman mosaic artists. - use slip and score technique to join layers of clay. - cut new pieces of clay. - design and create even and regular patterns, including geometric patterns.</p>	<p>Mixed media Children will: - learn about Batik as an artform . They will create their own batik of a sea creature using gutta and silk inks.</p> 		<p>Painting Children will: - learn about the work of Arleen Wild. - create texture using a variety of tools and media (e.g. sand mixed with paint; sand sprinkled on wet paint).</p>	



YEAR FOUR CURRICULUM

<p>Music</p>	<p>Body and tuned percussion. Children will explore the rainforest through music and be introduced to new musical terms. They will use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> <p>Harvest festival.</p>	<p>Adapting and transposing motifs. Children will learn a new song, singing in time and in tune. They will identify motifs aurally and play a repeated pattern on a tuned instrument. Children will create and perform a motif, notating it with some accuracy. They will transpose their motif and change the rhythm, combining different versions of a musical motif to perform as a group using musical notation.</p> <p>Drumming workshop – romans. Christmas singing.</p>	<p>Rock and Roll. Children will learn about the origin and features of rock and roll music. Children will learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class.</p>	<p>Changes in pitch, tempo and dynamics. Children will learn to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Children will represent the different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>Haiku, music and performance. Children will look at the springtime festival of Hanami, celebrating the feeling beauty of spring flowers. Children will use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final group performance.</p>	<p>Developing singing technique. The children will develop their singing technique: learning to keep in time, and work on musical notation and rhythm. This will culminate in a group performance of a Viking song with actions.</p>
<p>PE & Sport</p>	<p>Tag Rugby Children will learn how to link their movements together into a sequence on both apparatus and the floor.</p> <p>Dance Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>	<p>OAA Children will further develop problem solving skills through a range of challenges. Children will develop their knowledge of map reading, identifying key symbols and following routes.</p> <p>Ball skills Y3/4 Children will have the opportunity to develop their accuracy and consistency when tracking a ball. Children will develop catching with one and two hands as well as dribbling with feet and hands.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>	<p>Basketball Children will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p> <p>Sports Hall Athletics Children will develop basic running, jumping and throwing techniques.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>	<p>Netball Children will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball.</p> <p>Gymnastics Children will create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>	<p>Cricket Children will learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.</p> <p>Athletics Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>	<p>Rounders Children will learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles.</p> <p>Tennis Children will develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p> <p>Swimming Children will follow Swim England School Swimming Framework Awards</p>
<p>French</p>		<p>Games Children will learn how to say nursery rhymes in French play some playground games and recite numbers to 30.</p>	<p>Transport Children will learn how to say how they get to school.</p>	<p>Hobbies, Birthdays Children will learn to say what they like to do in their spare time.</p>	<p>Colours Children will learn about the different colours.</p>	<p>Body parts Children will learn about the different body parts.</p>
<p>RE</p>	<p>Christianity Key Question: Who can inspire us? Children will learn about Jesus as a leader and Mother Teresa.</p>	<p>Judaism Key question: How are important events remembered in ceremonies? Children will learn about synagogues and the celebration of Hanukah.</p>	<p>Islam Key Question: What do creation stories tell us about our world? Children will learn about how Muslims believe that Allah's work is never complete.</p>	<p>Sikhism Key Question: What values are shown in codes for living? Children will learn about the 5 Ks and what they mean.</p>	<p>Christianity Key Question: How are important events remembered in ceremonies? Children will learn about communion, lent and good Friday.</p>	<p>Islam Key question: Key Question - Why are some places and journeys special? Children will learn about special places, pilgrimage and Mecca.</p>
<p>PSHE</p>	<p>Mental health and emotional wellbeing Democracy</p> <p>Feeling good and being me Feelings – Intensity - I can use a range a words to describe my feelings</p>	<p>Physical health and wellbeing Children will learn about why people choose to avoid certain foods and the importance of sleep. Life changes</p> <p>Positive & negative effects on emotional wellbeing & mental health - I am learning to accept that I will feel a wide range of emotions depending on the situation</p> <p>Changes in the human life cycle</p>	<p>Drug, alcohol and tobacco education Children will learn about the effects and risks of drinking alcohol.</p> <p>Strong emotions</p> <p>Resisting pressure - I can stand up for myself without hurting others</p> <p>Biological differences between male and female children</p>	<p>Identity, society and equality Children will learn about stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Being the same/being different Stigma - I know what stereotyping is</p>	<p>Keeping safe and managing risk Children learn how to be safe in all aspects of life and know what to do in an emergency.</p> <p>Friends and Family Skills to maintain & keep positive relationships - I can describe a healthy relationship</p>	<p>Relationship and sex education Growing up and changing</p> <p>Solving problems</p> <p>Coping with difficult situations - I can cope in difficult situations</p> <p>Feeling good about being different</p>



YEAR FOUR CURRICULUM

Innovate and enhance	Children will design and make a stone age tool out of clay.	Marching to formation as Roman soldiers. following instructions in basic Latin (using shields and helmets)	Art gallery of Batik artwork for parents	Malham Residential	Visit from a local pastor	Children create a song inspired by the Vikings and present it alongside an Anglo Saxon poem, such as Beowulf
----------------------	---	--	--	--------------------	---------------------------	--

