Year 4 Curriculum Plan   Beechwood Primary School

Term	Autumn		Spring		Summer	
Theme	**Journey with The Romans**		**Sky High**		**Zero to Hero**	
Texts	Ice Palace	Butterfly Lion	Sky Hawk	Firework Maker's Daughter	Beowulf	Short hero texts
English	**F1:** Traditional tales. Characterisation. **NF1:** Recounts.	**F2:** Stories with different settings **NF2:** Letter writing **P1**: Christmas Poetry	**F3**: Adventure story **NF3**: Diary writing	**NF4**: Information texts **F4**: Fantasy **NF5**: Persuasive writing	**F5**: Suspense **NF6**: Newspapers	**NF7**: Biographies **F6**: Scripts
Reading	Ice Palace	Butterfly Lion	Sky Hawk	Firework Maker's Daughter	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 Humans - Health** - recognise the impact of diet and exercise on the way their bodies function	**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.	**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). -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Science week**	**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 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.	**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 dangers to living things.

					-Recognise some common conductors and insulators, and associate metals with being good conductors.	
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 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, evaluating, and presenting data and information. -Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**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, evaluating, and presenting data and information. -Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**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 algorithms work and to detect and correct errors in algorithms and programs. -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.	**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 programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.	**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. -Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**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 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. -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.

Geography		Regions of The World Physical Geography Describe and understand key aspects of physical geography: Climate zones and biomes.		Geographical Skills and Fieldwork **Mapping** Use compass points, 4-figure grid references and coordinates to build knowledge of the wider world.		Our Island Locational Knowledge Know and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, (including hills, mountains, coasts and rivers) -
History	**The Roman Empire and its impact on Britain** -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 -Boudica 'Romanisation' of Britain		**Britain's settlement by Anglo-Saxons and Scots** -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements, art and culture -Christian conversion – Canterbury, Iona and Lindisfarne		**The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066AD** -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England -Further Viking invasions and Danegeld. -Anglo-Saxon laws and justice. -Edward the Confessor and his death in 1066.	
Art	Mosaics to be made both from coloured paper and stone.	**Project** - **African Art** **Skill** - Pencil drawing animals, Savannah Silhouettes Evaluate and analyse creative works using the language of art, craft and design **Medium** – Paint and colored paper **Artists** – African Art and artists study	Bird themed art.	**Project – Anglo Saxon and Celtic Art** Letter art illustrations. Calligraphy Brooches Celtic knots **Skill** – Pencil work, calligraphy. **Medium** – pencil and Paint. **Artists** - Famous Celtic artworks Lindisfarne gospels	**Project – Colourful Artists** **Skill** - evaluate and analyse creative works using the language of art. Creating work based on the skills and ideas of an artist. Using colour for effect. **Medium** – Paint, chalk, pastels, coloured pencils **Artists** - Joan Miro	Superhero artwork.

					Piet Mondrian Steve Brown Pablo Picasso	
DT	**Design and Technology** **Romans** Shields Mosaics **Design and Technology** **Research** - Research shield and mosaic designs. View examples from museums and ruins. **Design** apply their understanding to create a design criteria. **Make** – Make Shields using card and other materials. **Evaluate** – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		**Design and Technology** **Transport - Aeroplanes** **Research** - use research and develop design criteria to inform the design of a functional, appealing products that are fit for purpose. **Design** Experiment with design ideas, testing and recording their ability to fly. **Make** – Develop prototypes leading to a final model. **Evaluate** – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Celtic Jewellery		**Design and Technology** **Create!** **Tapestries** **Animation (ICT Link)** **Cookery – Pinchos (DT)** **Design and Technology** **Research** - **Pinchos: Use research and develop design criteria to inform the design of a functional, appealing product that is fit for purpose.** **Design** **Make** – **Animation: Apply their understanding of video software to create a stop motion animation.** **Pinchos: Bring ingredients to make final pincho design.** **Evaluate** – **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**
RE Discovery	**Beliefs and Practices** How special is the relationship Jews have with God? **Religion:** Judaism	**Christmas** Concept: Incarnation What is the most significant part of the nativity story for Christians today? **Religion:** Christianity	**Passover** How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism	**Easter** Concept: Salvation Is forgiveness always possible for Christians? **Religion:** Christianity	**Rites of Passage and good works** What is the best way for a Jew to show commitment to God? **Religion:** Judaism	**Prayer and Worship** Do people need to go to church to show they are Christians? **Religion:** Christianity

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	Jazz	Africa	Minimalism	Samba	Vikings	Words, words, words
MFL	**Cultural Unit – Where in the world speaks French?** All about other countries that speak French. **Numbers and the Alphabet** • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words **My Family and me** • 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	**My Home** • Describing the size of a home. • Things you'll find in each room (household appliances etc) **Colours** • Revise colours of the rainbow • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue'	**Animals** • Farm animals • Zoo animals • Create/design their own farm or zoo **Food** • Revise foods from Y3 • Revise the bakers and butchers Children will learn: • Foods found in the supermarket • Creating own shopping lists **Calendar** • 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	**Clothing** • Revise items of clothing • Describing what you wear on different days. On weekends, I wear… • Create a clothing shop • Body parts **Shopping** • Revision of Year 3 • Pocket money • Different shops and prices	**Holidays and Celebrations** • Revision from Y3 • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals **My Town** • 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)	**The Weather** • Revision of weather from Y3. • Describing the weather with adjectives. • Describing past, present and future weather **Sports and Hobbies** • Revision of sports • Introducing hobbies • Simple phrases to describe hobbies **School** • Revision of Y3 • Tour of the school • School times and subjects • What I want to be when I leave school
PSHE Jigsaw	**Being me in my world** 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	**Celebrating difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences. Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Dreams and Goals** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Healthy Me** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Relationships** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Changing me** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Trips	Trip to Butser Farm.				Reading museum – Bayeaux tapestry?	A Viking visits the school.

Experiences					