



# 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
Questful RE	<b>Harvest</b> – How do people of faith say thank you to God for the Harvest? – Hindu festival of Pongal	Christmas – Why is Jesus described the light of the World?	Jesus – Why do Christians believe Jesus is the son of God?	Easter – A story of betrayal or trust?	The Church – Are all churches the same? – places of worship	<b>David and the Psalms</b> – What values do you consider to be important?
Reading Unit	Science: Living Things/Habitats/Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Writing Text	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Purpose	Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Narrative: Invention Narrative Purpose: To narrate
Maths	Place Value, Addition and Subtraction	Multiplication, Division	Graphs, Fractions, Time	Decimals, Money, Mass	Volume, Area, Geometry	Position, Roman Numerals
Science	Living Things and their Habitats <b>How many ways can you group animals?</b> 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	States of Matter <b>What happens when you change the temperature?</b> Compare and group materials together according to whether they are solids, liquids or gases  Observe that some materials change state	Animals including Humans <b>Can you explain the journey of your lunch?</b> Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in	Sound <b>Why do our ears hear noises?</b> Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear	Electricity <b>What happens when you turn on a switch?</b> Identify common appliances that run on electricity  Construct a simple series electrical circuit identifying and naming its basic parts	



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	<p>things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>humans and their simple functions</p> <p>Construct and interpret a variety of food chains identifying producers, predators and prey</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors</p>	
	<p><b>LKS2 Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>			<ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
History		<p><b>Rotten Romans</b> <b>Why did the Romans invade Britain?</b> Pupils should be taught about the Roman Empire and its impact on Britain Examples (non-statutory) This could include: ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman</p>	<p><b>Traders and Raiders (History with geographical features)</b> <b>Anglo-Saxons &amp; Vikings</b> <b>Why did the Anglo Saxons come to Britain?</b> <b>Were the Vikings really villains?</b> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld</p>			



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		<p>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</p>	<p>♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066</p>		
	<p><b>Subject Content - History</b></p> <p>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.</p>				
Geography	<p><b>How the world works?</b>  <b>How do the lines of latitude and longitude help us to travel?</b>  <u>Locational Knowledge</u>                      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)</p>		<p style="text-align: center;"><u><b>Human and Physical Geography</b></u></p> <p>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</p> <p style="text-align: center;"><u><b>Geographical skills and Fieldwork</b></u></p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;"><b>Global Goods</b>  <b>How does my lunch get here?</b>  <u>Human and physical geography</u>                      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</p>	<p style="text-align: center;"><b>European Explorers</b>  <b>How does life in Italy differ to that in the UK?</b>  <u>Locational knowledge</u>                      Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
	<p><b>Subject Content - Geography</b></p> <p>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.</p>				



'Let Your Light Shine'



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<p style="text-align: center;"><b>Art &amp; DT</b></p>	<p><b>Drawing</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk, felttips;</li> <li>show an awareness of space when drawing;</li> </ul> <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p><b>Design a Roman Shield</b> <b>Textiles/ materials</b> <b>Using Design, Make &amp; Evaluate framework</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining;</p> <p>Key vocabulary: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration.</p>	<p><b>To design and create a product</b> using pulley, gears and winding mechanism.</p> <p style="text-align: center;"><b>Using Design, Make &amp; Evaluate framework</b></p>	<p><b>Viking Life</b> Perspective paintings To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> </ul> <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>Food from around the world</b> To learn how to prepare a dish from another country and design our own <b>Using Design, Make &amp; Evaluate framework</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet;</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Collage</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their choices;</li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>Key vocabulary: texture, shape, form, pattern, mosaic.</p>
<p style="text-align: center;"><b>PE</b>  Get Set 4 PE</p>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping.</li> <li>Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body</li> </ul>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Pupils develop their understanding of the attacking and defending principles of invasion games.</li> <li>Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. pupils do this by maintaining possession and moving the ball towards goal to score.</li> <li>Pupils develop their understanding of the importance of fair play and honesty while self-managing games and</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Pupils explore their understanding of the principles of striking and fielding.</li> <li>Pupils 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. They focus on developing throwing, catching and batting skills.</li> <li>Pupils have to think about how they use skills, strategies and</li> </ul>



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

	<p>moves at different speeds as well as how to accelerate and decelerate.</p> <ul style="list-style-type: none"> <li>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development.</li> <li>Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have the opportunity to take on different roles and work both individually and with others.</li> </ul> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules</li> </ul>	<p>running, jumping and throwing.</p> <ul style="list-style-type: none"> <li>Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best</li> </ul>	gymnastics]	<p>learning and abiding by key rules.</p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> <li></li> </ul>	<p>tactics to outwit the opposition.</p> <ul style="list-style-type: none"> <li>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>
Computing	<p>Computing systems and networks – The Internet</p> <p>-To describe how networks physically connect to other networks</p>	<p>Creating media - Audio production</p> <p>-To identify that sound can be recorded -To explain that audio recordings can be edited</p>	<p>Programming A – Repetition in shapes</p> <p>-To identify that accuracy in programming is important -To create a program in a text-based language</p>	<p>Data and information – Data logging</p> <p>-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically</p>	<p>Creating media – Photo editing</p> <p>-To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images</p>	<p>Programming B – Repetition in games</p> <p>-To develop the use of count-controlled loops in a different programming environment</p>



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	<p>-To recognise how networked devices make up the internet</p> <p>-To outline how websites can be shared via the World Wide Web (WWW)</p> <p>-To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>-To recognise how the content of the WWW is created by people</p> <p>-To evaluate the consequences of unreliable content</p>	<p>-To recognise the different parts of creating a podcast project</p> <p>-To apply audio editing skills independently</p> <p>-To combine audio to enhance my podcast project</p> <p>-To evaluate the effective use of audio</p>	<p>-To explain what 'repeat' means</p> <p>-To modify a count-controlled loop to produce a given outcome</p> <p>-To decompose a task into small steps</p> <p>-To create a program that uses count-controlled loops to produce a given outcome</p>	<p>-To explain that a data logger collects 'data points' from sensors over time</p> <p>-To recognise how a computer can help us analyse data</p> <p>-To identify the data needed to answer questions</p> <p>-To use data from sensors to answer questions</p>	<p>-To explain how cloning can be used in photo editing</p> <p>-To explain that images can be combined</p> <p>-To combine images for a purpose</p> <p>-To evaluate how changes can improve an image</p>	<p>-To explain that in programming there are infinite loops and count controlled loops</p> <p>-To develop a design that includes two or more loops which run at the same time</p> <p>-To modify an infinite loop in a given program</p> <p>-To design a project that includes repetition</p> <p>-To create a project that includes repetition</p>
Music	Romantic and Baroque Era	<i>Five gold rings</i> Christmas songs	Disco	Ska (&Reggae)	R&B/Contemporary R &B	<i>Reflect, Recap</i> History of music
<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>						
PSHE 1 decision	Emotions	Keeping Healthy	Staying Safe & Computer Safety	World Without Judgement	Working World	Growing & Changing & Being Responsible
Spanish Language Angels	Intermediate Language – Presenting Myself ME PRESENTO		Intermediate Language – My Family MI FAMILIA		Intermediate – My Home MI CASA	

