



## Long Term Curriculum Map Year 4

Autumn	What Happened in Britain after The Romans Left?
<b>Value</b>	Autumn 1 – Initiative - Have ideas to share and explore with one another, support one another when appropriate Autumn 2 – Resilience – we show different ways of doing things and ensure that we try to improve or better ourselves each time
<b>Possible Hook Trips/visits</b>	British museum exploration
<b>Key Texts</b>	Saga of Eric Viking by Terry Jones Beowulf by Michael Morpurgo (SS) The Buried Crown By Ally Sherrick Anglo-Saxon Boy By Tony Bradman There's a Viking in My Bed and Other Stories By Jeremy Strong
<b>English</b>	Saga narrative Poetry Non-chronological reports Recounts
<b>GPS</b>	Revision from Y3, conjunctions, question and exclamation marks, prepositions, words to express time, pronouns, present and past tense, auxiliary verbs, direct speech, adverbs
<b>Speaking &amp; Listening</b>	Use developing vocabulary to clearly structure my descriptions Work in a group to create and improvise a story
<b>Science</b>	
<b>Geography</b>	Local geography related to invaders (Y1 AT, Y2 Sp2, Y3 AT1 Geography) Using maps to show change over time
<b>History</b>	Anglo-Saxons, Vikings (Please teach in chronological order)
<b>Art &amp; Design</b>	Textiles (Weaving) (Y6 AT1 Art)
<b>Design Technology</b>	Construction Product using previously taught skills – wood, sawing
<b>Computing</b>	Editing and writing HTML – unit 4.4, Developing a simple educational game – unit 4.1
<b>RE</b>	How special is the relationship Jews have with god? (Judaism), What is the most significant part of the nativity story for Christians today? (Christianity)
<b>PE</b>	Netball, dance, tag rugby, dodgeball
<b>Music</b>	
<b>PSHE</b>	Teamwork, fighting, war, human effects of disasters
<b>Maths Links</b>	Measures
<b>End Outcome</b>	Viking experience day with a workshop which has been planned by the children



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Spring	Is There Anything Left to Invent?	How Can We Improve our Outdoor Area?
<b>Value</b>	Empathy – we can reflect on our actions and behaviour choices and always want to do better	Self-confidence – we can stand up for ourselves and are always trying to be a better version of ourselves
<b>Possible Hook</b>	Victoria & Albert Museum with workshop	Local walk and survey
<b>Trips/visits</b>		National Gallery – drawing workshop RSPB Workshop
<b>Key Texts</b>	The Lost Thing by Shaun Tan (SS) Hooray for Inventors by Marcia Williams The Invention of Hugo Cabret by Brian Selznick	The Green Ship by Quentin Blake (POR) Into the forest by Anthony Browne (POR) The Bluest of Blues by Anna Atkins and the first book of photographs (POR)
<b>English</b>	Instructional writing Speech writing	Adventure stories Recounts
<b>GPS</b>	Alternative verbs, sentence structure, paired adjectives, clauses within sentences, non-countable nouns	Linking ideas in sentences, prepositions, statements and questions, fronted adverbials, adverbs not ending in 'ly'
<b>Speaking &amp; Listening</b>	Present clearly and audibly in front of the class Respond to comments and questions when telling a story or presenting an idea	Use language for a variety of reasons e.g. negotiating or complimenting
<b>Science</b>	Electricity (Y6 AT1 science)	Living things and their habitats
<b>Geography</b>		Mapping and map-reading
<b>History</b>	Major inventions of the modern era in Britain (Y1 Y3 Sp1 DT)	
<b>Art &amp; Design</b>		Drawing (Botanical Artists), Andy Goldsworthy
<b>Design Technology</b>	Electrical Systems and games (Y6 AT1 science)	
<b>Computing</b>	Prototyping an interactive toy – unit 4.2	Presenting the weather – unit 4.6
<b>RE</b>	Can the Buddha's teachings make the world a better place? (Buddhism)	What is the best way for a Jew to show commitment to god? (Judaism)
<b>PE</b>	Football, gymnastics	Hockey, OAA
<b>Music</b>		Environmental sound
<b>PSHE</b>	Fairness, sharing ideas	Environment, global warming, climate change
<b>Maths Links</b>	Measures, data handling, calculations, problem solving	Time, position and direction
<b>End outcome</b>	Dragon's den-style pitch of an invention to parents and school	Gardening competition with plants selected to show children's knowledge of seasonality and habitats for wildlife



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Summer	Why Do We Love Chocolate So Much?	Where in the world...? (Natural Disaster location)
<b>Value</b>	Curiosity – we can extend our learning and understanding by making links through authors and research	Creativity – we want to explore another side of learning
<b>Possible Hook Trips/visits</b>	Cadbury world visit	Tickets, suitcases, launch assembly Natural History Museum
<b>Key Texts</b>	<b>The Chocolate Box by Ruth Walters (Poem)</b> Charlie & the Chocolate Factory by Roald Dahl (SS) The Chocolate Touch by Patrick Skene Catling	Texts related to country chosen
<b>English</b>	Poetry/Jingles Instructions (Recipes) Biographies	Journalistic writing Persuasive writing
<b>GPS</b>	Word classes, alternative adjectives, present and past perfect tense, sentence structures, prefixes, contractions	Plurals, determiners, possessive apostrophes, irregular adjectives, review
<b>Speaking &amp; Listening</b>	Work in a group to create and improvise a story or poem	Build on, and develop, the viewpoints of others in the class and my teacher
<b>Science</b>	The Digestive System, states of matter & water cycle	Sound
<b>Geography</b>	Journey of the cocoa bean, locations of where chocolate comes from	Locational knowledge, continents, mapping, human and physical features, rivers, mountains and earthquakes (Y3 S2 Geography)
<b>History</b>	Cadbury and Fry as significant individuals	
<b>Art &amp; Design</b>	Andy Warhol – Pop Art	Painting and drawing
<b>Design Technology</b>	Cooking (Sweet desserts and chocolates)	
<b>Computing</b>	Producing Digital Music – unit 4.3	Produce a wiki unit 4.5
<b>RE</b>	What is the best way for a Hindu to show commitment to God? (Hinduism)	Humanism
<b>PE</b>	Rounders, swimming	Athletics, swimming
<b>Music</b>	Jingles and adverts	
<b>PSHE</b>	Health, money	Empathy, climate change
<b>Maths Links</b>	Money, measures	Time, positional and directional language
<b>End outcome</b>	Poetry recital	Journalistic writing produced