

YEAR 4 CURRICULUM 2023-24

	AUTUMN	SPRING	SUMMER
History	<p style="text-align: center;">Rampaging Romans</p> <p>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p> <p>BHM: Windrush</p>		<p style="text-align: center;">Anglo-Saxons and Vikings</p> <p>What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? Recap learning from last term. Raiders or settlers: how should we remember the Vikings? Pupil-initiated study (allows choice, promotes creativity and independence but within parameters including writing for audience). Choose from: Sagas Runic writing Religion Famous Vikings Town life</p>
Geography	<p style="text-align: center;">SETTLEMENTS</p> <p>What were the needs of early settlers? What is the origins of place names? How did different settlements change over time? How do you use maps and map symbols to explore settlements? How do you use grid references to investigate settlements? Can I plan a new settlement? Can I create an aerial map of a settlement?</p>	<p style="text-align: center;">RAINFOREST</p> <p>Where is Brazil? An Identification of the human and physical features. What is the climate like in Brazil? What is a rain forest? What is the climate like in the rainforest? What is the flora and fauna in the rainforest? How can we protect the rainforest?</p>	<p style="text-align: center;">Olá Brazil!</p> <p>What is urban and rural Brazil like What are the push/pull factors of Brazil? Who are the indigenous people of Brazil and what part do they play in Brazil's culture?</p>
Maths	Place value Addition and subtraction Area Multiplication and division A	Multiplication and division B Length and perimeter Fractions Decimals A	Decimals B Money Time Shape Statistics Position and direction
Literacy	<p>Reading: Charlotte's Web, The Firework-Maker's Daughter Talk for writing: Finding Tale; Non-chronological report linked to History Poetry: Mr Nobody by Anonymous Down Behind the Dustbin by Michael Rosen</p>	<p>Reading: If I were a Rat or The Scarlet Slippers Talk for writing: Warning tale linked to The Great Kapok Tree; Persuasive letter linked to The Great Kapok Tree Poetry: A Tiger's Tale by John Bennett</p>	<p>Reading: The Snow Walker's Son, Perry Angel's Suitcase, Voices in the Park Talk for writing: Explanation text; Conquering the Monster tale Poetry: From a Railway Carriage by RL Stevenson The Witches' Spell from Macbeth by William Shakespeare</p>
RE	What does it mean to be a Sikh? What can we learn from wisdom? What do Christians mean by Peace at Christmas? Courageous Advocate: Greta Thunberg Charity: Macmillan Cancer support	What do the miracles of Jesus teach? What are the beatitudes? How does Holy Communion build a Christian community? Courageous Advocate: Greta Thunberg Charity: Macmillan Cancer support	What does it mean to be a Jew? Who is Jesus? Courageous Advocate: Greta Thunberg Charity: Macmillan Cancer support
Science	Where does all that food go (digestion)? Good vibrations (sound) Our changing world	In a state (states of matter) Switched on (electricity) Our Changing World	Return to - Where does all that food go? Who am I? Human impact

	Our Changing World			Return to In a State Our Changing World
ICT	Junior Jam iJam Unit 2 iProgram Unit 2 E-safety: Connecting our World		Junior Jam iAnimate Unit 2 iOffice Unit 2 E-safety: Connecting our World	Junior Jam iCommunicate Unit 2 iTech Cyber Security Unit 2 E-safety: Connecting our World
Art/DT	Illustrating the Jabberwocky? Clay figurative sketches and making an art gallery		Dragons and birds printing/ Wax resist Building nests	Rousseau- drawing, collage, recreate painting Birds and trees
DT	Cross curricular linked		Electrical Systems - Simple Circuits and systems	Food - Healthy & Varied diet
Music Junior Jam	Music Theory with Keyboards L2 Singing L2		Songwriting with Glockenspiels L2 Electric drumming L1	African drumming L2 Ukuleles L1
PSHCE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me
PE	West Ham coaching Swimming		West Ham coaching Swimming	Relationships
				Changing Me
				Games (Athletics and Kwik-Cricket) Games (Athletics and Short Tennis 2)
MFL French	Junior Jam L 1 Unit 4 and 5		Junior Jam L1 Unit 6 and 1	Junior Jam L 1 Unit 2 and 3
Trips and visits	London Museum All Hallows Church – Roman workshop Gurdwara		St Paul’s Cathedral Kew Gardens	Synagogue
Texts linked to the topic	Boudica		The Great Kapok Tree (Warning tale) Rainforest (NF) Where the forest Meets the Sea Stanley saves the Rainforest	How to Train a Dragon The Littles Viking How to be a Viking Viking Boy The 1000 year old Boy
WC reading spine books	Bill’s New Frock, Charlotte’s Web, Why the Whales Came, The Firework-Maker’s Daughter, The Snow Walker’s Son, Perry Angel’s Suitcase, Voices in the Park			
Promotion of British Values SMSC	Rule of Law – how things have changed since the Tudor times. Tolerance of others with different faiths or beliefs Mutual respect		Individual liberty Tolerance of others with different faiths or beliefs Mutual respect	Rule of law Tolerance of others with different faiths or beliefs Mutual respect
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]			
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]			
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials			
Spelling	Revision of work from years 1 and 2 Suffixes (-ed –ing –er –est –ment –ness –ful –less –ly –tion) Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words Words with the /ei/ sound spelt ei, eigh, or, ey The /^/ sound spelt ou			

	Words with endings sounding like Words with endings sounding like /zə/ or /tʃə/ Possessive apostrophe with plural words Homophones and near homophones
Terminology for pupil	determiner /pronoun, possessive pronoun /adverbial

*For detailed information regarding the NC for your year group, see separate planning documents.