

Barnfields Primary School



Year 4
2021 – 2022

Curriculum Outline

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

ACADEMIC YEAR 2021 - 2022	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	The Empire Strikes Back		Glittering Hoard		Back to the Future	
Visits/Visitors	Chester Wall		Birmingham Museum and Art Gallery Tamworth castle		Think Tank Birmingham	
Learning Celebrations	Roman Museum event.		Saxon Museum		STEM Workshop	
Local Links	Wall		Staffordshire hoard			
Texts Used F: Fiction P: Poetry NF: Non-fiction V: Video Italics: Traditional Tale Classic texts	Diary of Dorkius Maximus (F) (V) DK Find Out Ancient Rome (NF) Escape from Pompeii (F) Boudicca (NF)		Beowulf (F) King Arthur and the Knights of the Round Table (F) Jotun (V) (F) DK Find Out Vikings (NF) Arthur and Golden Rope (F) Viking Longship (historical fiction)		Back to the Future (V) (F) The Iron Man (F) The Wild Robot (F) Bibo (V) (F) Mr Hublet- video short DK Find Out Robots (NF)	
Reading	<p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 					

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		Comprehension:					
		<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
English Writing	Fiction	Narrative-Historical	Diary	Narrative-Viking legend	Narrative-Historical	Narrative	Poetry
	Non-Fiction	Non-chronological Report	Chronological Report	Newspaper report	Non-chronological report	Explanation Text	Persuasive Writing
Writing (including Grammar, Punctuation and Spelling)		<p>We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</p> <p><u>Spelling:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) 					

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- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Word:

- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Sentence:

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

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: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**

Terminology for pupils:

- determiner
- pronoun, possessive pronoun
- adverbial

Mathematics (White Rose)	Place value Addition and subtraction	Measurement Multiplication and division	Multiplication and division Measurement (area)	Fractions Decimals	Decimals Money	Time Statistics Geometry
Science	<p><u>States of matter</u> 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)</p>		<p><u>Living things and their habitats</u> 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</p>		<p><u>Electricity</u> 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.</p>	

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	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans</p> <p>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.</p>	<p>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.</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><u>SOUND</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</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's source increases</p>
History	<p>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.</p>	<p>The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>

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	<p>Successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>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>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>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).</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture.</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>Viking raids and invasion.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice.</p> <p>Edward the Confessor and his death in 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>Local history: (Staffordshire Hoard and Wall) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>A significant turning point in British history, for example, the first railways or the Battle of Britain (inventions): The invention of the steam locomotive.</p>
Geography	<p><u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p><u>Human Geography</u> 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><u>Fieldwork</u> To observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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	<p>Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of equator.</p> <p>Physical Geography Physical geography, including: volcanoes The ring of fire. Layers of the Earth and tectonic plates.</p> <p>How volcanoes are formed.</p> <p>Roman mythology around volcanoes</p>		<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
Art	<p>Sculpture</p> <p>Clay Roman busts</p>	<p>Printing</p> <p>Anglo-Saxon symbols, key objects, lettering</p>	<p>Painting</p> <p>Inspired by Claude Monet (train paintings)</p>			
Design and Technology	<p>Working with tools, equipment, materials and components to make quality products Weaving, sewing- running stitch and design a Roman Bulla</p>	<p>Structures Viking Longboat (construction)</p>	<p>Mechanical Systems/Computing Build and program a robot.</p>			
Computing (Kapow Primary)	<p>Collaborative Learning</p> <p>Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets</p>	<p>How the Internet Works</p> <p>We use the Internet every single day, but 30 years ago, it didn't exist. In this topic, pupils learn how data is transferred around the world using the world wide web</p>	<p>Website Design</p> <p>Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively</p>	<p>HTML</p> <p>Pupils explore the language behind well-known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS</p>	<p>Investigating Weather</p> <p>Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts</p>	<p>Computational Thinking</p> <p>Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts</p>

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MFL (Language Angels: French)	Phonetics 1 &2 Fruits (E)	Romans	Ancient Britain (E)	Vegetables (E)	Presenting Myself (I)	Classroom
Music	Mamma Mia Pop Music by Abba Entrust -Violins	Recorders 2 Mixed Styles Exploring and developing playing skills using the recorders Entrust -Violins	Stop! Grime Writing lyrics linked to a theme. Entrust -Violins	Lean on Me Gospel Soul/Gospel music and helping one another Entrust -Violins	Blackbird The Beatles/Pop The Beatles, equality and civil rights. Entrust -Violins	Reflect, Rewind and Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music. Entrust -Violins
Physical Education	Invasion Games – Tag Rugby Gymnastics	Invasion Games – Netball Invasion Games – Hockey	QAA Dance	Tri-Golf Dance	Athletics/Sports Day	Striking and Fielding
Relationships, Sex and Health Education (Jigsaw PSHE)	Being Me in My World Democracy and the importance of listening and valuing the ideas of others	Celebrating Difference First impressions and self-acceptance	Dreams and Goals Planning and setting goals	Healthy Me Pressure from others	Relationships Recognising feelings of absence and loss (people and animals)	Changing Me (Sex Education) Changing bodies to prepare for making babies
Religious Education (Staffordshire Agreed Syllabus)	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).	Please take out bullet points from lower down the document to ensure the layout is consistent with other year groups (see Y4 outline on the school website).

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