

Barnfields Primary School



Year 4
Curriculum Outline
2022-2023

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

ACADEMIC YEAR	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 Romans		Anglo Saxons and Vikings		The Industrial Revolution	
Visits/Visitors	The Deva Museum		Anglo-Saxon Workshop		Steam Train Visit	
Learning Celebrations	Roman Day		An exhibit across classes to show our learning			
Local Links	Roman Roads in Our Locality					
Reading (NC)	<p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p>Word Reading:</p> <p>Pupils should be taught to:</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. <p>Comprehension:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> . 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 . 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: <ul style="list-style-type: none"> . 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 					

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	<ul style="list-style-type: none"> · 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 • 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
Reading Texts	
Writing Texts	
Writing (NC)	<p>We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</p> <p>Writing: Sentence Structure/Grammar and Punctuation</p> <ul style="list-style-type: none"> • Uses simple and compound sentences that are grammatically correct and punctuated correctly. • Sentences with more than one clause are increasingly evident however these may remain uncontrolled. • Uses an increasing variety of sentence openings. • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of).

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	<ul style="list-style-type: none"> • First and third person tense are used consistently. • Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing. • Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel. • Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately. • Capital letters used accurately for proper nouns. • Apostrophe use increasingly accurate. • Usually using inverted commas to punctuate direct speech. • Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists <p>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</p> <ul style="list-style-type: none"> • Plans using ideas gathered from wider reading and modelling. • Writing demonstrates an understanding of purpose and audience. • Main features of story structure are present – beginning, middle and clearly developed resolution. • Usually groups similar information together (starting to use paragraphs for all forms of writing). • Simple overall structure of the chosen non-narrative text type is usually used appropriately. • In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations. • Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy. • Can make simple improvements to content either within their own and others' writing. • Deliberate uses of adventurous word choices to add detail and engage the reader e.g. (adding adverbs to add detail to verbs, using technical language appropriate to the text type). <p>Writing: Spelling and Handwriting</p> <ul style="list-style-type: none"> • Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe. • Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • The children should be using a joined style of handwriting. 					
Audience and Purpose	<p>Writing to Entertain Romulus and Remus by Geraldine McCaughrean Narrative – Roman Myth</p>	<p>Writing to Entertain Escape to Pompeii by Christina Balit Narrative – Historical</p>	<p>Writing to Entertain King Arthur and the Knights of the Round Table by Marcia Williams Narrative – Folktale</p> <p>Writing to Persuade Beowulf by Michael Morpurgo</p>	<p>Writing to Entertain Arthur and the Golden Rope by Joe Todd Stanton Narrative – Norse Myth</p> <p>Or Jotun video</p> <p>Writing to Inform Viking Voyagers by Jack Tite</p>	<p>Writing to Entertain Iron Man by Ted Hughes Narrative – Sci-fi</p> <p>Writing to Persuade The Lost Thing by Shaun Tan Persuasive advert</p>	<p>Writing to Entertain The Mysteries of Harris Burdick by Chris Van Allsburg Narrative – Mystery</p>

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	Writing to Inform Roman Diary (The Journal of Iliona) by Richard Platt Diary	Writing to inform Great Women who made History by Kate Pankhurst Biography (Boudicca)	Persuasive Letter Kenning Poetry	Non-chronological report		Writing to Inform/Persuade Scientists by Isabel Thomas Speech
Mathematics (White Rose)	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	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.	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	Animals, including humans 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.	Living things and their habitats Group living things in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things. Recognise that environments can change and that this can sometimes pose dangers to living things.	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. Recognise some common conductors and insulators, and associate metals with being good conductors.	

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		distance from the sound source increases.				
History	The Romans Children will learn about the Roman Empire: Warfare, the impact on Britain and the legacy left behind.		Anglo-Saxons and Vikings Children will learn about the Anglo-Saxons and Vikings: Culture, trading, raiding and the changing landscape.		Industrial Revolution Study of the rapid development of industry that occurred in Britain in the late 18th and 19th centuries, with a focus on transport.	
Geography	Earthquakes and Volcanoes Physical geography: volcanoes, The Ring of Fire, layers of the Earth and tectonic plates.		The United Kingdom An in-depth study of the capital cities within the United Kingdom.		Local Area Study: The Potteries Gaining an understanding of the human and physical geography of our local area.	
Art	Sculpture Create a Roman bust, taking inspiration from their Roman Empire study.		Printing Create a print of aspects of the Staffordshire Hoard.		Painting Artist Focus: Chris Mould Create a painting in the style of Chris Mould.	
Design and Technology	Food and Nutrition: Healthy and Varied Diet To make a rustic Roman meal fit for the Emperor.		Mechanical Systems: Levers and Linkages To design and make a treasure chest which opens to reveal a glittering hoard.		Electrical Systems: Simple Programming and Control To design a simple circuit to control an make a Lego train.	
Computing (Kapow Primary)	Computing systems and networks Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets.	Programming 1 Revisiting key features and starting to use variables.	Creating media Design and create own websites, considering content and style, as well as understanding the importance of working collaboratively.	Skills showcase 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.	Programming 2 Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts.	Data handling Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts.

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MFL (Language Angels: French)	Phonetics 1 &2 Fruits	Romans	Ancient Britain	En Classe (I) In class	Dans Ma Ville (E) In my city	Les Vetements (I) Vegetables
Music	Specialist Music Teacher: 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)	Environment: Harvest Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour	Landmarks in life Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked	Commitment: Lent Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives	Study of a chosen religion Research some key events in the development of a religious tradition and explain the impact on believers today	Thinking about God Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice	Features and patterns of worship Identify the main features and patterns of an act of worship and talk about the importance of worship for believers

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