

# Barnfields Primary School



Year 4  
**Curriculum Outline**  
**2024-2025**

**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
Visits/Visitors	Wroxeter Roman City		Think Tank - Science		RE – A Place of Worship	
Learning Celebrations	Roman Day		Sharing our Design and Technology product		Sports Day	
Local Links	Roman Roads in our locality				The Potteries	
Reading (NC)	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. using dictionaries to check the meaning of words that they have read</li> <li>. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>. identifying themes and conventions in a wide range of books</li> <li>. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>. discussing words and phrases that capture the reader’s interest and imagination</li> <li>. recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>. checking that the text makes sense to them, discussing their understanding and</li> <li>. explaining the meaning of words in context</li> <li>. asking questions to improve their understanding of a text</li> <li>. drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>. predicting what might happen from details stated and implied</li> </ul> </li> </ul>					

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- 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><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Uses simple and compound sentences that are grammatically correct and punctuated correctly.</li> <li>Sentences with more than one clause are increasingly evident however these may remain uncontrolled.</li> <li>Uses an increasing variety of sentence openings.</li> <li>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).</li> <li>First and third person tense are used consistently.</li> <li>Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Mostly uses the forms ‘a’ or ‘an’ according to whether the next word begins with consonant or vowel.</li> <li>• Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.</li> <li>• Capital letters used accurately for proper nouns.</li> <li>• Apostrophe use increasingly accurate.</li> <li>• Usually using inverted commas to punctuate direct speech.</li> <li>• Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>• Plans using ideas gathered from wider reading and modelling.</li> <li>• Writing demonstrates an understanding of purpose and audience.</li> <li>• Main features of story structure are present – beginning, middle and clearly developed resolution.</li> <li>• Usually groups similar information together (starting to use paragraphs for all forms of writing).</li> <li>• Simple overall structure of the chosen non-narrative text type is usually used appropriately.</li> <li>• In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations.</li> <li>• Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</li> <li>• Can make simple improvements to content either within their own and others’ writing.</li> <li>• 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).</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe.</li> <li>• Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• The children should be using a joined style of handwriting.</li> </ul>					
Audience and Purpose	<p><b>Writing to Entertain</b>  <b>Romulus and Remus by Geraldine McCaughrean</b>  Narrative – Roman Myth</p> <p><b>Writing to Inform</b>  <b>Roman Diary (The Journal of Iliona) by Richard Platt</b>  Diary</p>	<p><b>Writing to Entertain</b>  <b>Escape to Pompeii by Christina Balit</b>  Narrative – Historical</p> <p><b>Writing to inform</b>  <b>Great Women who made History by Kate Pankhurst</b>  Biography (Boudicca)</p>	<p><b>Writing to Entertain</b>  <b>King Arthur and the Knights of the Round Table by Marcia Williams</b>  Narrative – Folktale</p> <p><b>Writing to Persuade</b>  <b>Beowulf by Michael Morpurgo</b>  Persuasive Letter  Kenning Poetry</p>	<p><b>Writing to Entertain</b>  <b>Arthur and the Golden Rope by Joe Todd Stanton</b>  Narrative – Norse Myth  <b>Or Jotun video</b></p> <p><b>Writing to Inform</b>  <b>Viking Voyagers by Jack Tite</b>  Non-chronological report</p>	<p><b>Writing to Entertain</b>  <b>The Wild Robot by Peter Brown</b>  Narrative – Sci-fi</p> <p><b>Writing to Persuade</b>  <b>The Lost Thing by Shaun Tan</b>  Persuasive advert</p>	<p><b>Writing to Entertain</b>  <b>The Mysteries of Harris Burdick by Chris Van Allsburg</b>  Narrative – Mystery</p> <p><b>Writing to Inform/Persuade</b>  <b>Scientists by Isabel Thomas</b>  Speech</p>

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Mathematics (White Rose)	<b>Place Value Addition and Subtraction</b>	<b>Area Multiplication and Division</b>	<b>Multiplication and Division Length and Perimeter Fractions</b>	<b>Fractions Decimals</b>	<b>Decimals Money Time</b>	<b>Shape Statistics Position and Direction</b>
Science	<p><b>States of matter and changes of state</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Sound</b></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 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><b>Animals, including humans (nutrition)</b></p> <p>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.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Classification and Habitats</b></p> <p>Group living things in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</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>	
History	<b>The Romans</b>		<b>Anglo-Saxons and Vikings</b>		<b>Industrial Revolution</b>	

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	Children will learn about the Roman Empire: Warfare, the impact on Britain and the legacy left behind.		Children will learn about the Anglo-Saxons and Vikings: Culture, trading, raiding and the changing landscape.		Study of the rapid development of industry that occurred in Britain in the late 18th and 19th centuries, with a focus on transport.	
Geography	<b>Volcanoes and The Ring of Fire</b> Physical geography: volcanoes, The Ring of Fire, layers of the Earth and tectonic plates.		<b>The United Kingdom</b> An in-depth study of the capital cities within the United Kingdom.		<b>Local Area Study: The Potteries</b> Gaining an understanding of the human and physical geography of our local area.	
Art	<b>Roman Tiles</b> Use clay to create a Roman tile inspired by Gorgon's Head.		<b>Printing</b> Create a print of aspects of the Staffordshire Hoard.		<b>Painting</b> <b>Artist Focus:</b> Georgia O'Keeffe Create a landscape drawing of a woodland inspired by the plot of The Wild Robot.	
Design and Technology	<b>Food and Nutrition: Healthy and Varied Diet</b> To make a rustic Roman meal fit for the Emperor. <b>Key Designer: Gino D'Acampo</b>		<b>Mechanical Systems: Levers and Linkages</b> To design and make a treasure chest which opens to reveal a glittering hoard.		<b>Electrical Systems: Simple Programming and Control</b> To design a simple circuit to control and make a torch or lamp.	
Computing (Kapow Primary)	<b>Computing systems and networks</b> Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets.	<b>Programming 1</b> Revisiting key features and starting to use variables.	<b>Creating media</b> Design and create own websites, considering content and style, as well as understanding the importance of working collaboratively.	<b>Skills showcase</b> 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.	<b>Programming 2</b> Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts.	<b>Data Handling</b> Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts.
MFL (Language Angels: French)	<b>Phonetics 1 &amp; 2 Presenting Myself</b>	<b>Numbers 10-20 Days of the week Months</b>	<b>Vegetables</b>	<b>In the Classroom</b>	<b>In my Town</b>	<b>Clothes</b>
Music						

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	Specialist Music Teacher: Violins					
Physical Education	<b>Throwing and Catching under pressure – Tag Rugby and Netball</b>  <b>Gymnastics - Floor</b>	<b>Gymnastics – apparatus</b>  <b>Passing in different sports – Netball, Tag Rugby, Football</b>	<b>Team building OAA – problem solving teamwork – roles and positions, navigation</b>  <b>Dance – specialist dance teacher</b>	<b>Invasion Games - Hockey</b>  <b>Dance – specialist dance teacher</b>	<b>Net and Wall – Tennis</b>  <b>Striking and Fielding – Cricket</b>  <b>Focus: moving ball, bowl technique</b>	<b>Striking and Fielding – Cricket or Rounders</b>  <b>Focus: positioning movement, bowling</b>  <b>Athletics – Technique development/ advancement</b>  <b>Track and Field</b>
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being Me</b>  Democracy and the importance of listening and valuing the ideas of others	<b>Celebrating Difference</b>  First impressions and self-acceptance	<b>Dreams and Goals</b>  Planning and setting goals	<b>Healthy Me</b>  Pressure from others	<b>Relationships</b>  Recognising feelings of absence and loss (people and animals)	<b>Changing Me (Sex Education)</b>  Changing bodies to prepare for making babies
Religious Education (Jigsaw RE)	<b>Worship</b> Islam  Does praying at regular intervals help Muslims in their every day lives?	<b>Incarnation</b> Christianity  What is the most significant part of the Nativity story for Christians today?	<b>Pilgrimage</b> Islam  Does completing a pilgrimage make a person a better Muslim?	<b>Forgiveness</b> Christianity  Is forgiveness always possible for Christians?	<b>Values</b> Islam  What is the best way for a Muslim to lead a good life?	<b>Worship</b> Christianity  Do people need to go to church to show they are Christians?

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