



Sandford St Martin's CE VA Primary

Cohesive curriculum progression map
Year 4

Year 4 – AUTUMN TERM

Reading	Writing	Maths	Science
<p><u>Term 1A</u> Rabbits Black History Month (link with Black History Month, Oct) Novels (Volume I)</p> <p><u>Term 1B</u> Novels (Volume II) Armistice Day (link with Remembrance Day, 11th Nov) ** Songs ** Teeth</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p><u>1. The Secrets of the Sun King (Non-fiction)</u> The Write Stuff – Diary writing EK: - Informal tone - Paragraphing - Possessive and plural 's - Verb inflections - Expanded noun phrases - Fronted adverbials (5 weeks)</p> <p><u>2. The BFG (Fiction)</u> The Write Stuff- Narrative (adventure) EK: - Informal tone - Fronted adverbials. - Inverted commas and direct speech. - Commas after fronted adverbials. (4 weeks)</p> <p><u>3. Inviting an Author (Non-fiction)</u> The Write Stuff - Persuasive writing EK: - Formal register - Inverted commas and direct speech. - Commas after fronted adverbials. (4 weeks)</p>	<p>Place value – 4-digit numbers (1):</p> <p>Place value – 4-digit numbers (2):</p> <p>Addition and subtraction:</p> <p>Area:</p> <p>Multiplication and division (1):</p>	<p>Animals including Humans Digestion (4 weeks) Teeth (4 weeks)</p> <p>EK –Basic functions of digestive system EK - Types of teeth and their simple functions</p> <p>EPFW - To be able to record findings using labelled diagrams.</p> <p>Animals including Humans Food chains (2-3 weeks)</p> <p>EK - Understand food chains, identifying producers, predators and prey.</p> <p>EPFW - To be able to use evidence to support findings (to support research)</p>

Year 4 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Retell the story of creation from Genesis 1:1–2.3 and recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>I - Say what the story tells Christians about God, Creation and the world.</p> <p>C - Give at least one example of what Christians do to say thank you to God for the Creation</p> <p>T - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>I - Recognise that stories of Jesus' life come from the Gospels.</p> <p>C - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p><u>Ancient Egypt</u></p> <p>Know that ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile</p> <p>Know that ancient Egypt is considered to be a predominantly Bronze Age Civilisation</p> <p>Know that the Egyptians began using a form of writing called hieroglyphics near the very start of the ancient Egyptian civilisation</p> <p>Know that the pyramids, including the Great Pyramid at Giza, were built as monuments to dead pharaohs</p>	<p>Know the structure of the Earth - crust, mantle, outer core and inner core (see the diagram below)</p> <p>Know that the crust is a layer of rock on the surface of the Earth.</p> <p>Know that the mantle forms about half of the inside of the Earth and is a layer of rock underneath the crust.</p> <p>Know that the upper mantle is hard but there is magma (liquid rock) beneath.</p> <p>Know that the core is mostly made of iron, which is in the centre of the Earth.</p> <p>Know that the crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath. This means they are able to move very slowly; often a few cm per year.</p> <p>Know that volcanoes form at the edges of tectonic plates where there are faults</p> <p>Know that tectonic plates move very slowly over time and that when they suddenly slip past each other, this causes earthquakes that can have devastating consequences for human life through destruction of buildings and tsunamis (extremely large unit of waves)</p>	<p>To understand how they protect themselves from online identity theft.</p> <p>To know that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To identify the risks and benefits of installing software including apps</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives</p> <p>To understand how an IF statement works.</p> <p>To understand the 'repeat until' command</p> <p>To understand how an IF/ELSE statement works</p> <p>To understand what a variable is in programming</p> <p>To use a number variable</p> <p>To create a playable game</p> <p>To format cells</p> <p>To use the formula wizard</p> <p>To add a formula to a cell to automatically make a calculation in that cell.</p> <p>To use a spreadsheet to model a real-life situation.</p>	<p>Being me in my World</p> <p>I understand I am part of a class team</p> <p>I know I am a school citizen</p> <p>I know I have a voice and can have thoughts and opinions.</p> <p>I can start to understand what motivates behaviour.</p> <p>We can make decisions as a group.</p> <p>Celebrating Difference</p> <p>I understand assumptions can be challenged.</p> <p>I accept myself and others.</p> <p>I understand who can influence us.</p> <p>I understand what bullying is.</p> <p>I understand how special and unique we all are.</p> <p>I can solve problems.</p> <p>I understand people judge by appearances and first impressions.</p>

Year 4 – AUTUMN TERM

ART	DT	PE	MUSIC	MFL
<p>Pop Art – Andy Warhol To respond to and express opinions to the work of a known artist. To explore different printing techniques. To explore colour and be confident to mix a range of colours.</p>	<p>Pop-Up Book Generate information about the needs and wants of individuals or groups. Indicate design features that will appeal to intended users. Model & communicate ideas using prototypes. Accurately assembles, joins and combines most materials. Investigate (not necessarily their own products) * how well products have been made *why materials have been chosen *what methods of construction were used *how well they worked *if they met the needs/wants of the users.</p>	<p>Real PE Coordination – footwork and Static Balance – one leg Dynamic Balance to Agility – Jumping and Landing and Static Balance - seated. Real Gym</p>	<p>♪ use specific vocabulary for the different speeds in music (largo – slow, moderato-moderate, allegro- fast). (Pulse/ Tempo) ♪ know that there are different types of texture (solo, duet, trio, unison, harmony) and can identify them in a range of music. I know that orchestral instruments create different sounds and can identify instruments from listening. (Texture/ Timbre) ♪ sing a widening range of songs of varying styles and structures with a pitch range of do-do (octave). I can sing partner songs and I can sing in rounds. (Singing) ♪ understand that music can be come from a variety of sources and can begin to identify where I believe they come from. I can start to identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure)</p>	<p>Phonics Lesson 2 Vowels Presenting myself (Int) Recep colours, name, age, manner, greetings Family (Int) Family members and numbers above 20 to 69</p>

Year 4 - SPRING TERM

Reading	Writing	Maths	Science
<p><u>Term 2A</u> World Book Day Poetry Jamboree (re-tell poetry by heart) Children's Classics (Volume 1) Jennifer Killick</p> <p><u>Term 2B</u> POETRY (NATIONAL POETRY MONTH, APRIL, Depth study) –Life doesn't frighten me at all, Refugees, If) Greeks inc Myths and Legends Recycling Week (Recycling Day is Mar 18th)</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p>1. The River - Poetry The Write Stuff: Informal EK: - Possessive and plural 's - Appropriate choice of pronoun / noun within and across sentences to aid cohesion and to avoid repetition (3 weeks)</p> <p>2. Theseus and the Minotaur - Myths The Write Stuff: Informal EK: - Use of present perfect form of verbs instead of the simple past - Inverted commas for direct speech - Adverbs – then, next, soon, therefore - Prepositions – before, after, during, in because of - Conjunctions – when, before, after, while, so, because (4 weeks)</p> <p>3. The Explorer The Write Stuff – Narrative (adventure) EK: - Devices to build cohesion within a paragraph (then, after that, this, firstly) - Linking ideas across paragraphs using adverbials of time, place, number or tense. (5 weeks)</p>	<p>Multiplication and division (2):</p> <p>Perimeter:</p> <p>Fractions (1):</p> <p>Fractions (2):</p> <p>Decimals (1):</p>	<p style="text-align: center;">Living things and their habitats</p> <p>EK – Classify to help group, identify and name a variety of living things in their local and wider environment EK - Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>EPFW - To be able to gather, record, classify and present data</p> <p style="text-align: center;">Sound</p> <p>EK - That vibrations from a sound source travel to the ear. EK – Changing the shape, size and material of an object which change the sound it produces (volume and pitch)</p> <p>EPFW – to be able to use a scientific enquiry to find patterns (high/low, loud/quiet)and a answer a question.</p>

Year 4 – SPRING TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><i>T - Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</i></p> <p><i>I - Describe how Christians show their beliefs about Jesus in their everyday lives</i></p> <p><i>C - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</i></p>	<p><u>Ancient Greece</u></p> <p>Know that some historians argue that ancient Greece was the most influential period in European history in terms of the ideas that were created there</p> <p>Know that democracy (e.g. Athens) is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions</p> <p>Know that throughout most of its history, ancient Greece was, a collection of independent city-states that shared a language and aspects of culture; Athens and Sparta were two of these city-states, though there were others.</p> <p>Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area.</p>	<p>Know that the Amazon River carries more water than any other river on Earth</p> <p>Know that a tributary is a smaller river or stream that join a larger river, adding to its flow</p> <p>Know that the Amazon rainforest is the largest rainforest on Earth and is home to the largest variety of plants and animals on the planet; this variety can also be described as biodiversity; part of the reason for this biodiversity is the wet, warm climate that encourages plant growth</p> <p>Know that large parts of the Amazon rainforest – like most rainforests across the world – are being cut down for timber and to make way for farming; the current rate equates to an area around <u>80 times</u> the size of our school field being cut down <u>every minute</u>; know that this process is called deforestation</p>	<p><i>To explore how font size and style can affect the impact of a text</i></p> <p><i>To know what a word processing tool is for.</i></p> <p><i>To add and edit images to a word document.</i></p> <p>To learn the structure of the coding language for screen turtles</p> <p>To input simple instructions</p> <p>To use the Repeat function to create shapes</p> <p>To use and build procedures</p>	<p>Dreams and Goals</p> <p>I have my own hopes and dreams I can overcome disappointment. I can create realistic new dreams which I can achieve. I work well in a group. I have resilience and a positive attitude.</p> <p>Healthy Me</p> <p>I have healthier friendships I understand why smoking is a bad choice. I understand about alcohol and moderation. I understand how peer pressure can influence people. I can be assertive. I can have inner strength.</p>

Year 4 – SPRING TERM

ART	DT	PE	MUSIC	MFL
<p>Plant Art To understand the difference between tints, shades and tones. To use tints, shades and tones to create artwork. To understand how depth can be created in artwork.</p>	<p>Seasonal Food (move to summer? 2 art in spring?) Know that seasons affect food availability. Understand the 'eat well plate' and name types of food that could contribute to the different sections. Consider the labelling of food by manufacturers. Know the difference between savoury and sweet dishes and prepare and cook at least one of these safely and hygienically using a heat source (use of grill/oven). Key vocab</p>	<p>Real PE Dynamic balance – on a line and Coordination – Ball skills. Coordination – sending and receiving and Counter balance with a partner Real Dance</p>	<p>♫ play copycat rhythms, copy a leader and invent rhythms for other to copy on untuned instruments. (Rhythm)</p> <p>♫ understand and can play different note combinations that make a pentatonic scale (set of 5 notes). I can recognise sounds that are grouped into 2, 3 or 4. (Pitch/ Duration)</p> <p>♫ <i>develop facility in playing tuned percussion or a melodic instrument using staff notation on a small scale (middle C – G) as a whole class or in small groups. I can combine know rhythmic notation with letter names to create short pentatonic phrases. (Performing/ Composing)</i></p> <p>♫ understand that music can be come from a variety of sources and can begin to identify where I believe they come from. I can start to identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure) DEEPEN</p>	<p style="text-align: center;">Goldilocks (Int) Bed, chair, big, small, Main characters Too hot, too cold</p> <p style="text-align: center;">Habitats (Int) 6 main habitats, plants and animals</p>

Year 4 - SUMMER TERM

Reading	Writing	Maths	Science
<p><u>Term 3A</u> Rainforests Mental Health Guy Bass</p> <p><u>Term 3B</u> Witches and Wizards Notable People (Volume II) Electricity ** Picture Books (Volume I) **</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p><u>1. Once Upon a Raindrop (Non-fiction)</u> The Write Stuff - Script for factual tour EK: - Formal register - Paragraphing - Verb inflections (4 weeks)</p> <p><u>2. The Creature (Non-fiction)</u> The Write Stuff - Newspaper Report EK: - Formal register - Inverted commas and indicate direct speech - Fronted adverbials - Apostrophes to mark plural possession - The grammatical difference between plural and possessive (4 weeks)</p> <p><u>3. The Lost Thing</u> The Write Stuff - Narrative- Fantasy EK: - Time adverbials - Nouns - Adjectives - Repetition - Narrative voice (4 weeks)</p>	<p>Decimals (2):</p> <p>Money:</p> <p>Time:</p> <p>Geometry – angles and 2D shapes:</p> <p>Statistics:</p> <p>Position and direction:</p>	<p style="text-align: center;">States of Matter</p> <p>EK - That materials are classified as solid, liquid or gas. EK - Materials change state when they are heated or cooled EK – Know about evaporation and condensation in the water cycle</p> <p>EPFW - To be able to set up a fair test and identify variables to change and measure.</p> <p style="text-align: center;">Electricity</p> <p>EK – A source of electricity (mains or battery) is needed for electrical devices/appliances EK – Construct a simple circuit and name the component parts and their function (cell, wire, bulb, switch, buzzer) EK – Know which materials are conductors and insulators.</p> <p>EPFW - To be able to set up a simple practical enquiry. To be able to record findings using drawings.</p>

Year 4 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>C - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p>	<p><u>Ancient Greece</u></p> <p>Know that some historians argue that ancient Greece was the most influential period in European history in terms of the ideas that were created there</p> <p>Know that democracy (e.g. Athens) is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions</p> <p>Know that throughout most of its history, ancient Greece was, a collection of independent city-states that shared a language and aspects of culture; Athens and Sparta were two of these city-states, though there were others.</p> <p>Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area.</p>	<p>Know that 2/3 of the Earth's surface is covered by water, mostly oceans.</p> <p>Know that the UK is bordered by four seas: to the south by the English Channel, which separates it from continental Europe; to the east by the North Sea; and to the west by the Irish Sea and the Atlantic Ocean</p> <p>Know that Britain's coastline – like that of every country – is changing due to erosion and deposition; know that erosion is where the movement of water, especially coastal waves, leads to the breaking down of cliffs into smaller pieces of rock; know that pebbles and sand are the result of erosion; know that deposition is where sediment that is carried by a river is dropped as the river slows at the river's mouth</p> <p>Know that settlements, such as cities, towns and villages, have often been built alongside rivers because of the transportation links that rivers historically provided, as well as opportunities for irrigation</p>	<p>To locate information on the search results page</p> <p>To use search effectively to find out information</p> <p>To assess whether an information source is true and reliable</p> <p>To understand the different parts that make up a computer</p> <p>To electronically compose a piece of music</p>	<p>Relationships</p> <p>I understand what jealousy is</p> <p>I understand love and loss.</p> <p>I can think about memories of loved ones.</p> <p>I understand that sometimes I will get on well with my friends and sometimes we will fall out.</p> <p>I understand what boyfriends and girlfriends are.</p> <p>I can show appreciation for people and animals</p> <p>Changing Me</p> <p>I know I am unique.</p> <p>I know what having a baby means</p> <p>I understand what happens in puberty</p> <p>I am confident and can accept change.</p> <p>I understand how the environment is changing.</p> <p>I can prepare for school transition.</p>

Year 4 – SUMMER TERM

ART	DT	PE	MUSIC	MFL
<p>Journeys To identify different ways of representing objects and features relating to maps and journeys. To use symbols, colour and pattern to represent an object.</p>	<p>Light up signs Use annotated diagrams, cross sectional drawings and computer aided work to develop and communicate ideas focusing on the needs of the user. Begin to know the terms 'functional' and 'aesthetic' and consider materials based on these qualities. Know how an electrical circuit works and apply this in their product. Key vocab</p>	<p>Real PE</p> <p>Agility Reaction / Response</p> <p>Agility Ball Chasing</p>	<p>♪ know that there are specific symbols to represent the volume of music. PP – very quiet, P – quiet, mf – med loud, f – loud, ff – very loud. I can play a tuned instrument using the notes C, D, E, F & G. (Dynamics and Playing)</p> <p>♪ improvise using voices, tuned and untuned percussion in either whole-class/ group/ individual inventing short 'on-the-spot' responses. I am going to make decisions based on the style (Improvise and Perform)</p> <p>♪ understand that music can be the same or different and can give my opinion. I can tell that music has a beginning, middle and an end and can also sometimes have an echo. (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p style="text-align: center;">Classroom (Int) Pencil case items and colours</p> <p style="text-align: center;">My Home (Int) Different homes, locations and rooms (inc garden)</p>