Billingshurst Primary School Yearly Curriculum Plan Year: **YEAR 4**

Subject	**Autumn**	**Spring**	**Summer**
School values	**<u>Kindness</u>**: equality, care, respect.	**<u>Love of Learning:</u>** excellence**,** ambition, pride in ourselves and our school, curiosity.	**<u>Happiness:</u>** trust, safety, positivity, responsibility.

Learning skills	**Be curious**	**Be creative**	**Be resilient**	**Be a team player**
These will be taught throughout the year and are not linked to any particular term	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others

Topic/Theme	Rampaging Romans	North to South	Incredible Inventions
Learning experiences:	Residential – Lodge Hill Fishbourne Visit Roman Immersion day Whole School Text	Kew Gardens Enterprise week Science Week World Book Day Visit to a mosque Safer Internet Day (09.02.21)	Teachers introduction to awards ceremony Incredible Invention award ceremony Sports Day
Core Texts to support topic/theme	The Time Traveller's Journal – Prospero Hermes Escape From Pompeii – Christina Balit Roman Diary: the journal of Iliona – Richard Platt The Roman Mysteries: The Thieves of Ostia – Caroline Lawrence Romans on the Rampage – Jeremy Strong	Fire girl, forest boy – Chloe Daykin The Shaman's Apprentice – Lynne Cherry The Explorer – Katherine Rundell Running Wild – Michael Morpurgo Pongo – Jesse Hodgson Where the forest meets the sea – Jeannie Baker	Clockwork – Phillip Pullman Iron Man – Ted Hughes Cogheart – Peter Bunzl Brightstorm – Vashti Hardy Tin – Padraig Kenny The Wild Robot – Peter Brown

<table>
<tr><td></td><td>The Orchard Book of Roman Myths
Meet the Ancient Romans – James Davies
So you think you've got it bad: a kids life in Ancient Rome – Chae Strathie</td><td>The Chocolate Tree: A Mayan Folktale – Linda Lowery
Rain Player – David Wisniewski
Middleworld – J&P Voelkel</td><td></td></tr>
<tr><td rowspan="3">English</td><td colspan="3">All writing opportunities will be based on the 4 main purposes of writing: to persuade, to inform, to entertain and to explain.
Writing opportunities will be equally based on using the core text as a stimulus, and also writing that comes as a result of learning in foundation subjects.
The audience for each piece of writing will differ in order for children to show they can adapt the voice of their writing accordingly.
Reading skills will be taught in English lessons when accessing core texts and also in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.</td></tr>
<tr><td colspan="3">Writing composition
Plan their writing:
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Discuss and record ideas

Draft and write:
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
Organise paragraphs around a theme
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices [for example, headings and sub-headings]

Evaluate and edit:
Assess the effectiveness of their own and others' writing and suggest improvements
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</td></tr>
<tr><td>Writing opportunities
• To inform: Informative zigzag books about the different parts of the digestive system for a local health centre</td><td>Writing opportunities
• To inform: Non-chronological report based on the Mayans
• To inform and instruct: Recipes for survival bars</td><td>Writing opportunities
• To persuade: Nomination speech for The Greatest Invention award ceremony</td></tr>
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	• To inform: Information leaflet for children about the importance of looking after your teeth • To explain and inform: Text written in the style of Prospero Hermes from The Time Travellers Journal about Roman Britain • Narrative: Based around a character they explore during role play at Fishbourne • To entertain: Diary entry from the same character focussed on in the narrative • To inform: Information leaflet about weapons, equipment and organisation in the Roman army	• Narrative: Based in the rainforest • To explain and entertain: A descriptive account of the water cycle told from the perspective of a water droplet • To inform: A biography written about Carl Linnaeus	• Narrative: Rewrite Chapters 1-3 from the Iron Man's point of view • To inform: Wanted poster for the Iron Man after escaping the pit • To inform and entertain: Writing a letter to a friend describing the events in chapter 4 of Iron Man • Poetry: In the style of Ted Hughes – verse can be set to music • To explain and inform: Write a detailed recount, for Young Scientist of the Year competition of your first-hand experience of testing a range of materials
Maths	Number – place value Number – addition and subtraction Number – multiplication and division Measurement – perimeter and length Measurement - area	Number – multiplication and division Number - Fractions Number – fractions and decimals	Number – decimals Measurement – money and time Statistics Geometry – angles, shape and symmetry, position and direction
Science	**<u>Animals including humans</u>** Describe the simple functions of the basic parts of the digestive system 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. **<u>Working scientifically</u>** **Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests**	**<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 Recognise that environments can change and this can sometime pose danger to living things. **<u>Working scientifically</u>** **Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**	**<u>Electricity –</u>** Identify common electrical appliances Construct a simple series circuit, name its basic parts (cells, wires, bulbs, switches, buzzers) Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit (linked to above) Recognise common conductors and insulators **<u>Working scientifically</u>**

	• Use scientific ideas when describing simple processes or phenomena • Identify scientific evidence that is being used to support or refute ideas or arguments	• Use scientific and mathematical conventions when communicating information or ideas • Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena **<u>State of matter</u>** (linked to Geography) Compare and group materials together, according to whether they are solids, liquid or gas Observe that some materials change state when heated or cooled and measure the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the Water Cycle and associate the rate of evaporation with temperature. **<u>Working scientifically</u>** **Using straightforward scientific evidence to answer questions or to support their findings** • Identify scientific evidence they have used in drawing conclusions • Draw straightforward conclusions from data presented in various formats **Setting up simple practical enquiries, comparative and fair tests** • Decide when it is appropriate to carry out fair tests in investigations	**Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes** • Identify patterns in data presented in various formats, including line graphs • Suggest improvements to their working methods, giving reasons **Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions** • Select appropriate ways of presenting scientific data • Select appropriate equipment or information sources to address specific questions or ideas under investigation **<u>Sound</u> – (Link to music)** Identify how sounds are made. Associate sounds with vibration Recognise how sound travels to the ear Find patterns between the pitch of the sound and features of the object producing it (music link) Find patterns between the volume of the sound and the strength of the vibrations that produce it. (music link) Recognise that sounds get fainter as distance increases **<u>Working scientifically</u>**

		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	**Identifying differences, similarities or changes related to simple scientific ideas and processes** **Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** • Make sets of observations or measurements, identifying the ranges and intervals used • Identify possible risks to themselves and others **nderstanding the applications and nplications of science:** • Describe some simple positive and negative consequences of scientific and technological developments • Recognise applications of specific scientific ideas • Identify aspects of science used within particular jobs or roles
History	**<u>The Roman Empire and its impact on Britain including a local study</u> <u>(Billingshurst)</u>** This could include: Julius Caesar's attempted invasion in 55-54 BC	**<u>Mayan civilization</u>** A broader non-European society providing contrast with British history. **<u>Chronological understanding</u>**	

	The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Chronological understanding** Place events, artefacts and historical figures from the period studied on a time line using dates and compared to the current time Understand the concept of change over time and represent this using evidence on the time line eg. Comparing artefacts from a period in history with today Understand more complex terms related to the period studied eg BCE Before Common Era) and CE (Common Era). **Historical Knowledge and Interpretation** Identify key features and events, then use evidence to reconstruct life in the time studied Identify causes and consequences of key events in history Develop a broad understanding of ancient civilizations and make comparisons to the present	Place events, artefacts and historical figures from the period studied on a time line using dates and compared to the current time Understand more complex terms related to the period studied eg BCE Before Common Era) and CE (Common Era). **Historical Knowledge and Interpretation** Identify key features and events, then use evidence to reconstruct life in the time studied Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of women, men and children **Historical enquiry** Identify a range of primary and secondary sources to ask and answer questions about the past. Choose suitable sources of evidence for historical enquiry to answer specific questions about the past. Using more than one source of evidence build a picture of an aspect of past life. **Communication** Use appropriate historical vocabulary to communicate e.g. dates, time period, era, change, chronology	

	day e.g. social, ethnic, cultural and religious through the eyes of women, men and children **<u>Historical enquiry</u>** Identify a range of primary and secondary sources to ask and answer questions about the past. Choose suitable sources of evidence for historical enquiry to answer specific questions about the past. Using more than one source of evidence build a picture of an aspect of past life. Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. **<u>Communication</u>** Use appropriate historical vocabulary to communicate e.g. dates, time period, era, change, chronology Show an understanding of concepts such as civilisation, monarchy, Parliament, democracy and war and peace Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past	Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past	
Geography		**<u>Geographical Skills and fieldwork</u>**	

		Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of a compass and four figure grid references to build their knowledge of the wider world. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch, maps and plans. **Cross curricular** Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the geography. Use a variety of ways to communicate knowledge and understanding of map reading and data recording. **Locational knowledge** Name locate the world's countries, focus on **North and South America** including class countries; Brazil, Chile and Brazil Identifying their environmental regions, key physical and human characteristics, countries, and major cities. **Place Knowledge (Link to Mayan empire)** Understand geographical similarities and differences through the study of human and physical geography of a region of **South America**	

		Locate the world's countries; focus on **N / S America.** Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (including studying the Andes mountains and Villarrica volcano) **<u>Human and</u> <u>physical geography</u>** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle	
Art and Design	**Observational drawing** I can experiment with ways in which surface detail, tone and texture can be added to drawings I can use my sketch book to collect and record visual information from different sources I can draw for a sustained period of time I can experiment with different grades of pencil and other drawing media to create lines, marks and develop tone, shape and form in my drawing I can show an awareness of depth and form when drawing or representing 3D objects		
	<u>Sculpture. Clay pinch pots with surface pattern and texture</u> (Link to history) **Artist: Kate Malone (British ceramic artist)** I can plan, design and make models from observation I can develop my models using pinch pot techniques I can join clay correctly I can create surface patterns and textures in a clay of increasing clarity and complexity **<u>Textiles based</u> (Link to ceramic work)** I can use dyeing to develop colour in material and to create different textual effects	**<u>Colour</u>** **<u>Drawing black ink</u>** I can experiment with ways in which surface detail, tone and texture can be added to drawings **<u>Painting inspired by the rainforest</u>** **Artist: Gillian Ayres (British painter)** I can use more specific colour language such as **harmonious** and **complementary,** as well as colour names, to discuss my work and other artists work more precisely. I can experiment with different effects and textures including washes and paint mixed	**<u>Collage based on drawings of cogs, bolts and engines.</u> (Link to literacy)** **(large collaborative pieces)** **Artist: Eduardo Paolozzi** **<u>Drawing (black pen)</u>** I can experiment with different marks to develop tone, shape and form **<u>Collage</u>** Select and arrange materials for a striking effect.

	I can experiment with resist techniques when colouring material (flour resist)	with other media (glue/sand etc.) to create textural effects I can work on a range of scales e.g. thin alter my brush size for different effects I can mix colours with increasing skill. I can create mood with the colour I choose. **Printing- design rainforest plants or animal fur** I can create printing blocks using a relief collographs I can create repeating patterns I can develop my print by moving, overlapping, rotating (etc) my block. I can print with two colours, re- working my tile between the two colour ways. I can replicate patterns seen in the natural environment.	Use overlapping and montage Ensure work is precise **Digital Media (Linked to computing)** **Image manipulation of cogs &bolts** I can record and collect images using digital cameras and video recorders and explain why it has been created. I can present recorded visual images using photographic software. I can use a graphics package (such as Dazzle) to import photos and create effects with increased precision
Computing	**Data handling** Design and construct a database to collect, analyse, evaluate and present data using a data logging device e.g. recording sound levels using iPad. **Basic keyboard skills** Save and open work from a network. Use keyboard shortcuts for word processing and presentation software. Use a paint program, rotate, resize, edit and save as a jpeg. Use stamps to create a repeating pattern. Import from input devices, such as digital cameras. Manipulate this content for a given	**E-safety** Safer Internet Day (09.02.21) Recognise that there are a variety of potentially harmful online interactions including behaviour that could be perceived as bullying, harmful attachments, micro-transactions and ad pop-ups. Recognise a variety of ways of reporting concerns about content or contact, including online safety measures and responsible adults. Use technology safely, respectfully and responsibly and consider how their online actions impact other people.	**How the internet works** Understand that the internet is a large network of computers and that information can be shared between computers e.g. understanding what the school network is and how the servers work. Understand how search engines select and rank results. **Coding** Use reasoning to correct errors and debug programmes while recognising that a program can be split into component sections to assist with the debugging programmes.

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<tr><td></td><td>goal: e.g. to create an audio/visual presentation.
Using word processing software, justify text using alignment icons, print preview icon, bullet and number points function, spell check and thesaurus facility and to use header/footer, find/replace function</td><td>To use search engines discerningly e.g. using multiple sources and questioning the reliability of sources.
<u>Multi media</u>
Link to digital media (art)</td><td>Design and create a sprite and stage, move it using repeat and forever loops.</td></tr>
<tr><td rowspan="2">Design technology</td><td colspan="3">Design and technology objectives
<u>Design</u>
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<u>Make</u>
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
• select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients,</u> according to their functional properties and aesthetic qualities
<u>Evaluate</u>
• investigate and analyse a range of existing products
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
• understand how key events and individuals in design and technology have helped shape the world</td></tr>
<tr><td></td><td>Cooking – survival bars
• Prepare ingredients, hygienically, selecting appropriate utensils, independently.
• Independently, measure ingredients to the nearest gram accurately, using non-digital and digital scales. (Link to maths)
• Create their own recipe based on prior knowledge of how to combine ingredients.
• Independently assemble and cook ingredients.
• Control the temperature of the oven or hob.</td><td>Mechanics - Pop-up book. Create an explanation text with moving parts, e.g. demonstrate how a robot functions (moving eyes, how legs move when walking etc.)</td></tr>
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			• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots). • Select appropriate joining techniques based on prior knowledge. • Discuss up-cycling and repairing items. • Strengthen materials using suitable techniques. **Technical knowledge (Mechanics)** • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Electrics** **(Linked to science curriculum)** • Make a circuit using battery, bulb and switch. Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

Languages	**Recapping taught vocabulary – greetings, colours, numbers to 20** Review previous taught vocabulary through songs and rhymes and link the spelling, sound and meaning of words Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	**Travelling to school** Lightbulb Languages – children to look at how they travel to school, where French is spoken and think about travel. **Numbers beyond 20** **Writing the date** **Shopping** Lightbulb languages –children will look at the weather, develop their understanding of number beyond 20 and look at saying and writing the date looking at numbers and saying how much? With a response. Children will be discussing likes and dislikes.	**Sports** **Days of the week** **Healthy eating** Lightbulb languages –children will look at sports and talking about the days of the week they do certain activities. They will also be looking at healthy eating. Stories **Animals** Lightbulb languages – children will be looking at animals and naming them. Describing sounds, habitats etc.
Music	**Singing** **New Vocabulary**: : rhythm, texture, rests (use of silence), stave (EGBGF, FACE) **Charanga**: use 'Freestyle' and 'Sing' sections for songs appropriate to topic. Can play instruments using the correct technique and with respect. Focus on djembe (Yr4) and ukulele and voice (Yr 3&4). Sing from memory with accurate pitch and diction. Hold a part within a round. Perform in solo or ensemble with control and awareness of others. **Outcomes**:	**Djembe drums** **New Vocabulary**: : rhythm, texture, rests (use of silence), stave (EGBGF, FACE) Can play instruments using the correct technique and with respect. Focus on djembe (Yr4) and ukulele and voice (Yr 3&4). Sing from memory with accurate pitch and diction. Hold a part within a round. Perform in solo or ensemble with control and awareness of others. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave.	**Composition and notation** • **New Vocabulary**: : rhythm, texture, rests (use of silence), stave (EGBGF, FACE) quaver, crotchet, minim, semibreve, rest Compose and perform melodic songs.(Linked to Ted Hughes poetry) Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones (sustained note) as accompaniments. Choose, order, combine and control sounds to create an effect.

	• To perform song(s) as part of an ensemble (and also opportunities for solos). • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years.	Recognise the symbols for a quaver, crotchet, minim and semibreve and say how many beats they represent. **Outcomes**: • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To play different rhythms on the djembe using the correct technique. • To play and hold your part in a round.	Use digital technologies to compose pieces of music. **Outcomes**: • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		
Swimming	**Taught by swimming teachers @Billingshurst Leisure centre** pupils will be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.		

PE: outdoors	**Handball** Refine passing and receiving Develop passing, moving, shooting and creating space Combine passing and shooting Introduce defending **Football** Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting **Outdoor adventure activities (Orienteering @Lodge Hill)** The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team. Pupils will learn why they need to work as a team to create simple tactics.	**Basketball** Refine dribbling Refine passing and receiving Develop passing and dribbling creating space Combine passing and dribbling to create shooting opportunities Introduce marking **Rugby** Develop passing, moving and creating space Extend learning into 3v3 mini games Develop defending Develop defending in game situations Combine passing and moving to create an attack and score	**Athletics** Throwing: Accuracy vs distance Throwing for distance: Javelin Jumping for distance: Standing Long Jump Jumping for distance: Standing Triple Jump Explore running for speed Develop running for speed Introduce relay: Running for speed in a team **Cricket** Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds
PE: Indoors	**Dance** The focus of the learning is to explore movement through improvisation, introducing unison and matching.	**Gymnastics** The focus of the learning is: to explore movements and balances creating bridges. to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. to move over and under individual bridges on apparatus.	

			to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges. to complete their sequences. to perform completed sequences.			
PHSE	**<u>New Beginnings</u>** Empathy, self-awareness, social skills and motivation.	**<u>Getting On and Falling Out</u>** Empathy, managing feelings (with a focus on anger) and social skills.	**<u>Going For Goals</u>** Motivation and self-awareness .	**<u>Good To Be Me</u>** Self-awareness – feeling good about myself and taking sensible risks.	**<u>Relationships</u>** Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family home, or a loved one.	**<u>Changes</u>** Identifying issues of change and equipping children with an understanding of different types of change, positive and negative, and common human responses to it.
RE	**Beliefs and teachings** What people believe? What do people of no faith believe? Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like. Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins		**Different faiths** Comparison between faiths Islam What is it like being a Muslim? Origins Place of worship Symbols and beliefs Text Festivals and celebrations Compare elements of Islam to Christianity (This should include a visit to the place of worship)		**Belonging** What is faith and what difference does it make? Be able to reflect on what it means to belong to a faith community.	