 Year 4 Curriculum Document

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| Term | Autumn | Spring | Summer |
| Topic | Lively Lincolnshire | Ancient Greece | Romans |
| Outdoor Learning | Water Cycle exploration  Local Geography Walks  Exploring Lincoln City  Sleaford historical sites visits  Landscape visits for art | Light and seeing experiments  Democracy trips | Nature walks to explore biology |
| English  Fiction  Non fiction | The Iron Man  Varmints  FaRther  Until I Met Dudley | Winter’s Child  Cinnamon  The Lion and the Unicorn  The Matchbox Diary | Jonathan Swift’s Gulliver  The Story of Tutankhamun  The Lion, the Witch and the Wardrobe  Jabberwocky |
| Maths | Place Value  Addition and Subtraction  Measurement (Length and Perimeter)  Multiplication and Division | Multiplication and Division  Measurement (Area)  Fractions  Decimals | Decimals  Measurement (Money)  Measurement (time)  Statistics  Geometry (Shape)  Geometry (Position and direction) |
| Cross Curricular Maths | Area work linked to Lincolnshire farms and farmland  Statistics work linked to geographical water cycle recording | Geometry position and direction work using maps.  Time links to science evolution and adaptation – comparing days and weeks to long periods of time | Statistics work comparing science data  Measurement work length perimeter and area linked to the textile activity – creating templates and using them for the right size |
| Science | Chemistry –  The water cycle in Lincolnshire and changing states.  Physics –  Explore electricity and electrical circuits linked to a Lincolnshire challenge. | Biology –  Explore how living things have changed over time – the evolution of the dog and how it was viewed in Ancient Greece (Mid stage from wolf to what we have now)  Physics –  Explore light and seeing – look back at what the Ancient Greeks believed and what we have learnt since through scientific research. | Biology –  Explore Lincolnshire and UK plants and plant life – investigating what the Romans would have found strange when they got here (Look at how water is transported within plants and how flowers affect the life cycles of plants)  Explore adaptation and how different environments within the Roman empire housed very different climates and animals. |
| Geography | Explore the Geography of Lincolnshire looking at the land use and the concept of the wash. – What effects have these physical features had on jobs and livelihoods? What is Lincolnshire known for? (UK map work) | Comparing Ancient Greece to ourselves. Use what we learnt about Lincolnshire in the previous term to predict and discuss what Ancient Greece may have traded in and how their lives would have been affected by the geography around them. (UK and global map work) | Explore the features of mountains and volcanoes within the confines of Ancient Rome. Compare the two volcanoes in Italy and also research the Alps mountain range and its formation. (Global map work) |
| History | Discover different historical aspects of Sleaford including the workhouse, mill, malting and railways. How did these affect people’s lives? | Discover the social, ethnic, cultural and religious diversity of Ancient Greece - learning about their creation of democracy and how that has been replicated since across the world with a focus on how democracy works in the UK. | Compare the Greek civilisation with the Roman Empire. Look at their similarities but also why they were so different and which beliefs and attitudes may have contributed to this. |
| Computing | Code:  Create a game where a child goes to school and gets transported inside  Connect:  Participate in class webpage and google classroom  Collect:  Create a database which can store information about Lincolnshire’s water cycle | Code:  Create ancient Greece game/PPT  Connect:  Participate in class webpage and google classroom  Collect:  Create a database to record information about the Ancient Greeks | Code:  Create an ancient Roman game with sounds  Connect:  Participate in class webpage and google classroom  Collect:  Create a database to record data on the two volcanoes in Italy |
| Art  (developing ideas should be covered constantly) | Painting/Inspiration from the greats  Use sketch books to master the associated techniques and create landscapes based on VanGogh and local images | Drawing/Sculpture  Use sketchbooks to master the associated techniques and create art around Ancient Greece | Collage/print/digital media  Mastering techniques in sketch books then using different mediums to portray mosaics and Roman patterns |
| D&T  (Each D&T area must be split in to design, make, evaluate) | Food/Taking inspiration from design throughout history–  Creating food dishes from Lincolnshire and thinking about how we could improve on them. | Materials and construction – create mini models of Ancient Greek structures | Textiles – create a cushion with a mosaic or Roman pattern printed on it. |
| RE | Christianity  Rites of passage | Islam/Hinduism  Rites of passage | Rites of passage in other religions |
| Music  (Charanga ) | 1. Mamma Mia  2. Glockenspiel (2) | 1. stop  2 Lean on me | 1. blackbird  2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world  2. Celebrating difference | 1. Dreams and goals  2. Healthy me | 1. Relationships  2. Changing me |
| PE | 1.  Gymnastics  Games – Football/rugby  2.  Dance  OAA | 1.  OAA  Gymnastics  2.  Swimming  Games – Badminton/Tennis | 1.  Athletics  Swimming  2.  Games – striking and fielding  Athletics |
| French | 1. Presenting myself  2. Family | 1. My Home  2. Classroom | 1. Romans  2. Goldilocks |