2021/2022	Term 1	Term 2	Terms 3 and 4	Terms 5 and 6
MoE Theme	Romans		Disappearing Island	Egyptians/ Olympics
MoE elements	Team: Roman Legionnaires Client: Emperor of Rome Commission:	Story-based learning (to give time for Christmas acti and Nativity) Bonfire Night Diwali Christmas	Vities Team: Scientists Client: Secret Services Commission: To discover why an island has disappeared due to magnetic forces	Team: Client: Commission: Mantles : Neben-Kharu (Ancient E Olympics
<u>Possible</u> trips/ LOtC	Construct a Roman fort	Winter seasonal Stowe trip Pantomime Christmas Tree Farm Christingle	Cartographers? Scientists	British Museum?
Linked Books (Bold – whole class guided reading)	Eagle of the Ninth The Orchard Book of Roman Myths GR – Krindlekrax GR –	War game Flotsam GR – Krindlekrax GR –	Earth Shattering events Real life mysteries Survivors GR – The Island GR – Funky Chickens	The Story of Tutunkhamun The Barnabus Project GR - The Fastest Boy in the w GR -
Writing opportunities	Super sentences throughout the year will follow the Writing Long Term Plan Fiction Instructions	Newspaper	paper Instructional writing	
SPAG	Fronted Adverbials	Apostrophes to mark plural possession Expanding Noun phrases	Plural and Possessive -s Appropriate pronouns	Punctuation and Speech Recaps
Maths Y4: MNP	 Numbers to 10 000 Roman Numerals Addition and Subtraction within 10000 	4: Multiplication and Division 5. Further multiplication and division part 1	6: Graphs. 11: 7: Fractions 9: Further multiplication and division part 8:Time 10: Decimals	11: Money
Science/	Hearing	Electricity	Properties of materials, Electricity, Forces	Teeth and Digestion, Changing
History/	Romans in Britain	Guy Fawkes and the history of Bonfire Night		Ancient Egypt
Geography	Maps of Europe Identify countries in Europe	Study types of settlements	Identify oceans and continents. Identify countries in Europe Use maps and atlases	World maps Identifying and naming continents Rivers
Art	Mosaics, Roman Gods	Firework art Christmas arts and o	rafts Creating maps and using keys	Use hieroglyphics to write names Create pictures of Egyptian Gods
DT	Create a clay statuette	Electric circuits to light up	??? ???	Egyptian Bread Make papyrus
Computing/	E-Safety Creating and Publishing – create website based on topic E-Safety- sharing images/videos	Programming and control – more complex instruc (on screen and floor turtles)	tions Digital media – animations with sound, record and edit video, continue to take photographs and download/edit. E-Safety- sharing images/videos	Using data – plan and create own databases E-Safety – cyber-bullying, sharing personal information
RE/	Do Murtis help Hindus understand God?	Does the Christmas narrative need Mary?	Is a holy journey necessary for believers give things up?	Did Jesus really do miracles?

erms 5 and 6			
gyptians/ Olympics			
eam: :lient: :ommission: /lantles : Neben-Kharu (Ancient Eg)lympics	yptians)		
British Museum?	Sports Day		
he Story of Tutunkhamun he Barnabus Project 5R - The Fastest Boy in the wo 5R -	rld		
lewspaper Ayths and legends nstructional writing			
Punctuation and Speech Recaps			
1: Money 2:Mass volume and length 3:Area of figures	14:Geometry 15:Position and movement		
eeth and Digestion, Changing s	states		
Ancient Egypt	History of the Olympics		
Vorld maps dentifying and naming ontinents Rivers	Countries of the world - capitals		
Jse hieroglyphics to write James Create pictures of Egyptian Gods	Design logos for Olympics/events		
gyptian Bread Aake papyrus	Create medals		
ng data – plan and create own abases afety – cyber-bullying, sharing sonal information	Creating and publishing – use more advanced presentation skills – include hyperlinks. Posters and leaflets E-Safety – cyber-bullying		
Jesus really do miracles?	Does prayer change things?		

PE	Attacking and Defending Passing skills Movement skills Attacking skills Defending skills	Invasion Games Passing skills Movement skills Attacking skills Defending skills	Dance / Badminton Balance Movement	Gymnastics Jumps Balances Rolls Movement in different ways	Athletics Running Throwing Jumping	Striking and Fielding Throwing Catching Hitting
Music	Focus on 'Lost in Space' Play and create 3 note melodic and rhythmic ostinatos Improve skill at playing pitched and un-pitched percussion Develop a secure knowledge of the Inter-related dimensions of music Start to read staff notation of three pitches Sing and play in parts	Christmas songs and Nativity Play	DJEMBE 1. Introduction to African Drumming Structure of musical ideas and rhythms Sing solos in call and response songs Sing and play in parts	Contrasts of articulation and dynamics Improvise Rhythms and ostinatos Learn about Cultural Contexts Extend the vocal range	SAMBA 1. Introduction to South American music and musical traditions Make and use junk percussion/bucket drums Create layered sounds and notate them	Learn about Cultural Contexts - Carnival Learn about layered rhythms and syncopation Sing South American songs

Badger Class Year 4 Overview 2021-2022

English

Lower Key Stage 2

Spoken Language (Years 1 to 6) Isten and respond appropriate

- ly to adults and their peers id their understanding and knowledge

- listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates.
- Detropage in unstantial of the interest of the listener(s)
 gain, mandain and monitor the interest of the listener(s)
 consider and evaluate different viewpoints, attending to and building on the contribut
- of others select and use appropriate registers for effective communication.

Reading: Word Reading

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.

- sound, and where these occur in the word.
 Reading: Comprehension
 Develop positive attributes to reacting and understanding of what they read by:

 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.
 prepairing 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, narrative poetry!

 Understand what the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 a sking questions to improve their understanding of a text
 drawing inferences such as inferring characters' feelings, thoughts and motives from their
- the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from 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

- 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.

- Writing: Transcription use further prefixes and suffixes and understand how to add them (English Appendix 1)

- use further prefixes and suffixes and understand how to add them (English appendix to spell further homophones spell words that are often miss-pelt (English Appendix 1) place the postessive apostrophe accurately in words with regular plurals [for example, gi boys] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words punctuation taught so far.

- Writing: Handwriting
 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 increase the legibility, consistency and quality of their handwriting for example, by ensuring that the down-strokes of letters are parallel and equidistant, that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing: Composition

- Ion their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas rough & write by:
- mposing and rehearsing sentences orally (including dialogue), progressively building a
- its structure, vocabulary and grammar and recording ideas
- learn from its structure, vocabulary and grammar discussing and recording ideas t & write by: composing and rehearsing sentences orally (including dialogue), progressively building varied and rich vocabulary and an increasing range of sentence structures (English Append 2)
- 22 organising paragraphs around a theme in narratives, creating settings, characters and plot in narratives, creating simple organisational de sub-headings! assessing the effectiveness of their own and others' writ base of pronouns in sentences proof-read for speling and punctuation errors read aloud their own writing, to a group or the whole clas controlling the tone and volume so that the meaning is class controlling the tone and volume so that the meaning is class.

- controlling the tone and volume so that the meaning is clear. Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wid conjustions, held party with, more than one clause by using a wid conjustions, held party with, more than one clause by using a wid constraint on the set party of the concepts in control to the past tense choosing mouns or pronouns appropriately for clarity and cohesion and to avoid using conjunctions, adverbs and prepositions to express time and cause is using commonical adverbiate indicating possession by using the possessive apostrophe with plural nouns indicating possession by using the possessive apostrophe with plural nouns is appropriately when discussing their writing and reading.

Languages

Year 4 curriculum 2014

- Key Stage 2

 Isseen attentively to spoken language and show understanding by joining in and responding
 explore the patterns and sounds of language through songs and thymes and link the specific, sound and meaning of words
 engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help."
 speak in sentences, using familiar vocabulary, phrases and basic language structures deading aloud or using familiar words and phrases.
 read carefully and show understanding of words, phrases and simple writing
 present ideas and information or ally to a range of audiences."
 broaden their vocabulary and develop their ability to understand new words that are introduced into framiliar written material, including through using a dictionary words their ability to create new sentences, to express ideas deal them memory, and adapt these to create new sentences, to express ideas data there introduced into theory and adapt these to create new sentences, to express ideas data there into the sentences or allow and in writing
- clearly describe people, places, things and actions orally* and in writing describe people, places, things and actions orally* and in writing terms and basic grammar appropriate to the language being studied, including twhere relevant's feminine, masculine and neuter forms and the conjugation of high-frequency verbs, key features and patterns of the language, how to apply these, for instance, to build sentences, and how these differ from or are similar to English. storred (*) content will not be opplicable to ancient languages.

Physical Education

- Key Stage 2
 use running, jum
 play competitive cricket, football, ig, throwing and catching in isolation and in combination arnes, modified where appropriate [for example, bachninton, basketball, ckey, netball, rounders and tennis], and apply basic principles suitable
- ompetitive games, modified where appropriate [for example, badminton, basketball, t, tootball, hockey, netball, rounders and tennis], and apply basic principles suitable tacking and defending op flexibility, strength, technique, control and balance (for example, through athletics mnastics)
- perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a to compare their performances with previous ones and demonstrate improvement to achi-their personal best.

ing & Water Safety

II achoeds must provide swimming instruction either in KSI or KSI.
• 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 breasts)
• perform safe self-rescue in different water-based situations.

Maths

- count in multiples of 6, 7, 9, 25 and 10₁₀
 find 1000 more or less than a given number
 count backwards through zero to inclide negative numbers
 recognise the place value of each digt in a four-digt number (thousands, hundreds, tens, and ones)

- and ones) order and compare numbers beyond 000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 00 or 1000 solve number and practical problems hat involve all of the above and with increasingly large positive numbers read Roman numerals to 100 0 to C) and know that over time, the numeral system changed to include the concept of zero and plice value.

- Number: Addition & Subtraction add and subtract numbers with up to 4 digits using the formal written methods of co addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operation methods to use and why.

- Authiplication & Division
 Inecal multiplication and division facts for multiplication tables up to 12 12
 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying better three numbers
 recognise and use factor pairs and commutativity in mental calculations
 multiply two-cligit and three-cligit numbers by a one-digit number using formal written layout
 solve problems involving multiplying adding, including using the distributive law to
 multiply two-cligit numbers by one digit. Integer saing problems and harder correspondence
 problems such as n objects are connected to m objects.

Number: Fractions

- https://www.using.diagrams_lamilies of common equivalent fractions count up and down in hundrediths, reports that hundrediths arise when dividing an object by one hundred and dividing tenths by ten. solve problems invalving increasingly parker fractions to calculate quantities, and tractions to divide quantities, including non-unit plcticits where the answer is a whole number add and subtract fractions with the sime denominator necognise and write decimal equivalents to 1/4, 1/2, 3/4 find the effect of dividing a one- or prodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tent is and hundredths round decimals with one decimal places to the nearest whole number compare numbers with the same number of discinal places up to two decimal places solve simple measure and money pro-

- places.

- 5

Statistics

Key Stage 2

Design

- Measurement: convert between different units of metsure (for example, kilometre to metre; hour to minute; measure and calculate the perimeter (a rectilinear figure (including squares) in centimetres)
- and metrics find the area of rectilinear shapes by rent measures, including money in pounds and pence estimate, compare and calculate diffe

compare and classify geometric sha their properties and sizes
 compare and order angles up to two right angles by
 identify acute and obtuse angles and

size es presented in different orientations identify lines of symmetry in 2-D shapith respect to a specific line of symmetry complete a simple symmetric figure 4

Geometry: Position & Direction ordinates in the first quadrant • describe positions on a 2-D grid as Cris as translations of a given unit to the left/right and • describe movements between positio

interpret and present discrete and c including bar charts and time graphs. problems using information presented in bar charts, solve comparison, sum and difference pictograms, tables and other graphs, ith respect to a specific line of symmetry. complete a simple symmetric figure v

Geometry: Position & Direction ordinates in the first quadrant
 describe positions on a 2-D grid as cns as translations of a given unit to the left/right and
 ub/down

ordinates in the first quadrant ns as translations of a given unit to the left/right and

is data using appropriate graphical m

problems using information presented in bar charts

tria to inform the design of innovative, functional pose, aimed at particular individuals or groups nicate their ideas through discussion, annotated of diagrams prototypes, pattern pieces and

ingl, accurately rials and components, including construction ig to their functional properties and aesthetic

g products evaluate their ideas and products ider the views of others to improve their work in design and technology have helped shape t

hen, stiffen and reinforce more complex

ns in their products (for example, gears, pulleys,

I a healthy and varied diet inantly savoury dishes using a range of cooking

ere and how a variety of ingredients are grown

hat accomplish specific goals, including co blems by decomposing them into smaller p an in programs; work with variables and var

ome simple algorithms work and to detect and correct

uding the internet; how they can provide multipli-b; and the opportunities they offer for communication

Conputing

use search technologies effective discorning in evaluating digital cor select, use and combine a varie of digital devices to design and accomplish given goals, including information

twi

information use technology safely, respectfi and responsibly, recognise acceptable/una behaviour, identify a range of war i report concerns about content and contact.

in their products (for example, series circuits and motors) g to program, monitor and control their product

Technology

Geometry: Properties of Shapes es pes, including quadrilaterals and triangles, based on stric sha

up / down
 plot specified points and draw sides (

eometry: Position & Direction
 describe positions on a 2-D grid a
 up/down
 piot specified points and draw sid

Statistics • interpret and present discrete ar • solution comprision, said and differ pictograms, tables and other grap

Aalos
 select from and use a wider ran example, cutting, shaping, joining select from and use a wider ran selecting, textiles and ingredient

Evaluate
• investigate and analyse a range o
against their own design criteria
• understand how key events and in
world

appry their orderstanding or comp
 Cooking & Nutrition
 understand and apply the principle
 understand and apply the principle
 techniques
 understand seasonality, and know meaned, caught and processed.

structures understand and use mechanical sy cams, levers and linkages] understand and use electrical sys incorporating switches, bubs, bus apply their understanding of comp

Stage 2 design, write and debug program simulating physical systems, solve use sequence, selection, and rep-use logical reasoning to explain he errors in algorithms and program understand computer networks, services, such as the world wide ind collaboration dependence.

apply their understa structures

ley Stage 2

Design

research and develop design lealing products that are fit for lerate, develop, model and con tches, cross-sectional and exp muter-aided design.

to pribi

Science

Working Scientifically (Lower Key Stage 2)

ves of scientific enquiries to answer them e and fair tests rking Scientificary upwer neg surge 27 asking relevant questions and using different types of scientific enquiries to answ setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking measurements using standard units, using a range of equipment, including ther and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in a measurement. sts appropriate, taking accurate ment, including thermometers

questions recording findings using simple scientific language, drawings, labelled diagrams, keys, ba charts, and tables

arts, and tables sorting on findings from enquiries, including oral and written explanations, displays or esentations of results and conclusions ong results to draw simple conclusions, make predictions for new values, suggest provements and raise further questions milying differences, similarities or changes related to simple scientific ideas and

using straightforward scientific evidence to answer questions or to suppor

Sound

Electricity

Key Stage 2

f sources.

Key Stage 2

Key Stage 2

Living Things & Their Habitats • 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 in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.

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 wariety of food chains, identifying produces, predators and prey.

States of Matter • compare and group materials together, according to whether they are s 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 Cebius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

identify how sounds are made, associating some of them with something vibrating erecognise that vibrations from sounds travel through a mediam 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.

· recognise that sounds get fainter as the distance from the sound source increases

identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bubs, 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

History

ontinue to develop a chronologically secure knowledge and underst outlines of Brits ils should continue to develop a chronologically secure knowledge and understanding of local and world history, establishing clear narratives within and across the periods by. They should note connections, contrasts and trends over time and develop the appropri of historical terms. They should regularly address and sometimes device historically stions about change, cause, similarity and difference, and significance. They should consider med responses that involve thoughtful selection and arganisation of relevant historical ration. They should understand how our knowledge of the past is constructed from a n

· changes in Britain from the Stone Age to the Iron Age

Changes in bintain from the situple Age to the inco Age
 the Roman Empire and its impact on Britain
 Britain's settlement by Anglo-Saxons and Scots
 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the
 Contessor
 a local history study

Britain's settlement by Anglo-Saxons and Scots
 the Vising and Anglo-Saxon struggle for the Kingdom of England to the time Confessor
 a local history study

a local history study a study of an aspect or theme in British history that extends pupils" chroni beyond 1066 the achievements of the action

beyond 1066 the achievembers of the sartisst dultations – an overview of where and when the first the achievembers of the sartisst dupth study of one of the following Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek IIIe and achievements and their influence on the western

world a non-European society that provides contrasts with British history – one study chosen from early blamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 Benin (West Atrica) c. AD 900-1300.

Art & Design

Key Stage 2 • to create sketch books to record their observations and use them to review and revis • provide the state of the state o stoers inprove their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Geography

Ney Stage 2
Iocational Knowledge
Iocate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Identify the position and significance of fatitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricom, Arctic and Antanctic Circle, the Prime Voreenvich Meridian and time zones (including day and night)

Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human & Physical Geography Describe and understand key aspe • physical geography, including or volcances and earthquikes, ar but unsubmarking dapects on physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcances and earthquakes, and the water cycle
 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 use theildwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Music

play and perform in solo and ensemple contexts, using the routes and performing accuracy, fluency, control and expression
 improvise and compose music for a range of purposes using the inter-related dimensions of music

dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.