



# Tarleton Whole School Curriculum Map (updated 2021-2022)

## Year Four

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Theme</b>	<b>The Great Plague</b>	<b>Sparks Might Fly</b>	<b>The Art of Food</b>	<b>Passport to Europe/Greeks</b>	<b>Water, Water Everywhere</b>	<b>Hunted</b>
<b>Enrichments</b>			Dentist visit	Greek day	Egyptian speaker	
<b>Reading</b>	Bill's New Frock – Class Novel The Pied Piper Non-fiction books for research about rats and rodents	The boy who made the world disappear -class novel  Until I met Dudley Leon and the place between	The Secret Lake – Class Novel Please Mrs Butler (Allen Ahlberg) Dog in the Playground (Allen Ahlberg) Chocolate Cake (Michael Rosen) Balaclava Boys	Greek Myths and Legends – The Minotaur Poems using Pie Corbett	The Water Horse – Class Novel The Mousehole Cat (Antonia Barber) Poems by various poets linked to Geography	The Brer Rabbit Peter and the Wolf
<b>Writing</b>	<u>Fairy tales</u> Alternative ending write up  <u>Recount-News</u> Newspaper/TV news report linked to history  <u>Poetry</u>	<u>Explanation</u> How does an object work (made up and reality)  <u>Fantasy</u> Write their own version from a given story  <u>Film &amp; play scripts</u>	<u>Issues &amp; Dilemmas</u> perform a poem with an issue and dilemma  <u>Persuasion</u> Advertisement (poster/radio/tv) linked with science.	<u>Novel as Theme</u> Write their own Greek myth using evidence gathered from existing myths  <u>Non-chronological reports</u> Holiday brochure linked to geography topic	<u>Stories with Theme</u> <u>Poems with structure</u> Variety of poem structures linked to science.  <u>Information Booklet</u> Welcome brochure for a seaside resort	<u>Folk Tales</u> Retell a folk tale focusing on the lessons behind them  <u>Debate</u> For and against hunting animals  <u>Poems on Theme</u>
<b>GPS</b>	*Fronted adverbials for 'where'. *Use of speech using inverted commas. *Using appropriate pronouns. *Expanded noun phrases. *Identify, select & use determiners *Use apostrophes for singular & plural possession *Powerful adverbs and adverbial phrases	*Complex sentences *Time & causal conjunctions. *Technical vocabulary & sequenced steps. *Noun phrases for description. *Fronted adverbials *Paragraphing throughout *Correct use of speech *Use precise nouns *Characterisation through speech & vocabulary choice	*Complex sentences with adverb starters. *Paragraphs with adverb starters to link events. *Dialogue using inverted commas & other punctuation. *Identify & use pronouns & precise nouns *Use of appropriate persuasive language & devices. *Use suffixes to understand meanings, e.g. -tion, -sion.	Fronted adverbials for 'where'. *Standard English verbs. *Characterisation through speech & vocabulary choice *An opening paragraph which combines characters & setting. *Standard English verb agreement. *Causal conjunctions. *Use apostrophes for singular & plural possession *Use knowledge of root words to understand meanings of words.	Use prefixes and suffixes *Noun phrases *Fronted adverbials for 'where'. *Identify vocabulary for discussion, use dictionary to look up meanings & explain in context. *Commas in complex sentences. *Paragraphs/sections with key ideas. *Identify, select & use determiners *Use precise nouns	* Use prefixes to understand meanings *Complex sentences with adverb starters. *Fronted adverbials for 'when' & 'where'. *Speech marks. *Standard English verbs *Commas in complex sentences. *Paragraphs with key points & supporting evidence. *Use apostrophes for singular & plural possession.
<b>Maths</b>	<ul style="list-style-type: none"> <li>Number -place value</li> <li>Number - Addition and subtraction (mental and written methods)</li> </ul>	<ul style="list-style-type: none"> <li>Measurement - Length and perimeter</li> <li>Number - Multiplication and division (mental and written methods)</li> </ul>	<ul style="list-style-type: none"> <li>Number - Mental and written Multiplication</li> <li>Number - Mental Division</li> <li>Measurement -Area</li> </ul>	<ul style="list-style-type: none"> <li>Number – Fractions</li> <li>Number – Decimals</li> <li>Number – Place Value</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Measurement – money</li> <li>Measurement - time</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – properties of shape</li> <li>Geometry – Position and direction</li> <li>Number – Place Value</li> </ul>



# Tarleton Whole School Curriculum Map (updated 2021-2022)

## Year Four

Science	Sound	Electricity	Teeth & Digestion	Solids, liquids and gases	Material properties & changes states of matter	Living things & habitats
<b>Knowledge</b>	Pitch and how sound travels	Simple circuits	Digestive system and identification of teeth	Solid, liquid and gases	Changes in state of matter	Local and wider environments How living things keep safe Grouping living things and their habitats
<b>Science</b> <b>Scientific Enquiry</b>	<b>Investigating Pitch</b> Find patterns between the pitch of a sound and features of the object that produced it	<b>Circuit products</b> Make simple circuits	<b>Teeth (eggs) in Liquids</b> Function of teeth – to find out about what damages teeth and how to look after them.	<b>Drying materials</b> Rate of evaporation Waterproof materials to keep us dry	<b>Measure Temperature</b> Understand temperature of materials can be measured in °C	<b>Local Environment Survey</b> Recognise that living things can be grouped in a variety of ways
<b>Computing</b>	<b>CS – Data handling</b> <b>E-Safety</b>	<b>IT – Programming and hardware</b> <b>E-Safety</b>	<b>IT- graphics &amp; images / modelling &amp; simulation</b> Stop motion linked to Wallace and Gromit <b>E-Safety</b>	<b>IT - sound / multimedia</b> Kapow- weather report <b>E-Safety</b>	<b>IT / DL - digital research</b> Kapow- Website maker <b>E-Safety</b>	<b>CS - computational thinking</b> <b>E-Safety</b>
<b>History</b>	<b>Great Plague of 1665</b> Make links between and across periods How it affected London and beyond. Devising historically valid questions about change, cause and significance. Identify where some periods studied fit into a chronological framework.			<b>Greeks</b> What was life like in Ancient Greece? How do we know about Ancient Greeks? - Primary and Secondary sources How did Ancient Greeks govern their cities? Olympics How the Greeks influenced the rest of the world?	<b>Ancient Egyptians</b> What is a civilisation? Ancient civilisations and their way of life How did the Ancient Egyptians use the River Nile? How was Ancient Egypt ruled and who were the pharaohs? What was life like for different people and groups of people. What happened to the Egyptians when they died? What were the pyramids and how were they built? How do we know about the Egyptians?	
<b>Geography</b>	Locational knowledge - Name & locate counties & cities of United Kingdom. Identify our impact on the world with rubbish and recycling. To be able to navigate a route using a map of the local area Begin to use four figure grid reference to			To be able to read a map of the countries of Europe (including Russia) To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere,	Where is Egypt and the River Nile? Human and Physical knowledge - Describe & understand key aspects of physical geography, including rivers & water cycle. Use satellite images and aerial photographs to extend learning within	Use atlases to find out about other features of places eg mountains, weather patterns Use satellite images and aerial photographs to extend learning within topic To be able to investigate their line of enquiry about the wider world using secondary sources to support them Begin to



# Tarleton Whole School Curriculum Map (updated 2021-2022)

## Year Four

	locate features on a map Begin to recognise symbols on a OS map To learn about distribution of natural resources including energy.			Arctic and Antarctic Circle. use maps sites on internet (google) Study of human and physical geography of a region in <b>Europe</b> Identify and describe where places are around the world  Place knowledge - Study region in European country. Where is Greece and what do we know about it?	topic use maps sites on internet (google) Recognise and describe key rivers around the world.	identify significant places and environments
<b>Art</b>	Digital Media, Drawing, Painting  <b>Gustav Klimt</b> <b>Antoni Gaudi</b>		<b>Still Life</b>  <b>Paul Cezanne</b> <b>Pierre-Auguste Renoir</b> <b>Robert Papp</b>	<b>Sculpture, 3D art</b>  • Make a 3D model linking to History topic	<b>Egyptian Art</b>  • Using evidence from primary and secondary sources to study art in Egyptian times	
<b>DT</b>		Project focus: Electrical Systems <b>Make a Christmas card using an electric current.</b>	Project Focus: Textiles – 3-D Product from 2-D Pieces Make felt food linked to Science topic			Project Focus: Structures – Make a hunter's hide.
<b>PE</b>	<b>WLSP –</b>  <b>Gymnastics</b> Rolls Travel Jumps Using these to create a sequence. Apply skills during apparatus work	<b>WLSP-</b>  <b>Dance</b> Use simple choreographic principles to create motifs and narrative Describe, interpret and evaluate their own and others' dances	<b>WLSP-</b>  <b>Invasion Games - Rugby</b> Keep, adapt and make rules Recognise aspects of their work that need improving suggest practices to improve their play	<b>WLSP-</b>  <b>Net and Wall</b> Keep, adapt and make rules for striking and fielding and net games Develop the range and consistency of their skills in all games	<b>WLSP-</b>  <b>Striking and fielding</b> Keep, adapt and make rules for striking and fielding and net games Develop the range and consistency of their skills in all games	<b>WLSP-</b>  <b>Athletics</b> Consolidate and improve the quality, range and consistency of the techniques they use for particular activities Describe how the body reacts to different types of activity
<b>Music</b>	<b>Mamma Mia – ABBA</b> Understand pulse and rhythm.	<b>Samba and carnival sounds and instruments (Theme: South America)</b>  Introduction to Samba Pulse and rhythm Samba rhythms Composing a break Samba performance	<b>Rock and Roll</b>  Hand Jive Rock around the clock Walking bass line Performing the bass Rock and Roll performance.	<b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b>  The singing river The listening river The repeating river The percussion river The performing river	<b>Composition notation (Theme: Ancient Egypt)</b>  Here come the Egyptians Hieroglyphic score Play like an Egyptian Pitch Pyramids Egyptian farewell	<b>Haiku, music and performance (Theme: Hanami festival)</b>  Describing blossom Sounds of blossom Blossom haiku Haiku melodies Haiku performance



# Tarleton Whole School Curriculum Map (updated 2021-2022)

## Year Four

<b>RE and Class Value (Respect)</b>	<b>God, David &amp; Psalms</b> <ul style="list-style-type: none"> <li>Explore the Story of David and his strengths and qualities.</li> <li>To read the Psalms and use them to discover more about the nature of God.</li> </ul>	<b>Christmas – Light Festivals of Light</b> <ul style="list-style-type: none"> <li>Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</li> <li>Explore the multi-faceted metaphor of bringing light into people's lives.</li> </ul>	<b>Jesus, Son of God Holy Days</b> <ul style="list-style-type: none"> <li>Deepen the children's understanding of Jesus, who he was, his teaching and behaviour.</li> <li>Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man.</li> </ul>	<b>Easter – Betrayal</b> <ul style="list-style-type: none"> <li>Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</li> <li>Deepen pupil's understanding of the concept of salvation.</li> <li>Focus on the significance of the incidents of betrayal and trust in the Easter story.</li> </ul>	<b>The Church Places of Worship</b> <ul style="list-style-type: none"> <li>Give children an understanding of the church in its widest sense.</li> <li>To ensure pupils know that Christianity is a multi-cultural worldwide faith.</li> <li>To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism.</li> <li>To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.</li> </ul>	<b>Prayer Prayers in other religion</b> <ul style="list-style-type: none"> <li>Ensure that the children know that prayer is a way of communicating with God.</li> <li>Know that we/Christians believe that God listens and responds.</li> </ul>
<b>PSHE</b>	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>Becoming a class 'team'</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy</li> <li>Rewards and consequences</li> <li>Learning Charter</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Judging appearances</li> <li>Understanding Influences</li> <li>Understanding Bullying</li> <li>Problem-Solving</li> <li>Special Me</li> <li>Celebrating Difference: How We Look</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Broken dreams</li> <li>Overcoming disappointment</li> <li>Creating new dreams</li> <li>Achieving goals</li> <li>We did it!</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>My friends and me</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Healthy friendships</li> <li>Celebrating my inner strength and assertiveness</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories</li> <li>Getting on and falling out</li> <li>Girlfriends and boyfriends</li> <li>Celebrating my relationships with people and animals</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Unique me</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Circles of change</li> <li>Accepting change</li> <li>Looking ahead</li> </ul>
<b>MFL (Spanish)</b>	Numbers 1-31 Months and Dates Happy Birthday Greetings Praise words	Exclamations Using knowledge to make a party invitation Christmas	Shapes Colour Prepositions Describing pictures	Face Body Monster description	Family members Alphabet and names To ask questions	Describe family and appearance



# Tarleton Whole School Curriculum Map (updated 2021-2022)

## Year Four

<b>Enrichment Opportunities</b>	Sports Day Ninja Warrior World Book Day Pantomime	Services in Church Children in Need Remembrance Day Poppy Appeal	Fairtrade House Cup Holocaust Easter/Christmas Walk	Mental Health Anti-Bullying Christmas Fair	<b>New Ideas</b>	Careers Day Enterprise Week/Day Talent Show Platinum Jubilee
---------------------------------	--	---	--	--	------------------	---