



Tarleton Whole School Curriculum Map 2022- 2023

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme	The Great Plague	Sparks Might Fly	The Art of Food	Passport to Europe/Greeks	Water, Water Everywhere	Hunted
Enrichments	Astley Hall		Dentist visit		Egyptian speaker/day	Liverpool Museum visit for Egypt and Hunted
Read aloud texts	<p>Plague: An outbreak in London 1665 (Tony Bradman) – Class Novel</p> <p>The Pied Piper (Michael Morpurgo)</p> <p>Non-fiction books for research about rats and rodents</p>	<p>Mary Poppins (P.L Travers) – Class Novel</p> <p>Bill's New Frock (Anne Fine)– Guided reading</p> <p>Until I met Dudley (Roger McGough)</p> <p>Leon and the place between (Angela McAllister)</p>	<p>The Secret Lake (Karen Inglis) – Class Novel</p> <p>Please Mrs Butler (Allen Ahlberg)</p> <p>Dog in the Playground (Allen Ahlberg)</p> <p>Chocolate Cake (Michael Rosen)</p> <p>Balaclava Boys</p> <p>Green Shoots Rising (Andy Tooze)</p> <p>Following books are collections from various poets:</p> <p>A Sea Creature ate my Teacher, Aliens stole my Underpants, I'm in love with a Slug (Brian Moses and Paul Cookson)</p> <p>School, Pet and Funny Poems chosen by Jennifer Curry and Jan Dean</p>	<p>Gulliver's travels – Class Novel</p> <p>Greek Myths and Legends – The Minotaur, Perseus and Medusa, Jason and the Golden Fleece, King Midas,</p>	<p>The Water Horse – Class Novel</p> <p>The Ancient Egyptian Sleepover – Guided reading</p> <p>The Egyptian Cinderella (Shirley Climo)</p> <p>The Story of Tutankhamun (Patricia Cleveland-Peck)</p> <p>The Mousehole Cat (Antonia Barber)</p> <p>Poems by various poets linked to Geography</p>	<p>The lion, the witch and the wardrobe – Class Novel</p> <p>The Brer Rabbit (Enid Blyton, Joel Chandler Harris)</p> <p>Peter and the Wolf (Ian Beck, Sergei Prokofiev)</p> <p>Fables</p>
Writing	<p><u>Fairy tales</u></p> <p>Alternative ending write up</p> <p><u>Recount-News</u></p> <p>Newspaper/TV news report linked to history</p> <p><u>Poetry</u></p> <p>Kenning Poem to identify features of a rat</p>	<p><u>Explanation</u></p> <p>How does an object work (made up and reality)</p> <p><u>Fantasy</u></p> <p>Write their own version from a given story</p>	<p><u>Issues & Dilemmas</u></p> <p>Perform a poem with an issue and dilemma</p> <p><u>Persuasion</u></p> <p>Advertisement (poster/radio/tv) linked with science.</p> <p><u>Film & play scripts</u></p> <p>Linked to computing- script for their movie</p>	<p><u>Novel as Theme</u></p> <p>Write their own Greek myth using evidence gathered from existing myths</p> <p><u>Non-chronological reports</u></p> <p>Holiday brochure linked to geography topic</p>	<p><u>Stories with Theme</u></p> <p>The Egyptian Cinderella</p> <p>The Story of Tutankhamun</p> <p><u>Poems with structure</u></p> <p>Variety of poem structures linked to science.</p> <p><u>Information Text</u></p> <p>Website about Egypt and Rivers</p>	<p><u>Folk Tales</u></p> <p>Retell a folk tale focusing on the lessons behind them</p> <p><u>Debate</u></p> <p>For and against hunting animals</p> <p><u>Poems on Theme</u></p>
GPS	<p>*Fronted adverbials for 'where'.</p> <p>*Use of speech using inverted commas.</p> <p>*Using appropriate pronouns.</p> <p>*Expanded noun phrases.</p> <p>*Identify, select & use determiners</p> <p>*Use apostrophes for singular & plural possession</p> <p>*Powerful adverbs and adverbial phrases</p>	<p>*Complex sentences</p> <p>*Time & causal conjunctions.</p> <p>*Technical vocabulary & sequenced steps.</p> <p>*Noun phrases for description.</p> <p>*Fronted adverbials</p> <p>*Paragraphing throughout</p> <p>*Correct use of speech</p> <p>*Use precise nouns</p> <p>*Characterisation through speech & vocabulary choice</p>	<p>*Complex sentences with adverb starters.</p> <p>*Paragraphs with adverb starters to link events.</p> <p>*Dialogue using inverted commas & other punctuation.</p> <p>*Identify & use pronouns & precise nouns</p> <p>*Use of appropriate persuasive language & devices.</p> <p>*Use suffixes to understand meanings, e.g. -tion, -sion.</p>	<p>*Fronted adverbials for 'when'.</p> <p>*Standard English verbs.</p> <p>*Characterisation through speech & vocabulary choice</p> <p>*An opening paragraph which combines characters & setting.</p> <p>*Standard English verb agreement.</p> <p>*Causal conjunctions.</p> <p>*Use apostrophes for singular & plural possession</p> <p>*Use knowledge of root words to understand meanings of words.</p>	<p>Use prefixes and suffixes</p> <p>*Noun phrases</p> <p>*Fronted adverbials for 'where'.</p> <p>*Identify vocabulary for discussion, use dictionary to look up meanings & explain in context.</p> <p>*Commas in complex sentences.</p> <p>*Paragraphs/sections with key ideas.</p> <p>*Identify, select & use determiners</p> <p>*Use precise nouns</p>	<p>* Use prefixes to understand meanings</p> <p>*Complex sentences with adverb starters.</p> <p>*Fronted adverbials for 'when' & 'where'.</p> <p>*Speech marks.</p> <p>*Standard English verbs</p> <p>*Commas in complex sentences.</p> <p>*Paragraphs with key points & supporting evidence.</p> <p>*Use apostrophes for singular & plural possession.</p>



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Maths	<ul style="list-style-type: none"> • Number -place value • Number - Addition and subtraction (mental and written methods) 	<ul style="list-style-type: none"> • Measurement - Area • Number - Multiplication and division (mental and written methods) 	<ul style="list-style-type: none"> • Number – Multiplication and Division • Measurement – Length and Perimeter 	<ul style="list-style-type: none"> • Number – Fractions • Number – Decimals • Number – Place Value 	<ul style="list-style-type: none"> • Decimals • Measurement – Money • Measurement - Time • Statistics 	<ul style="list-style-type: none"> • Geometry – properties of shape • Geometry – Position and direction • Number – Place Value
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Science	Sound	Electricity	Teeth & Digestion	Solids, liquids and gases	States of matter	Living things & habitats
Knowledge	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>
Science Scientific Enquiry	<p>Investigating Pitch</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Circuit products</p> <p>Make simple circuits</p>	<p>Teeth (eggs) in Liquids</p> <p>Function of teeth – to find out about what damages teeth and how to look after them.</p>	<p>Drying materials</p> <p>Rate of evaporation</p> <p>Waterproof materials to keep us dry</p>	<p>Measure Temperature</p> <p>Understand temperature of materials can be measured in °C</p>	<p>Local Environment Survey</p> <p>Recognise that living things can be grouped in a variety of ways</p>



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Computing	<u>CS – Data handling</u> <u>E-Safety</u>	<u>IT – Programming and hardware</u> <u>E-Safety</u>	<u>IT- graphics & images / modelling & simulation</u> Stop motion <u>E-Safety</u>	<u>IT - sound / multimedia</u> Kapow- weather report <u>E-Safety</u>	<u>IT / DL - digital research</u> Kapow- Website maker <u>E-Safety</u>	<u>CS - computational thinking</u> <u>E-Safety</u>
History	Great Plague of 1665 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.			Ancient Greece 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?	Ancient Egyptians 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?	
Geography	Environmental Impact 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 locate features on a map Begin to recognise symbols on a OS map To learn about distribution of natural resources including energy.				Rivers 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 topic use maps sites on internet (google) Recognise and describe key rivers around the world.	European countries and Map Skills 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 identify significant places and environments 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, Arctic and Antarctic Circle. use maps sites on internet (google) Study of human and physical geography of a region in Europe Identify and describe where places are around the world



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Art		<p>Digital Media</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. <p>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</p> <ul style="list-style-type: none"> Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Investigate patterns around them and use this to influence their work.</p> <p>Create repeating patterns</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Use more specific colour language <p>Show increasing independence and creativity with the painting process.</p> <ul style="list-style-type: none"> Use ICT 	<p>Still Life</p> <ul style="list-style-type: none"> Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. <p>Show increasing independence and creativity with the painting process.</p> <p>Paul Cezanne Pierre-Auguste Renoir Robert Papp</p>		<p>Egyptian Art</p> <ul style="list-style-type: none"> Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Collect images and information independently in a sketchbook. Make and match colours with increasing accuracy. Plan and create different effects and textures with paint according to what they need for the task. Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. Match the tool to the material. □ Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	
DT		<p>Project focus: Electrical Systems Make a Christmas card using an electric current.</p> <p>Score and fold paper/card accurately. • Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</p> <p>Create a basic electrical circuit and incorporate it into their product.</p>		<p>Project Focus – Modelling Make a Ancient Greek vase</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>Project Focus: Textiles – 3-D Product from 2-D Pieces</p> <p>Measure and mark materials before cutting. • Cut materials accurately, using appropriate tools.</p> <p>Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</p>



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		Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. Select materials based on their functional properties. Use prototypes to develop and share ideas. Create a design for a purpose Test their product as they work, making informed adjustments to ensure their product meets the design criteria		select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately		Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. <ul style="list-style-type: none">• Making/using a paper pattern (front and back pieces). Cutting fabric with increasing accuracy.• Sewing basics – threading a needle, knotting your thread, finishing off. Creating a design on fabric using applique Sewing on simple components – buttons/sequins/ribbons
PE	WLSP Gymnastics Rolls Travel Jumps Using these to create a sequence. Apply skills during apparatus work	WLSP Tri-Golf Transfer skills to handle clubs and strike with consistency and accuracy. Play in a variety of modified golf games. Play with others owing sportsmanship and fair play.	WLSP Invasion Games – Tag Rugby Keep, adapt and make rules Recognise aspects of their work that need improving suggest practices to improve their play	WLSP Net and Wall Keep, adapt and make rules for striking and fielding and net games Develop the range and consistency of their skills in all games	WLSP Striking and fielding Keep, adapt and make rules for striking and fielding and net games Develop the range and consistency of their skills in all games	WLSP Athletics 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
Music	Don't Stop Believin' by Journey Understand pulse and rhythm. Singing in tune Playing instruments for a purpose	Samba, carnival sounds and instruments (Theme: South America) Introduction to Samba Pulse and rhythm Samba rhythms Composing a break Samba performance	Rock and Roll Hand Jive Rock around the clock Walking bass line Performing the bass Rock and Roll performance.	Changes in pitch, tempo and dynamics (Theme: Rivers) The singing river The listening river The repeating river The percussion river The performing river	Composition notation (Theme: Ancient Egypt) Here come the Egyptians Hieroglyphic score Play like an Egyptian Pitch Pyramids Egyptian farewell	Haiku, music and performance (Theme: Hanami festival) Describing blossom Sounds of blossom Blossom haiku Haiku melodies Haiku performance
RE and Class Value (Respect)	God, David & Psalms What Values do you consider to be important? <ul style="list-style-type: none">• Explore the Story of David and his strengths and qualities.• To read the Psalms and use them to discover more about the nature of God.	Christmas – Light Festivals of Light Why is Jesus described as the light of the world? <ul style="list-style-type: none">• Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.• Explore the multi-faceted metaphor of bringing light into people's lives.	Jesus, Son of God Holy Days Why do Christians believe Jesus is the Son of God? <ul style="list-style-type: none">• Deepen the children's understanding of Jesus, who he was, his teaching and behaviour.• Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of	Easter – Betrayal A story of betrayal or trust? <ul style="list-style-type: none">• Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.• Deepen pupil's understanding of the concept of salvation.• Focus on the significance of the incidents of betrayal and trust in the Easter story.	The Church Places of Worship Are you Churches the same? <ul style="list-style-type: none">• Give children an understanding of the church in its widest sense.• To ensure pupils know that Christianity is a multi-cultural worldwide faith.• To enable pupils to see the similarities and differences between denominations and to	Prayer Prayers in other religion What is Prayer? <ul style="list-style-type: none">• Ensure that the children know that prayer is a way of communicating with God.• Know that we/Christians believe that God listens and responds.



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			God; that he was born both God and man.		<p>develop further their understanding of symbolism.</p> <ul style="list-style-type: none"> To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc. 	
PSHE	Being Me in My World <ul style="list-style-type: none"> Becoming a class 'team' Being a school citizen Rights, responsibilities and democracy Rewards and consequences Learning Charter 	Celebrating Difference <ul style="list-style-type: none"> Judging appearances Understanding Influences Understanding Bullying Problem-Solving Special Me Celebrating Difference: How We Look 	Dreams and Goals <ul style="list-style-type: none"> Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it! 	Healthy Me <ul style="list-style-type: none"> My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness 	Relationships <ul style="list-style-type: none"> Jealousy Love and loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationships with people and animals 	Changing Me <ul style="list-style-type: none"> Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead
MFL (Spanish)	Colours Parts of the body Adjectives	Zoo animals Number revision (0-12) Christmas	Family members Pets	Colour revision Word classes	Hobbies Opinions Weather	Numbers (13-30) Transport Clothing
Enrichment Opportunities	Sports Day Ninja Warrior World Book Day Pantomime	Services in Church Children in Need Remembrance Day Poppy Appeal	Fairtrade House Cup Christmas Fair Easter/Christmas Walk	Mental Health Anti-Bullying	New Ideas Careers Day Enterprise Week/Day Talent Show Platinum Jubilee	