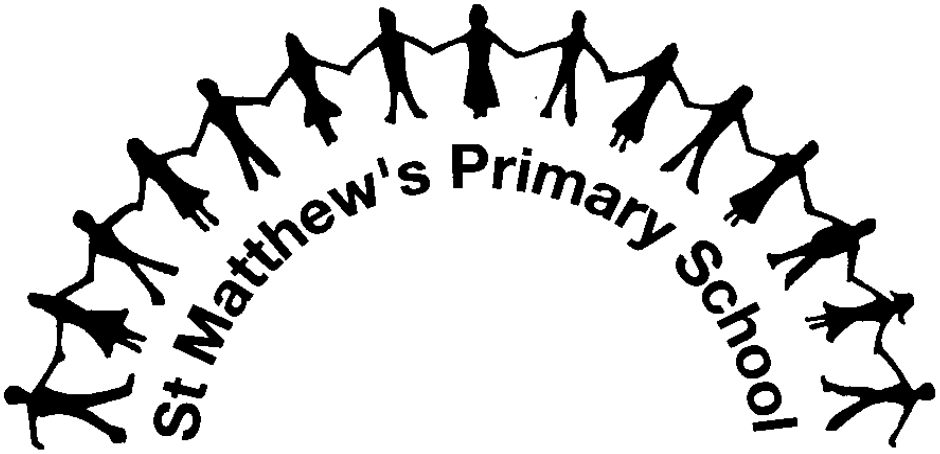


Curriculum Framework

for

Year 4

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

English	Programmes of Study for: • Year One • Year Two, • "Lower Key Stage Two" (by the end of Year Four) • "Upper Key Stage Two" (by the end of Year Six) • Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered…

1. A "Context for Learning"

We teach most subjects through a "Context for Learning". This is the over-arching topic we use to provide a meaningful context to the children's work. Usually each half term will have a different "Context for Learning". We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting "Entry Point"

Each context for learning begins with a "wow" entry point for the children. The purpose of these is to stimulate children's excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Year 4 for the First Half of Autumn Term

Context for Learning: Escape to the Country

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Narrative writing; stories set in imagined worlds Superheroes (Big Writing Adventures)	Children will be exploring how authors use figurative and expressive language to create images and atmosphere. They will be looking at the use of adjectives, adverbs, similes and other imagery to write descriptions of imagined worlds. They will also be using thesauruses to find synonyms to make their writing more effective. They will writing their own stories set in an imagined world. Children will be learning to write character descriptions, recounts and non-chronological reports. They will be learning to use pronouns, higher level connectives and will be looking at the correct use of different tenses.
Mathematics	Number – Place Value Number – Addition and Subtraction	Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Add and subtract numbers with up to 4 digits using the formal written methods of columnar 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 operations and methods to use and why.
Science	Teeth and digestion	Describe the simple functions of the basic parts of the digestive system in humans. Children will also be learning about the functions of different teeth and dental hygiene.
Computing	E-safety; internet research; word processing using Microsoft Word	Children will learn about the opportunities computer networks offer for communication. They will identify a range of ways to report concerns about content. They will learn to recognise acceptable and unacceptable behaviour. They will learn to use the internet safely to find information on a given subject. They will be using Microsoft Word to present information effectively.
Art and Design	Colour mixing Observational drawing;	Colour mixing using different media such as oil pastels and paint to create landscapes linked to context for learning. Observational drawings of natural objects linked to Science

		topic.
Music	Performing together	Learning and performing songs for the Harvest celebration.
Design and Technology		No unit of study this half term.
History	Children in World War 2	What was life like for children in the cities and countryside during World War 2? Children will be learning about evacuation and rationing. We shall be looking at the ways in which the local area was affected by the war. Children will be learning about the connections between local, national and international history. They will be investigating the ways in which children's daily lives were altered by WW2.
Geography	Maps of Britain and the wider world	Naming and locating countries involved in WW2; naming and locating major cities in the British Isles.
Languages	French	This will be taught weekly by a specialist teacher.
Physical Education	Swimming Outdoor and Adventure Activities: Cooperation, Communication and consideration.	Swim competently, confidently & proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations. Children will take part in a range of sequential learning experiences that allow them to venture successfully in the outdoors. They will have the opportunity to respond to different challenges and problem solving tasks.
PHSE and Citizenship	Beginning and Belonging	Children will be learning to set ground rules to create a safe and happy classroom; they will explore ways of coping in new situations and identify their own support networks.
Religious Education	Life's big questions	Children will be looking at beliefs and important questions from different religions around the world and how these affect people's lives, including their own.
Cooking and Nutrition	Food during WW2 Healthy eating	Children will be learning about the types of food people ate during rationing. They will be looking at recipes from WW2.

Educational Visits/Visitors	Stibbington Trip – WW2

Our Curriculum for Year 4 for the Second Half of Autumn Term

Context for Learning: Escape to the Country (continued)

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Board games (Big Write)	Children will be learning to write various elements of an instruction booklet for a board game including a character and setting description, a background story and some detailed instructions.
Mathematics	Measurement: Length and Perimeter Number: Multiplication and Division	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre] Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Science	Electricity	Children will be learning about simple electrical circuits and the uses of electricity. They will be investigating a range of materials which do or do not conduct electricity. They will be learning about the concepts of conduction and insulation. They will also be learning about how to keep safe around electricity.
Computing	E-safety; internet research; word processing using Microsoft Word	Children will learn about the opportunities computer networks offer for communication. They will identify a range of ways to report concerns about content. They will learn to recognise acceptable and unacceptable behaviour. They will learn to use the internet safely to find information on a given subject. They will be using Microsoft Word to present information effectively.
Art and Design	Designing persuasive posters	World war 2 posters. Children will be learning about how to design and create an effective poster relating to the topic of Children in WW2.
Music	Songs from World War 2	To learn a repertoire of songs from WW2 and perform them with expression and control. Children will be creating their own singing rhymes.
Design and	Moving cards and picture books	Children will design and make simple mechanisms in card and paper.

Technology		
History	What was life like for children in World War 2 (continued)	Children will continue to learn about everyday life in cities and the countryside. They will find out about the various ways that people kept safe during the Blitz. They will be investigating the Make do and Mend and Digging for Victory campaigns and how these affected the lives of people in the local area and nationally. They will be learning about the ways in which VE day was celebrated.
Geography	Using maps (continued)	Children will be using maps of the British Isles to look at areas affected by the Blitz. They will be looking at maps of the Scilly Isles within the context of our work in Literacy. They will be learning about map symbols and keys, co-ordinates and grid references.
Languages	French	This will be taught weekly by a specialist teacher.
Physical Education	Swimming Invasion Games	Swim competently, confidently & proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations. Children will be learning about and applying the basic principles of attacking and defending in an invasion game.
PHSE and Citizenship	Myself and my relationships – family and friends Anti-bullying	Children will be learning about the importance of relationships and friendships. They will learn about valuing the similarities and differences between themselves and others. St Matthew's Kindness Programme – this programme is part of a wider preventative strategy to help promote kindness in school and prevent bullying.
Religious Education	Church People	Children will be learning about saints and why they are important within the Christian church.
Cooking and Nutrition	n/a	

Educational Visits/Visitors	Sports Festival WW2 walk Vicarage Terrace Archaeology Day as part of the MUD Project.

Our Curriculum for Year 4 for the First Half of Spring Term

Context for Learning: Stone Age, Romans and Celts.

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	***Big Write:*** ***Board Games***	Children will be learning to write various elements of an instruction booklet for a board game including a character and setting description, a background story and some detailed instructions.
Mathematics	***Multiplication and Division***	Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
Science	***States of matter***	Compare and group materials together according to whether they are solids, liquids or gases. Understand that some materials change state when they are heated or cooled. Research the temperatures at which some of these changes happen. Link to Polar exploration.
Computing	***Programming using Probots and Scratch***.	Programming shapes and patterns including Probots.
Art and Design	***Stone Age*** ***Roman mosaics***	Cave paintings. Children will be looking at examples of Roman mosaics and designing and creating their own collage versions.
Music	***Charanga***	Children will be listening to various music and learning through musical games, singing and playing instruments.
Design and Technology		No unit of study this term
History	***Stone Age*** ***Romans and Celts***	What does prehistory mean? Identifying big changes that came in the New Stone Age (Neolithic period). Carrying out an investigation on Skara Brae. What do we know about Stonehenge? How did people's lives change in the Bronze Age? What was life like in the Iron Age? What were the causes and effects of the Roman Invasion of Britain? Who was living here when the Romans arrived? What was daily life like in a Celtic hill fort? What evidence do we have for what life was like in the past? The history of polar exploration – Scott and Amundsen

		(linked to Science)
Geography	***Settlement – towns and villages***	Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain. Life in Antarctica (linked to Science)
Languages	***French***	Taught by French teacher in school (Madame Lombardi)
Physical Education	***Net Games*** ***Gym***	Children will learn a range of skills, techniques, tactics and rules for a different range of net games. Rotation. Develop a broad range of skills. Link actions to make sequences of movement. Develop flexibility, strength, technique, control and balance.
PHSE and Citizenship	***My Emotions***	Children will be learning to recognise and communicate how they are feeling; to recognise and describe the feelings of others using non-verbal as well as spoken cues. They will be learning to develop strategies to deal with strong emotions.
Religious Education	***Commitment and Belonging***	Cover across religions, including why prayer is important to Muslims. Debate similarities and differences
Cooking and Nutrition	***Food hygiene*** ***Food in the past***	Stone Age cooking What kind of food did the Romans eat? Healthy eating and food hygiene.

Educational Visits/Visitors	**Stone Age cooking day (January 29th)**

Our Curriculum for Year 4 for the Second Half of Spring Term

Context for Learning: The Romans and the Celts

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Animation	Children will learn strategies to develop characters, settings and plots for film. Children will draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.
Mathematics	Area Fractions and Decimals.	Finding the area of rectilinear shapes by counting squares. Decimals, percentages and their equivalence to fractions; calculations involving decimals ; calculations involving money; telling the time using a 24h clock; perimeter of shapes; number and place value; problem solving and reasoning; written multiplication and division.
Science	Sound	Find patterns between pitch of sound and the features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
Computing	Programming using probots and Scratch	Use logical reasoning to design and write programmes to achieve specific goals, including solving problems.
Art and Design	Clay sculptures	Designing and making a clay head of a Roman emperor
Music	Lean on me	The learning is focussed around the song 'Lean on Me' by Bill Withers. The children will be exploring different aspects of the song including pulse, rhythm and pitch.
Design and Technology	No unit of study this term	
History	Roman Britain	What were the causes and effects of the Roman Invasion of Britain? The Roman army; daily life in Roman Britain; how Britain was changed by the Romans.
Geography	Settlement – towns and villages (continued)	Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain.
Languages	French	Taught by teacher in school
Physical Education	Dance Invasion Games	The Haka. Exploring the traditional Maori war cry Haka. Children will learn a range of skills, techniques, tactics and rules for a different range of invasion games.
PHSE and Citizenship	Financial Capability	This unit will help children understand the importance of money in our lives, where it might come from, and in particular how we can earn it. They will explore the different ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make and how these might be affected by our values, beliefs and culture.
Religious Education	**Islam:** Why is prayer important to	Children will learn about the importance to Muslims of the Mosque today and about how religious beliefs are expressed

	Muslims?	in practice such as in the duty to pray five times a day.
Cooking and Nutrition	No unit of study this half term.	

Educational Visits/Visitors	Roman workshop Grafham Water 3 day Residential trip

Our Curriculum for Year 4 for the First Half of Summer Term

Context for Learning: Africa

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Stories from different cultures; stories featuring issues and dilemmas	Children will be using Mufaro's Beautiful Daughters as a starting point to look at features of stories from different cultures. They will the feelings of characters involved in dilemmas and write their own story set in a different culture. Grammar work will include commas, adverbial phrases and frontal adverbials.
Mathematics	Decimals, place value, written and mental methods for calculation Time	Children will compare numbers with the same number of decimal places up to two decimal places. Round decimals using tenths to the nearest whole number. Divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value Children will convert different units of measurement. e.g hours into minutes. Read, write and compare time between analogue and digital 12-hour and 24-hour clocks. Solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months, and weeks to days.
Science	Living things in 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 environments.
Computing	Branching databases	Collecting and presenting data using the Flexitree software. This will linked to our work in Science.
Art and Design	African masks Enamelling Natural sculptures- Andy Goldsworthy	Plan and carry out a design. Look at different ways of adding texture. Enamelling and natural sculptures will form part of the experiences at Burwell House.
Music	African music, drumming and dancing;	Listening to examples of African drumming. Exploring the rhythm, tempo and dynamics and using these to create their own compositions. Exploring the connection between the rhythm of the drums and the dancing.
Design and Technology	No unit of study this term.	
History	The Benin bronzes	Exploring the history of West Africa and the importance of the Benin bronzes.
Geography	Africa	Locating Africa within a map of the world; using atlases to identify the countries which make up the continent; examine diversity of African ways of life; challenge preconceptions.
Languages	French	Taught by teacher from Parkside.
Physical Education	Games: netball Dance: African	Learn and practise skills of accurate passing and catching; marking and dodging other players; learning how to co-operate and play as a team using attack and defence strategies. Explore the main features of African dance and use these to create dances in a similar style.
PHSE and Citizenship	Healthy Lifestyles	Looking at a range of factors which contribute to a healthy lifestyle; learning about the physical and mental benefits of regular exercise; consider the relationship between physical activity and nutrition.

Religious Education	Christianity	Exploring places which are important to Christians and how and why churches are different.
Cooking and Nutrition	Healthy eating	This will be linked to the healthy lifestyles work in PSHE.
Educational Visits/Visitors		

Our Curriculum for Year 4 for the Second Half of Summer Term
Context for Learning: The Tudors

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Dr X: Good or Evil?	Children will be learning how to write a persuasive letter using language appropriate for the audience. They will be writing balanced arguments using evidence to back up their ideas. They will be also be writing poems using alliteration, onomatopoeia and similes. Wherever possible, this will be linked to our work on The Tudors. Grammar work will include commas, adverbial phrases and frontal adverbials.
Mathematics	Statistics Geometry: Properties of Shape Geometry: Position and Direction.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles. Compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Recognise where angles are greater than two right angles. Know the term straight angle refers to two right angles together. Use line symmetry with two lines of symmetry. Plot positions on a 2-D grid as positive number coordinates and describe movements between positions as translations of a given unit to the left/right and up/down. Plot points I am given and draw sides to complete a given polygon
Science	Living things in their habitats + animals including humans (continued)	Children will be learning to recognise that environments can change and that this can sometimes pose dangers to living things.
Computing	Branching tree diagrams (continued); Digital literacy	Use Flexitree software to classify and present data (linked to work in Science). Use features of Powerpoint to present information to interest an audience (linked to work in History).
Art and Design	Tudor portraits	Children will be looking at portraits from the Tudor period and learning about the work of Holbein. They will create their own portraits in a similar style.

Music	Don't stop believing	The learning is focussed around the song *Don't Stop Believin'* by Journey. The children will be exploring different aspects of the song including pulse, rhythm and pitch.
Design and Technology		No unit of study this term.
History	The Tudors	Children will be learning about the differences between daily life in Tudor times and their own lives. They will be learning about how the Tudor monarchs came to power and some of the issues that were important at the time.
Geography	Tudor exploration	Children will be looking at how Tudor exploration changed people's knowledge of the world.
Languages	French	Taught by teacher from Parkside.
Physical Education	Cricket Tudor dance	Children will develop and practise cricket skills, taught by a trained coach. Children will be exploring features of Tudor dance and using these to develop their own dances in a similar style.
PHSE and Citizenship	Keeping safe	Learning will build the children's understanding of the concept of risk and how to manage it. They will learn that risk can be social and emotional as well as physical. Children will learn how to identify risky situations and discuss strategies to keep themselves safe.
Religious Education	Who is in charge of our world?	Children will learn about some of the ways in which Christianity and other religions express and respond to their beliefs that there is a creator of our world.
Cooking and Nutrition	Tudor food Healthy eating	Children will be comparing the food eaten in Tudor times with the food we eat today.

Educational Visits/Visitors	Kentwell Hall