



The New Forest Primary School –long term planning and progression ‘Curriculum Map’

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic title: <u>Inventors and Innovators</u></p> <p>Trip: Steam, Swindon/ Poole museum, Victorian experience (potentially return to Kew Gardens in 2018)</p> <p>Workshop: Victorian Workhouse Day (return to school experience day in 2018), Victorian Christmas</p> <p>Focus: History, Art</p>		<p>Topic title: <u>Grubs Up! –food and medicine from the rainforest to our cupboards</u></p> <p>Trip: Tesco and local farms, Living Rainforest, Newbury</p> <p>Drama Production</p> <p>Exhibition: Parent Showcase of Grubs Up unit at beginning of term 5</p> <p>Focus: Geography, DT</p>		<p>Topic title: <u>Ancient mysteries</u></p> <p>Trip: Avon Tyrell Residential, Jewish Synagogue</p> <p>Workshop: Egyptian Day</p> <p>Focus: History</p>	
<p>Y4 English</p> <p>See medium term plans for spelling, grammar and punctuation and guided reading/ comprehension texts</p>	<p>Genre focus and stimulus: Imaginative stories Spiderwick Chronicles by Tony DeTerlizzi. Grammar Focus: Expanded noun phrases. Correct use of speech. Prepositional phrases.</p> <p>Recount. Diary writing using photographs of children miners/ bbc – school radio audio clips. Grammar Focus: Accurate use of pronouns. Use of correct tense. Fronted adverbials</p> <p>Discussion about coming of the railways – balanced argument.</p> <p>Railway Children by E. Nesbit</p> <p>Exciting writing: Meeting of two characters Recount of story from Literacy shed-scout and marshmallows. Diary (recount) about the Victorian workhouse/school</p> <p>Progression writing Description of a fantasy/imaginative story scene using noun phrases.</p> <p>Prefixes: (in, im, il, sub, inter, super, anti, auto)</p>		<p>Genre focus and stimulus : Descriptive writing - The Jungle Book by Rudyard Kipling. Grammar Focus: Figurative language - conjunctions, adjectives, adverbs, metaphor, simile, paragraphs, expanded noun phrases, use of senses.</p> <p>Reading focus of author study and biography of Rudyard Kipling.</p> <p>Fables: Aesop’s Fables, Just So Stories by Rudyard Kipling</p> <p>Instructions about Rainforest Café recipes linked with DT. Grammar Focus: imperative verbs, prepositions conjunctions.</p> <p>News articles: Newspaper articles about Slash and Burn in rainforest. Grammar Focus: Present perfect tense</p> <p>Spoken Language and understanding of classical literature through drama production earth</p> <p>Exciting writing: analysing stage directions/ media interpretation (linked with year 4 play), Jesus’ last day on earth,</p> <p>Progressive writing: Imaginative story using specific words given. Information text about a certain type of animal, instructions for brushing teeth.</p> <p>shun’ sound; (tion, ssion, sion, cian)</p>		<p>Genre focus and stimulus: Image Poetry. Grammar Focus: Use of language</p> <p>Poetry- raps about mummies</p> <p>Non-chronological report/ Note taking and Explanation about Egyptian mummification. Grammar Focus: Headings and subheadings.</p> <p>Letter writing -writing to a pharaoh about what life was like.</p> <p>Exciting writing: Avon Tyrell recount</p> <p>Progressive writing: letter writing. You have been on a trip to see the ancient Egyptian pyramids. Tell a friend what you have been doing.</p> <p>‘s’ sound ‘sc’; ‘k’ sound ‘que’; ‘g’ sound ‘gue’; homophones /Suffix ; (ation, ous</p>	
<p>Y4 Maths</p>	<p>Topic linked maths:</p> <p>General curriculum: Number- place value(3); Number- addition and subtraction(3); Number-Multiplication and Division(4); Measurement- Area(2)</p>		<p>Topic linked maths:</p> <p>General curriculum: Fractions(4); Time(1); Decimals(4); Measurement- Money (2)</p>		<p>Topic linked maths:</p> <p>General curriculum: Measurement- Perimeter and Length(1); Geometry- Angles(1); Geometry- Position and Direction(2); Statistics(2); Measurement- Area and Perimeter(2)</p>	
<p>Y4 Science</p>	<p>Electricity: identify common electrical appliances; simple series circuits and naming components; troubleshooting; switches; conductors and insulators.</p> <p>Investigation Focus: set up simple practical enquiries, comparative and fair tests.</p> <p>Scientist study –Thomas Edison (Electricity)</p> <p>Sound: identify how sounds are made; vibrations travel to ear; patterns in pitch of a sound, volume; distance from sound. DATA LOGGING ACTIVITY.</p> <p>Investigation Focus: reporting on findings from enquiries, including oral and written explanations.</p>		<p>Animals: Construct and interpret a variety of food chains identifying producers, predators and prey. Investigation Focus: ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Living Things: recognise that living things can be grouped in a variety of ways; explore classification keys; recognise that environments can change and this can sometimes pose dangers to living things (<i>DO NOT DO DARWIN/Russell as Y6 study</i>) Investigation Focus: Gather, record, classify and present data in a variety of ways to help in answering questions</p>		<p>States of Matter: compare and group materials together; observe that some materials change state when heated and cooled and measure temperature at which this happens; identify the part played by evaporation and condensation in the water cycle. Investigation Focus: make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	



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		<p>Digestive: Describe the simple functions of the basic parts of the digestive system in humans; Investigation Focus: Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Teeth: identify the different types of teeth and functions Investigation Focus: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	
Y4 Humanities	<p>History: Victorian exploration and invention etc (post 1066 study)</p> <p>Changes in an aspect of social history – children’s working life from Agricultural Revolution to industrial Revolution to present day Britain</p> <p>A significant turning point in British history – the first railways</p> <p>Geography: World mapping (British Empire) locate the world’s countries and major cities; use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>Geography: world mapping – identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle – rainforest biomes and vegetation belts; Understand geographical similarities and differences through the study of human and physical geography of AMAZON region in South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>UK mapping using digital/computer mapping to locate countries and describe features studied; 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</p> <p>History: Local History development of trade in Southampton – land use, town development</p>	<p>History: Ancient Egypt – The achievements of the earliest civilisations. (where and when). Using a timeline</p> <p>Geography: Locate Egypt – digital/computer mapping to plot ancient sites and rivers. CONTRAST to modern Egypt River Nile study 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</p>
Y4 Art, Design and Technology	<p>Art –Printing using polystyrene tiles, cloth. Artist study: William Morris</p> <p>Photography LOTC – Victorian photographs restage</p> <p>DT – Binca sewing ‘sampler’ designs (stocking front)</p> <p>Cooking Harvest bread</p> <p>Christmas Craft DT – Stockings</p>	<p>Art – Artist Study Henri Roseau (Redo Marion North in 2018)</p> <p>DT - Cooking rainforest smoothies/café</p>	<p>Art - Hieroglyphs, tomb paintings</p> <p>DT –Papier mache death masks/ sarcophagus</p> <p>Making Papyrus</p>
Y4 LOTC	Term 1 Victorian toys	Term 3: Hunting for evidence walk then talk by NPA Sue Palma or Mr Richards – skulls and teeth of predators and prey	Term 5 – using tools from the forest to make hieroglyphs
Forest Friday	Term 2 development of the Camera	Term 4 – Tree canopy study	Term 6 Position and direction- finding mummies on a map (maths link)
Y4 Music	<p>BBC Ten Pieces- in the hall of the mountain king- Greig</p> <p>Charanga- Lean on me</p> <p>BBC Ten Pieces – The Firebird suite - Stravinsky OR ‘Symphony number 5 (1st movement) Beethoven to support the teaching of sound in science</p>	<p>Year 3 and 4 production, musical theatre, singing, percussion and musical instrument players</p> <p>Recorder in colour music scheme – perform at whole school music concert</p>	<p>BBC Ten Pieces- symphony number 5- Beethoven</p> <p>Charanga- Mama Mia</p> <p>Opportunities for children to perform musical instruments in school recitals</p>
Y4 Computing	<p>Switched on Computing unit 4.2</p> <p>Computational thinking - We are toy designers – prototyping an interactive toy – Scratch.</p>	<p>Switched on Computing unit 4.3</p> <p>Creativity - We are musicians – producing digital music – Isle of Tune/Audacity</p> <p>Switched on Computing unit 4.6</p>	<p>Switched on Computing unit 4.5</p> <p>Communication/collaboration - We are co- authors – making a Wiki – use school website School Jotter.</p> <p>Switched on Computing unit 4.1</p>



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	Switched on Computing unit 4.4 Computer Networks - We are HTML editors – editing and writing HTML – use school website School Jotter- Microsoft word to produce writing first		Productivity - We are meteorologists – filming and presenting the weather – using Powerpoint to create a rolling auto cue.		Programming - We are software developers – developing a simple educational game - Scratch	
Y4 PSHE	Myself and my relationships: Beginning and belonging unit 15 Children help to develop class rules and developing ideas for a happy classroom. Children will learn to cope in new situations and identify their support networks. Healthier and safer lifestyles: E-safety unit 12 Children continue to learn about their own safety when using the internet, and begin identifying their use of the internet and the risks involved.		Healthier and Safer lifestyles: Drug education unit 9 Children will develop their understanding of medicine use and the roles of health professionals. Children will also explore the safety rules associated with medicines. Children will learn about nicotine and alcohol in greater depth considering the effects of use. Citizenship: Working Together unit 1 Children develop skills to help them be part of a team and learning to work collaboratively. Children identify strengths and areas for improvement of skills and choose skills that they would like to develop		Citizenship: Diversity and communities unit 2 Children will explore what makes up their identity and what makes up others identities. Children will learn about different communities and their lifestyles, views and beliefs that they might have. Sex Education: (from RE perspective ‘Love and Relationships’ book)	
Y4 French	Unit 7 Encore! – Revising ways to describe people; nationalities; giving characteristics using various adjectives	Unit 8 Quelle heure est-il? – telling the time; talking about leisure activities and what time they’re done	Unit 9 Les fêtes – talking about festivals and dates; talking about presents at festivals; numbers 31-60; giving/ understanding commands	Unit 11 On mange! – shopping for food; asking and saying how much something costs; talking about activities at a party; giving opinions about food and various activities	Unit 10 Où vas-tu? – going to French cities/places; giving/ understanding directions; talking about the weather	Unit 12 Le cirque – francophone countries and different languages; clothing and colours
Y4 RE	<u>Discovery unit</u> <i>Theme:</i> Belief and practices <i>Concept:</i> God <i>Key Question: How special is the relationship Jews have with God?</i> <i>Stimulus resources:</i> Ten Commandments, Synagogue visit <i>Across the curriculum:</i> English – writing dialogues, contracts, affirmations, DT – make a Mezuzah	<u>Understanding Christianity unit</u> <i>Theme:</i> Christmas <i>Concept:</i> People of God <i>Key Question: What is it like (for Christians to) follow God?</i> <i>Stimulus resources:</i> Stories of Noah, powerpoint 4 <i>Across the curriculum:</i> Drama – hot seating, Noah’s Ark sampler Christmas making activity: Victorian stickings	<u>Discovery unit</u> <i>Theme:</i> Passover <i>Concept:</i> Israel <i>Key Question: How important is it for Jewish people to do what God asks them to do?</i> <i>Stimulus resources:</i> Seder Plate <i>Across the curriculum:</i> Create and try a Seder Meal, PSHE - UNCRC	<u>Understanding Christianity unit</u> <i>Theme:</i> Easter <i>Concept:</i> Salvation <i>Key Question: Why do Christians call the day Jesus died ‘Good Friday’? (Digging Deeper)</i> <i>Stimulus resources:</i> Visit to St Peters with Vicar <i>Across the curriculum:</i> English link Create a guide for Church to explain Communion, Art/DT – Create A Christian memory box, digital photos of communion	<u>Discovery unit</u> <i>Theme:</i> Rites of passage and good works <i>Concept:</i> Torah <i>Key Question: What is the best way for a Jew to show commitment to God?</i> <i>Stimulus resources:</i> videoclips, My Jewish Life books <i>Across the curriculum:</i> LOTC – developing the school gardens/planting a tree.	<u>Understanding Christianity unit</u> <i>Theme:</i> Pentecost beginning of Term 6 <i>Concept:</i> Kingdom of God <i>Key Question: When Jesus left, what was the impact of Pentecost?</i> <i>Stimulus resources:</i> KS2A.6 resources for discussion. Children to lead ‘Pentecost Experience’ <i>Across the curriculum:</i> English spoken language/discussion
Y4 Spirituality	Others, Self		World and Beauty; Others; Self		Self; Others, Beyond;	
Y4 PE	Swimming Football/Tri Golf Gymnastic skills (if wet)	Multiskills (Change 4 Life) Hockey/Tag Rugby Table tennis (if wet)	Gymnastics – unit 11- flight foot patterns Football/Skittleball Benchball (if wet)	Gymnastics – unit 12- boxes and bridges Ball skills – football/skittleball/Tag Rugby Indoor athletics (if wet)	Country Dancing Athletics and Cross Country Skipping skills/5 A Day (if wet)	Dance Composition – Egyptian topic linked Rounders 5 A Day (if wet)