

**Robert Shaw Primary & Nursery School  
Year 4 – Curriculum Plan**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Belonging</b>	<b>Exploring</b>	<b>Discovering</b>
<b>Oxfam curriculum area</b>	Identity and diversity      Social justice and equity	Sustainable development      Globalisation and interdependence	Peace and conflict
<b>Key question</b>	<b>Are all people born equal?</b>	<b>Why should we care for the health of our planet?</b>	<b>How did the Ancient Greeks change the world?</b>
<b>Topic outcomes</b>	<b>1. Suffragette playground protest march 2. Diary entry for protest march</b>	<b>1. Create a speech to persuade people to take better care of our planet 2. tbc</b>	<b>1. Set up and run an Ancient Greek Olympics sporting event for another class 2. tbc</b>
<b>Key texts</b>	Windrush Child – Benjamin Zephaniah Secret Suffragette – Barbara Mitchelhill	<b>tbc</b>	<b>tbc</b>
<b>Hook</b>	Video clip & hot seating – Mrs Pankhurst	<b>tbc</b>	<b>tbc</b>
<b>Enrichment</b>	Visit to Hindu Temple	<b>tbc</b>	<b>tbc</b>
<b>English</b>	Letter; Diary; Newspaper; Information leaflet	<b>tbc</b>	<b>tbc</b>
<b>Maths</b>	<b>Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division</b>	<b>Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals</b>	<b>Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction</b>
<b>Science</b>	<b>Animals including humans</b> - 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 variety of food chains, identifying producers, predators and prey. <b>States of matter</b> - 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 Celsius (°C)	<b>Living things and their habitats</b> - 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. <b>Sound</b> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it	<b>Electricity</b> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors

	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	- find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	
<b>History</b>	<b>Spaced retrieval:</b> chronology; learning from previous years	<b>Spaced retrieval:</b> chronology; learning from previous years	Ancient Greece – how can the impact of the Ancient Greeks be seen today: government; sport; maths & science; philosophy?
<b>Geography</b>	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, Y3 content	Deforestation and rainforests; rivers; water	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, Y3 content, spring term content
<b>DT</b>	Design and make suffragette banners and rosettes to use on the Suffragette protest march	create a bee/bug hotel	<b>tbc</b>
<b>Art</b>	Explore the work of artists with neurodiversity and disabilities	<b>tbc</b>	<b>tbc</b>
<b>Music</b>	Charanga units: Mamma Mia; Glockenspiel Stage 2	Charanga units: Stop!; Lean on me	Charanga units: Blackbird; Reflect, Rewind and Replay
<b>RE</b>	<b>4.4 Religion, family, community, worship, celebration, ways of living</b> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? <b>4.1 The journey of life and death</b> Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	<b>4.2 Symbols and religious expressions</b> How do people express their religions and spiritual ideas on pilgrimages?	<b>4.3 Spiritual expression</b> Christianity, music and worship: what can we learn?
<b>Computing</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>
<b>PE</b>	<b>Striking and fielding games-cricket</b> Work as a supportive member of a team. Use running, jumping, throwing and catching in isolation and in combination. <b>Dance</b> Link actions, remember and repeat dance phrases and perform short dance/gym sequences	<b>Swimming</b> Swim competently, confidently and proficiently over a distance of at least 5 metres <b>Hockey</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Character education &amp; orienteering</b> Outdoor and adventurous activities as an individual and as a team member. <b>Athletics</b> Coordination, balance, strength, flexibility, control, technique.

<p><b>PSHE</b></p>	<p><b>Me and My Relationships:</b> Healthy relationships; Listening to feelings; Bullying; Assertive skills <b>Valuing Difference:</b> Recognising and celebrating difference (including religions and cultural difference); Understanding and challenging stereotypes</p>	<p><b>Keeping Myself Safe:</b> Managing risk Understanding the norms of drug use (cigarette and alcohol use); Influences; Online safety <b>Rights and Responsibilities:</b> Making a difference (different ways of helping others or the environment); Who keeps us safe?; Media influence; Decisions about spending money</p>	<p><b>Being my Best:</b> Having choices and making decisions about my health; Taking care of my environment; My skills and interests; Volunteering <b>Growing and Changing:</b> Managing difficult feelings/change; Relationships including marriage</p>
<p><b>French</b></p>	<p><b>Welcome to school Super Learners: 1</b> Welcome to school super learners. <b>Robot Town: 2a</b> Bonfire night poem; <b>2b</b> Robot town, commands and directions</p>	<p><b>Family tree and faces: 1a</b> Epiphany time again; 1b Meet the alien family. <b>Celebrating carnival/body parts: 2a</b> Carnival of animals; <b>2b</b> Body parts and aliens; <b>2c</b> Alien family Easter Egg hunt</p>	<p><b>Feeling unwell/Jungle Animals: 1a</b> I don't feel well; <b>1b</b> Walking through the jungle. <b>Summer time: 2a</b> Weather; <b>2b</b> Ice creams</p>