

THE GROVE PRIMARY SCHOOL



YEAR 4 CURRICULUM INFORMATION
2021-22
Autumn Term

ACADEMIC YEAR 2021-2022

IMPORTANT DATES FOR THE TERM AHEAD

Date	Details
3 rd December	Ancient Egyptian Day

Autumn Overview

English	Key texts: 'Cinderella of the Nile' by Beverley Naidoo and Marian Vafaeian 'Jabberwocky' by Lewis Carroll 'The Story of Tutankhamun' by Patricia Cleveland-Peck 'Winter's Child' by Angela McAllister and Grahame Baker Smith	Writing Outcomes: Newspaper Report Diary Entry Character description Advert Traditional Tale Non-Chronological report Instructions Biography Recount Dialogue Setting description Letter Fantasy story	Reading 'The Lost Spell' by Robert MacFarlane and Jackie Morris 'How Does a Lighthouse Work?' by Roman Belyaev VIPERS skills Comparisons between poems Discuss and share ideas Drawing links to science learning	SPAG/Phonics Noun phrases Fronted adverbials Imperative verbs Conjunctions Homonyms Plurals Homophones
Maths	Key focuses: Place value Addition and subtraction Length and perimeter Multiplication and division			
Science	Sound – see separate overview sheet Electricity – see separate overview sheet			
Topic	Ancient Egypt – see separate overview sheet			
French	Greetings Myself-feelings Dates-Birthdays Christmas			

Annual Overview

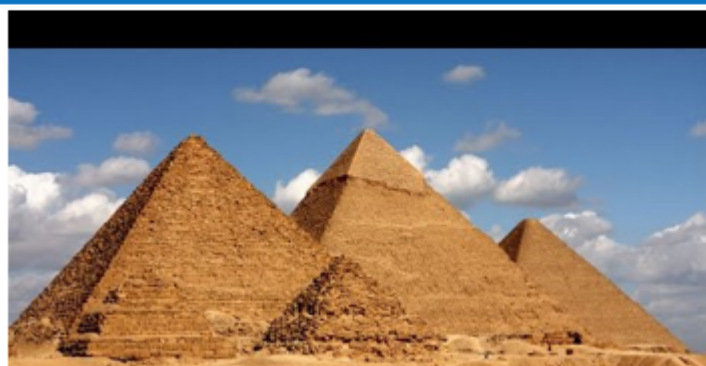
Curriculum Subject	Autumn Topic: Walk Like an Egyptian		Spring What have the Romans ever done for us?		Summer Topic: Fieldwork Detectives	
	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Writing	'Cinderella of the Nile' by Beverley Naidoo and Marian Vafaeian 'Jabberwocky' by Lewis Carroll	'The Story of Tutankhamun' by Patricia Cleveland-Peck 'Winter's Child' by Angela McAllister and Grahame Baker Smith	'Escape from Pompeii' by Christina Balit 'Weslandia' by Paul Fleischman	'Pride' by Rob Sanders 'FARThER' by Grahame Baker Smith	'Tar Beach' by Faith Ringgold 'Shackleton's Journey' by William Grill	'Varmints' by Helen Ward and Marc Craste 'James and the Giant Peach' By Roald Dahl
Reading	'The Lost Spell' by Robert MacFarlane and Jackie Morris	'How does a lighthouse work?' by Roman Belyaev	'The Humans' by Jonny Marx and Charlie Davis	'The Theives of Ostia' by Caroline Lawrence	'Two Weeks with the Queen' by Morris Gleitzman	'Tamarind and the Star of Ishta' by Jasbinder Bilan
Maths	Mastery: Place value Addition and subtraction	Mastery: Length and perimeter Multiplication and division	Mastery: Multiplication and division Area Fractions	Mastery: Fractions Decimals	Mastery: Decimals Money Time	Mastery: Statistics Angles Shape Position Direction
Science	Sound	Electricity	Animals, including humans	States of matter	Living things and their habitats	Living things and their habitats
Computing	Online Safety	Computational Thinking	Website Design	HTML	Further coding with Scratch	Investigating Weather

Geography/History	History: Ancient Egypt Geography: Location of Egypt and the River Nile	History: Ancient Egypt	History: The Romans Geography: Location of Rome/Italy	History: The Romans Geography: Comparison of Rome and Edinburgh	Geography: Study of the United Kingdom	Geography: Study of the United Kingdom
PE/Games	Fitness/Netball	Gymnastics/ Tag Rugby	Dance/Football	Golf/Tennis	Sports Day Practice/Rounders	Athletics/Sports Day
RE	How can we be together in one world?	How artists can help us to understand Christmas	Judaism	Lent and Holy Week	Is Christianity the same around the world?	How did the church begin? How did Jesus save lives?
PSHCE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Recognising me Getting on, falling out Relationships	Body changes Puberty
Music	Charanga: Mamma Mia	Christmas	Charanga: Stop – variety of genres	Charanga: Lean on Me	Charanga: Beatles	Charanga: Reflect/Rewind
Art and DT	Art: Design and create a Cynopic jar	DT: Design and make an alarm to warn off intruders in a pyramid	DT: Honey cake- sweetening without sugar	Art: Printing Roman fabrics and patterns	Art: Tones and shades in drawing and painting- landscape of a location in the UK.	DT: Moving mechanisms – design and create a moving bridge
MFL: FRENCH	Greetings Myself-Link to PSHE Poetry	Christmas Dates Birthdays	Epiphany The seasons Le Bonne Homme de Neige song and story- link to water cycle	Mardi Gras and Easter	Animals-Carnival of the animals-link to living things	Outdoor games- use outdoor learning environment

Topic and Science Overview Sheets



Walk like an Egyptian Year 4 Autumn Term 1 and 2



Entry Point

We will have an Egyptian themed term culminating in a dress up as an Egyptian day. We will learn about Egyptian history, daily life, hieroglyphs, archaeology, beliefs, Egyptian games and taste Egyptian food.

Texts:

Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian.
The Story of Tutankhamun by Patricia Cleveland-Peck

Outcomes and Exit point

We will display all our work, written stories, fact files, Art and DT projects in our classroom as an Egyptian display called Walk like an Egyptian.

We will immerse ourselves in this Egyptian topic throughout the wider curriculum.

As Mathematicians:

- We will explore and consolidate knowledge of place value.
- We will add and subtract in a range of contexts.
- We will make a 3D shape – pyramid
- We will understand the Egyptian number system

As English scholars:

- We will draw from the descriptions Julia Jarman uses and create character and setting descriptions influenced by her writing.
- We will write shape poems based on our knowledge of Egypt
- We will research, plan, write and edit a narrative story based on a time travelling cat in Egypt.
- We will write instructions on how to mummify a body

As Historians:

By using a wide range of resources: books, recounts, internet, pictures, photographs and artefacts,

- We will learn how to check the reliability of resources and appreciate differing points of view.
- We will learn about the Egyptians beliefs and daily life and create a fact file
- We will understand how we know about the Egyptians from archaeology.
- We will learn about the discovery of Tutankhamun's tomb and the Rosetta Stone
- We will learn about the Egyptians' religious beliefs – Gods and Goddesses.

As Geographers:

- We will locate Egypt on a map
- We will learn about farming and the importance of the River Nile

As artists:

- We will imitate the Egyptians paper by creating our own papyrus paper and learn how the Egyptians wrote by drawing hieroglyphs on the paper.
- We will use observational drawing skills to create paintings of a Pharaoh.
- We will design and make an Egyptian Headdress

As musicians:

- We will learn and sing as a group a song about the Egyptians.
- We will also learn music from Abba and Christmas songs.

As linguists:

- We will learn about European Day of Languages.
- We will learn how to talk about ourselves.
- We will write poetry.
- We will read, write and say the numbers.

As designers:

- We will, as a group, create free standing pyramids and each group will use electricity to alarm their pyramids with a buzzer.
- We will learn how to play games that would have been played in Egyptian times

Vocabulary:

Egypt	Egyptians	Hieroglyphs	Tutankhamun	Gods
Archaeology	Pyramid	Desert	Mummification	
Canopic Jars	Irrigation	Pharaoh	Goddesses	Tomb
Scarab Beetle	Mummy	Plough	Rosetta Stone	



Unit: SOUND

Year 4 Autumn 1

Assessment statements:

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases.
- Find patterns between the pitch of a sound and features of the object that produced it.
- 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.

Big Questions

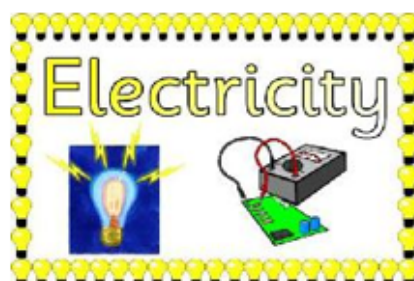
- How do different musical instruments make sound?
- What parts of the ear are needed to hear sound?
- How does sound travel through different materials?
- How does pitch vary when using different size drums?
- How does the volume of a drum change as you move further away from it?

Vocabulary:

Sound	vibration	air	high
low	loud	soft	tuning
sound wave	tight	loose	pitch
noise	tension	pluck	insulation
shake	soundproof	distance	decibels
ear	hammer	anvil	stirrup
cochlea	nerve endings	brain	source

Unit: ELECTRICITY

Year 4 Autumn 2



Big questions:

- How does a light bulb work?
- Which material is the best conductor of electricity?
- How does the thickness of a conducting material affect how bright the lamp is?
- How would you group these electrical devices based on where the electricity comes from?
- How long does a battery light a torch for?

Assessment statements:

- 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.

Vocabulary:

Electricity	Circuit	Cell	Battery	Lamp	Bulb
Wire	Crocodile Clip	Switch	Buzzer	Motor	Mains
Open circuit	Closed circuit	Flow	Conductor	Insulator	Positive
Negative					

LEARNING OUTSIDE THE CLASSROOM

When planning learning opportunities, we make full use of the school grounds, whatever the weather. Much of our work this year will take place outside enabling the children to use skills and apply learning in different settings and environments.

In Year 4 we will be using the outside areas all across the curriculum. Whether it is den building in enrichment week, making paper aeroplanes in Science or a team building game in PSHE we will be taking advantage of the wonderful school grounds

PE

Pupils will continue to come to school dressed in their PE kit on the days that they have these lessons.

Year 4 classes will have their indoor PE lesson on a Monday; outdoor PE will be on a Thursday.

PE KIT No branded clothing please.

- Pupils should have the correct Grove Logo PE shirt in their house colour
- Please remember all children need **trainers** for outside PE sessions not plimsolls, boat shoes or Astro turf boots.
- Gymnastics and Dance are carried out in bare feet.
- School policy does not allow children to wear their cardigans or jumpers during PE sessions. **A plain navy coloured sweatshirt top** (not hoodie) and **jogging bottoms** are acceptable. The school tracksuit is available to buy through Brenda's School suppliers.
- Jewellery is not permitted in PE sessions. Earrings should not be worn to school on PE days or they must be *removed by the child*, before the lesson. **If it is not possible to remove earrings, they must be made safe by taping both sides. Staff cannot tape children's ears. The taping must be done by the parent or by the child themselves.**

Daily Expectations

The gates to school open at 08:30 a.m. Children should not be coming into school before this time unless they are attending the Before School club. Children are expected to be lined up on the Lower Playground [Lewis Carroll Class] and the Middle Playground [Roald Dahl Class] when the whistle blows at 08:45am.

Lessons start promptly at 08:50 a.m. so it is important to ensure that your child is in school on time.

Year 4 end at 3:20p.m. Children are dismissed on to the playground where they line up on in the morning.

Children should have their own plastic water bottle daily

School meals are ordered at home. Please be aware that meals are not provided if the parent account is not in credit. The office will call you to bring in a packed lunch for your child if your account is in deficit or you have not made the meal selection the night before.

Home learning

Work will be set on Seesaw each week on a Friday and due back by 09:00 a.m. the following week.

A weekly guidance sheet will show learning has been set and will be discussed with the children each week.

Learning must be uploaded to Seesaw, or brought back into school, as requested by the class teacher.

Weekly reading: 5x per week with an adult at home [details of how/where to record this to follow]

Weekly: English AND/OR Maths. Activity to consolidate class learning/revision

Spellings: practised and revised through week, verbally and in written form [Home and school]

Wider Curriculum: 3 activities to be completed each half term

Home learning tasks are set to help revise and extend class based learning so it is important that the children engage fully in completing and submitting this work. The amount of activities set will increase slowly through the year. Adopting an organised approach to Home learning in year 6 will help the children greatly as we prepare for their transition to Secondary school.

General Equipment

- Pencil cases: each child need their own small, clear plastic pencil case with the following: several sharp HB pencils, a blue handwriting pen: not biro (a spare is also useful), rubber, scissors, small clear plastic ruler, glue stick, green biro for improvement marking [Not felt tip] colouring pencils and a whiteboard pen.

Pupils must ensure that their pencil case is regularly checked and correctly stocked.

There is a limited supply of equipment in each class should the children need to borrow something during the day.

- Water bottle: daily
- Packed lunch if not ordering school dinner
- Coat [weather dependent]