



St Oswald's Curriculum Map Year 4

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Characteristics of Learning

Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas

Speaking and Listening

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To discuss the language choices of other speakers and how this may vary in different contexts. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/texts that they read or listen to. To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their own opinions on topics. To adapt their ideas in response to new information. To follow complex /multi step instructions without the need for repetition. To use intonation when reading aloud to emphasise punctuation. To practise and rehearse gaining feedback from peers. To take on specific role in role-play/drama activities and participate in focused

discussion. To engage in discussion, making relevant points and ask for specific additional information. To beign to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Fiction: Alice in Wonderland Georges Marvellous medicine Macbeth, Romeo and Juliet, The witches, The Worst witch</p> <p>Writing: Narrative- Character/setting description. Non-narrative- Instruction writing.</p> <p>Poems; Macbeth – the witches. Couplets</p> <p>Grammar; expanded noun phrases, fronted adverbials pronouns</p>	<p>Fiction: Songs from Story Texts; Isn't it Funny (Winnie the Pooh) Sorting Hat Song (Harry Potter) Augustus Gloop (Charlie and the Chocolate Factory The bear and the Piano Letters from a Lighthouse</p> <p>Writing; Explanation text – WW2 / science Fact file on famous musicians / leaflet on orchestras – Non- fiction.</p> <p>Poems; Rhyming Julia Donaldson</p> <p>Grammar; Prefixes; un, dis, mis, super, anti, auto, Suffixes; sion standard English for verb inflections determiners apostrophes for plural possession</p>	<p>Fiction: The Thieves of Ostia Caroline Lawrence What the Romans did for us.</p> <p>Writing; Fear Suspense tale – Fiction Newspaper report – roman runes / Gladiator.</p> <p>Poems; Quatrain</p> <p>Grammar; fronted adverbials Direct speech prepositional phrases Suffixes; sure ture, er</p> <p>Shrovetide (Speaking and Listening)/Music Learn and recite the Shrovetide Song. Perform to whole school</p> <p>Debate or possibly Newspaper Report For and Against Shrovetide</p>	<p>Fiction: Kensukes Kingdom</p> <p>Under the sea; Usborne books Alone on the wild wild sea; Michael Morpurgo Where the Whales Came or The white horse of Zennor Kensukes Kingdom</p> <p>Writing; Biography (David Attenborough) – Non- fiction Persuasive letter – Non- fiction. Recount of trip to Blue planet?</p> <p>Poetry: Ballad; The High Way man</p> <p>Grammar; casual conjunctions, third person, present tense, apostrophes for possession, prefic, sub. Suffix sure ture</p>	<p>Fiction: How to Train your dragon- Cressida Cowell Anglo Saxons in Britain- Moira Butterfield Anglo Saxon Boy- Tony Bradman Beowolf Michael Morpurgo Anglo saxon Myths Alfred Great and Anglo Saxons</p> <p>Writing; Design own dragon and story (myth) linked to How to train your Dragon – Fiction Non chronological report about Anglo Saxons – Non fiction</p> <p>Poems; Cinquain Poems</p> <p>Grammar; Fronted adverbials, direct speech, prepositional phrases, suffixes; sure, ture, er</p>	<p>Fiction: Demon Dentist (David Williams) Microbiology; It is a small World Dan Green Giant- Kate Scott The Bubble Boy- Stewart Foster The story of the Mole who knew it was none of his business.</p> <p>Writing; discussion / persuasive text (i.e.) Why it is important to clean your teeth?</p> <p>Poems; Nonsense Poems/ Free Verse</p> <p>Grammar; suffix ous, tion, ssion, sian, cian, Clause; Main, and subordinate Conjunctions; casual and subordinating</p>
Maths	<p>Number Place Value (4 wks)</p> <p>Addition and subtraction (3 wks)</p>	<p>Measurement Length and perimeter (1 wk)</p> <p>Number Multiplication and Division (3 wks)</p>	<p>Number Multiptly and Division (3 wks)</p> <p>Measurement Area (1 wk)</p> <p>Number Fractions (3 wks)</p>	<p>Number Fractions (1 wk)</p> <p>Decimals (3 wks)</p>	<p>Number Decimals (2 wks)</p> <p>Measurement Money (2 wks) Time (1 wk)</p> <p>Statistics (2 wks)</p>	<p>Geometry Properties of shape (4 wks)</p> <p>Position and Direction (1 wk)</p>
Topic Themes	Potions	Play list	I am Warrior	Blue Abyss	Traders and Raiders	Burps Bottoms and Bile
Protected Characteristics Story Books	Perfectly Norman – Tom Percival (Disability) Oliver – Brigitta Sif (Disability)	The Treasure Box Margaret Wild (faith, religion, belief)	After the Fall: How Humpty Dumpty Got back up again (Disability)	Gregory Cool Caroline Binch (race and ethnicity)	Eric Shaun Tan (Race and ethnicity, religion and belief)	And Tango makes three Justin Richardson (Sexual Orientation, marriage)

		Muhammed Ali- Book-(Race, ethnicity,)	My Princess Boy (Gender, Gender reassignment,)			All about Families Felicity Brooks and Mar Ferrero (Marriage, gender, ethnicity race, sexual orientation)
Science	States of matter -Solids, liquids and gases -Changes when heated / cooled -Evaporation, condensation in water cycle	Sound -How sounds are made and travel to the ear -patterns of pitch and volume	Biology Living Things & 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 environment • recognise that environments can change and that this can sometimes pose dangers to living things..	Biology Living Things & 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 environment • recognise that environments can change and that this can sometimes pose dangers to living things..	Electricity -Identify electrical appliances -construct simple series circuits -switches, conductors and insulators	Biology Animals (including humans) • 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
Focused investigations	<u>Is custard a liquid?</u> <u>Are all liquids runny?</u>	<u>Can we block sound?</u> <u>How can we change sound?</u> <u>How far can sound travel?</u>	<u>What are catapults for?</u> <u>How did Vikings dye their clothes?</u>	<u>Why does it flood?</u> <u>Where does water go?</u> <u>Are all sea creatures the same?</u> <u>How does pollution affect habitats?</u>	<u>What conducts electricity</u> <u>Can you make circuit from Play doh?</u> <u>How do plugs work?</u> <u>How far can an arrow travel?</u>	<u>How do smells get up your nose?</u> <u>How does toothpaste protect teeth?</u> <u>Why did Icarus fall out of the sky?</u>
History	Historic use of potions	Knowledge Black History Month Muhammed Ali Importance of his Achievements- how did he stand up against others WW2 Evacuees Rationing Text; Letters from a Lighthouse- Emma Carroll Operation Pied Piper What would they take in their suitcase? Impact that it had on society today - where did new towns form?	Knowledge The Roman Empire and it's impact on Britain Romans - Julius Caesar's attempted invasion in 55-54BC -The Roman Empire -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance (Boudica) - Romanisation of Britain: sites such as Caerwent and impact of technology, culture and beliefs, including early Christianity Skills Add time period to a timeline		Knowledge Anglo Saxons Skills place events from period studied on a time line look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge Look for links in time studied. Add to a timeline Vocab Anglo-Saxon Runes	

		<p>Skills</p> <p>use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Look at different representations of time - pictures, drawings etc</p> <p>Add key events taught to a timeline</p> <p>Vocab</p> <p>Sources (primary and secondary)</p> <p>Century / ies</p> <p>Anniversary</p> <p>Soldier</p> <p>Bomb</p> <p>Gas mask</p> <p>Evacuee</p> <p>Safe place</p> <p>Country side</p> <p>Children</p> <p>war</p> <p>Move</p> <p>Trains</p>	<p>understand more complex terms e.g. BCE/AD</p> <p>use terms related to the period and begin to date events</p> <p>place events from period studied on a time line</p> <p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research</p> <p>Vocab</p> <p>A.D</p> <p>B.C.E</p> <p>Event</p> <p>Period</p> <p>Long Ago</p> <p>Chariot</p> <p>Myth</p> <p>Empire</p> <p>Conquer</p> <p>Invade</p> <p>Rome</p> <p>Aqueduct</p> <p>Baths</p> <p>sewer</p>		<p>Coins</p> <p>Jewellery</p> <p>St Bede</p> <p>Bayeux Tapestry</p> <p>Helmet</p> <p>Invade</p> <p>Conquer</p> <p>Sutton Hoo</p> <p>Northumbria</p> <p>A.D/B.C</p>	
			<p>Shrovetide</p> <p>Sketching/ Art</p> <p>Sketch the Hug.</p> <p>Use foil as a medium to recreate the Hug.</p>			
Geography		<p>Knowledge Location of countries Skills Draw accurate maps.</p>	<p>Knowledge</p> <p>Using maps; settlements; Europe</p>	<p>Knowledge</p> <p>Water Cycle Seas and oceans of the world the great barrier reef Environmental issues</p>		

		Locate countries accurately on a map using books and ICT.	Skills Ask questions about the landscape and the environment. Can discuss with a good knowledge about the effects. Make comparisons to other countries Talk about changes to areas and landscapes.	Skills Hold more technical geographical issues through drama – eg) plastics Discuss effects on the environment		
R.E. Christianity & Sikhism	UC L2.3 What is the trinity and why is it important for Christians? Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views	L2.8 what does it mean to be a Hindu in Britain today Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the ritual which mark important points in life in order to reflect thoughtfully on their ideas.	L2.8 what does it mean to be a Sikh in Britain today Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the ritual which mark important points in life in order to reflect thoughtfully on their ideas.	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'? Observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities	UC L2.6 For Christians when Jesus left, what was the impact of the Pentecost? Identify and investigate and respond to questions posed and responses offered	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Investigate key concepts of belonging, meaning, purpose and truth Discuss and present thoughtfully their own and others views on challenging questions Express their personal reflections and critical responses to questions and teachings about identity.
SMSC	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others	See enjoyment and fascination when learning about themselves others and the world around them.	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.	Participate in and respond positively to artistic, musical sporting and cultural opportunities	Recognise the difference between right and wrong and readily apply this understanding in their lives.	Understand and appreciate a wide range of cultures within school and further afield as an essential element of their preparation for life in modern Britain
P.E.	Football Hockey	Tag Rugby Netball	Competitive games- attack and defence skills Netball Gymnastics	Dance Gymnastics	Competitive games- building strength and agility Rounders Cricket	Cricket Sports day
Computing	Repetition in Games (Programming) Scratch	Ardro Producticut Podcasts (Creating Media) Garage Band and Audacity	The Internet (Computing systems and networks) Chrome Lab	Photo Editing (art) Miorsoft photos Getpaint.net Freeformart Paint2.app	Repetition in shapes (programming) Turtle Academy Fins logo	Data logging (data and Information) Science
Online Safety; Keeping Safe online	Rings of Responsibility (Use the Online Safety curriculum and Project Evolve)		Power of Words Managing online information Online relationships Private and Personal (Use the Online Safety curriculum and Project Evolve)	Online Information Key Words Online (Use the Online Safety curriculum and Project Evolve)	Who's is it anyway Healthy Lifestyles (Use the Online Safety curriculum and Project Evolve)	Copy Write Healthy Lifestyles (Use the Online Safety curriculum and Project Evolve)

<p>Art</p>	<p>Skill/keywords: Observational drawing, tone, line, shape, photography</p> <p>Materials: Pencil, charcoal</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Identify what makes a drawing look 3D – tone, light and dark areas. 2) Use a pencil and rubber to replicate light and dark areas – hatching, stippling, blending, smudging, rubbing, shading. 3) Photography of potion bottles – editing and manipulating images for effect. light/dark/colour/contrast. 4) Austin’s Butterfly - Observational drawing of a bottle in pencil. 5) Charcoal/chalk drawing – reverse – white onto dark. 	<p>Skills: Observational drawing, tone, line, shape, photography</p> <p>Materials: digital, crayon, pencil, pen, chalk</p> <p>Artist suggestion: Wassily Kandinsky</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Investigate work by Wassily Kandinsky – what shapes/forms can be seen. How do we know it is abstract – feelings, keywords. 2) Mark making to different sounds – pen, pencil, crayon, chalk. 3) Create own soundscape inspired by music. 4) Use Paint on laptops to create a digital soundscape. Layers of different music – composition, shape, texture. 	<p>Skills: Form, shape, sketching, repeated pattern, collage</p> <p>Materials: Pencil, collage mixed media</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Research and draw examples of patterns and shapes from mosaics from Roman era. 2) Create own mosaic pattern using inspiration from research and appropriate Roman colours. 3) Experiment with ripping, cutting and layering collage materials. 4) Use collage of different materials to create Roman mosaic. 5) Use Roman inspired patterns to carve a clay tile. 	<p>Skills: Colour mixing, texture, pattern</p> <p>Materials: Printing blocks, paint, oil pastel, wire</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Look at pictures of sea creatures. Recreate the patterns, textures and colours using painting or pastels. 2) Look closely at a starfish. Observational drawing using pencil, ink and wash. 3) Printing practice – Use small blocks to practise patterns and printing into sketchbooks – using different colours. 4) Starfish printing final piece – different colours. 5) Wire starfish 	<p>Skills: Pattern, texture, line, shape, form</p> <p>Materials: Clay, pencil, paint</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Dragon eye close up – colours and textures of scales. Experimentation in sketch book. 2) Observational drawing – shape, pattern – grid method. 3) Design own dragon eye – think about carving and also building up to create texture. 4) Make from clay 5) Paint 	<p>Skills: Shape, line, form, space</p> <p>Materials: Pen, pencil, felt tip</p> <p>Artist suggestion: Julian Opie; Henry Moore</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1) Exploring abstract sculptures (Henry Moore) and body language. 2) Drawing outlines in pencil. Using wooden models to sketch body shapes. 3) Photography and sketching different body shapes and poses.
<p>D & T</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Key vocabulary:</p> <p>Waterproof, materials, absorbent, repel,</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Accurately select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. 2) Use research to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 3) Investigate and analyse a range of existing products 4) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Key vocabulary:</p> <p>Thickness, evaluate, design, investigate, adapt, improve,</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 2) Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 3) Understand how key events and individuals in design and technology have helped shape the world. 	<ol style="list-style-type: none"> 1) Select from and use a range of tools and equipment to perform practical tasks. 2) Technical knowledge. 3) Select from and use a wide range of materials and components, including construction materials. 4) Understand how key events and individuals in design and technology have helped shape the world. <p>Key vocabulary:</p> <p>Invention, reflection, shape, angle, periscope, submarine</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Select from and use a range of tools and equipment to perform practical tasks. 2) Technical knowledge. 3) Build structures, exploring how they can be made stronger, stiffer and more stable 4) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 5) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 2) Understand and apply the principles of a healthy and varied diet. 3) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 4) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Key vocabulary:</p> <p>Diet, nutrition, healthy eating, varied, savoury, food</p>

		insulate, texture, material	Key vocabulary: Aqueduct, transportation, waterproof, durable, stable, structure joining, constructing		Key vocabulary: Structure, shape, stability, frame	diary, seasonality
PSHE (PSHE Matters scheme on the server)	Drug Education ASK: Which drugs are most dangerous? Knowledge Recognising how to make informed choices. Understanding that people have different attitudes to risk. Recognising, predicting and assessing risks in different situations. Where to get help and how to ask for help. Distinguishing between safe and harmful and to know some substances can be harmful if misused. Learning rules about staying safe. British Values Democracy; Lesson Linked to the School Council	Being Me ASK: What does 'proud' mean? You may also want to touch on AntiBullying for AB week Exploring different kinds of responsibilities at school and in the community. Identifying what being part of a community means. Appreciate the range of identities in the UK. Listen and respond respectfully. Identifying that differences and similarities between people arise from a number of factors. British Values; Mutual Respect; rule of law, individual liberty	Changes ASK: Are all changes bad? Knowledge Understanding good and not so good feelings including their range and intensity. Developing an understanding that change can cause conflicting emotions. Acknowledging, exploring and identifying how to manage change positively. Exploring changes. Knowing where to go for help and how to ask for help.	Being Safe Being Safe Knowledge Understanding how to make informed choices. Exploring how to recognise, predict and assess risks in different situations. Understanding that increased independence brings increased responsibility to keep themselves safe. Understanding how rules can keep them safe. Identifying where and how to get help. Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of protecting information particularly online. Understanding how to become Digitally responsible	Money Matters Money Matters ASK: Does money make you happy? Knowledge Identify the role of voluntary and charity groups. Understanding different values and customs. Exploring how to manage money. Explaining the importance of money in people's lives and how money is obtained. Understanding the concepts of interest, loan, debt and tax. Understanding enterprise and begin to develop enterprise skills.	Growing up – where do babies come from? Knowledge That images in the media do not always reflect reality. Celebrate our strengths/qualities. About the kind of changes that happen in life and the associated feelings. That simple hygiene routine can prevent the spread of bacteria. About the changes that happen as they grow up. The right to protect our bodies. About differences and similarities between people, but understand everyone is equal. About the difference between acceptable and unacceptable physical contact. Knowing the names of the body parts
British Values Story Books	The Election Eleanor Levenson and Marek Jagucki	The Demon Headmaster (Individual Liberty) Matilda Roald Dahl (Individual Liberty)	Not now Bernard David Mckee			
SRE		Share hopes, wishes and dreams	Human Life Embrace positive change Recognise and deal with change	Physical emotional changes		Where to get support-physical hygiene Physical emotional changes ; puberty menstruation/wet dreams
MFL Primary Language Network Spanish	Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*
Music	Music Specialist Dimensions and Percussion	Music Specialist dimensions and Percussion	Music Specialist Dimensions and Percussion	Music Specialist Performance	Charanga Bringing us together	Charanga Reflect Rewind Replay

Special Days	Harvest	Christmas Remembrance- Evacuees Visiting Manchester Imperial War Museum Sound Experiments enrichment QEG's	Shrovetide	Easter Mother's Day	Multiplication Test	Sports Day
Courageous Advocacy		Advocates for children/adults who are deaf/blind Black History month; Mohammed Ali		Plastic Pollution 'Commotion in the Ocean' Visit to Sea Life Centre- B'ham?		World Oceans day