










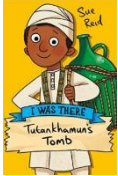
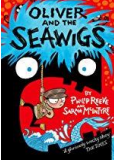



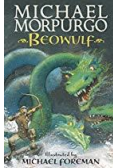
**YEAR 4 CURRICULUM OVERVIEW (LTP) (Class 9 and 10)**



	Term 1	Term 2	Term 3
<b>Topic title</b>	<p><b>Ancient Civilisations</b></p>  <p>HISTORY</p>	<p><b>Misty Mountain, Winding River</b></p>  <p>GEOGRAPHY</p>	<p><b>Invasions</b></p>  <p>HISTORY</p>
<b>Memorable experience</b>	<p>What is a civilisation? [Tomb Builders] - Identifying simple machines</p>	<p>River visit. [Vista] - What a view!</p>	<p>The Ruin. [Warp and Weft] - Textiles through time</p>
<b>Innovate challenge</b>	<p>Exploring the Indus Valley civilisation. [Tomb Builders] - Designing simple machines</p>	<p>Learn about the Lakes. [Vista] - My landscape</p>	<p>Viking hoard. [Warp and Weft] - Creating wall hangings</p>
<b>First Hand Experiences</b>	<p>Egyptian Workshop</p>	<p>The Deep Residential Trip</p>	<p>Immersion Day</p>
<b>Suggested Texts</b>	<p>Secrets of a Sun King – Emma Carroll</p> 	<p>King of the Cloud Forests – Michael Morpurgo</p> 	<p>The Saga of Erik the Viking – Terry Jones</p> 
<b>English</b>	<p>Secrets of a Sun King</p>  <p>I was there: Tutankhamun's Tomb</p>	<p>King of the Cloud Forests</p>  <p>Oliver and the Seawigs</p>	<p>Beowulf</p>  <p>How to Train your Dragon</p>













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	 <p>Biographies Newspaper writing Non-chronological reports Myths Poetry</p>	 <p>Poetry Newspaper reports Diaries Letters</p>	 <p>Narrative writing Kennings Poems Character descriptions Diary Writing</p>
<b>Reading</b>	<p>Secrets of a Sun King and Non Fiction texts</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>King of the Cloud Forests and Non Fiction texts</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>Beowulf and Non Fiction texts.</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>
<b>Class Reads</b>	<p>The Beat and the Bethany by Jack Meggitt-Phillips Riding the Sun by Royal Rumble</p>	<p>The Highland Falcon Thief by M.G. Lenoard Midnight Feasts by A.F Harold</p>	<p>Mort the Meek by Rachel Delahaye Hot Like Fire by Valerie Bloom</p>
<b>Maths</b>	<p><b>Power Maths</b> <b>Unit 1</b> - Place Value <b>Unit 2</b> - Place value <b>Unit 3</b> - Addition and Subtraction <b>Unit 4</b> - Area <b>Unit 5 (Started)</b> - Multiplication and Division</p>	<p><b>Power Maths</b> <b>Unit 5 (Continued)</b> - Multiplication and Division <b>Unit 6</b> - Multiplication and Divisions <b>Unit 7</b> - Perimeter <b>Unit 8</b> - Fractions <b>Unit 9</b> - Fractions <b>Unit 10</b> - Decimals</p>	<p><b>Power Maths</b> <b>Unit 11</b> - Decimals <b>Unit 12</b> - Money <b>Unit 13</b> - Time <b>Unit 14</b> - Statistics <b>Unit 15</b> - Geometry - angles and 2D shapes <b>Unit 16</b> - Geometry - position and direction</p>




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<p><b>Science</b></p>	 <p>[Electricity]</p> <p>This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.</p>	 <p>[ States of Matter]</p> <p>This project teaches children about solids, liquids and gases and their characteristic features. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.</p>  <p>[ Living Things and their Habitats]</p> <p>This project teaches children about the grouping of living things, known as classification. They study local and wider habitats and use classification keys to identify living things. Children also learn about the impact of human influences on habitats and their living things.</p>	 <p>[Animals, including humans]</p> <p>This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.</p>  <p>[Sound]</p> <p>This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.</p>
<p><b>Computing</b></p>	<p>Online Safety Coding</p> 	<p>Spreadsheets &amp; Writing for different audiences Logo &amp; Animation</p> 	<p>Effective searching and Hardware investigators. Making music</p> 
<p><b>Art and Design</b></p>	 <p>[Statues, Statuettes and Figurines] - This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>	 <p>[Vista] - Landscape; Perspective. This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p> 	 <p>[Contrast and Complement (Y3)] - This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>







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	 <p>[Islamic Art] - This project teaches children about geometric shapes used in Islamic art. They use their clay skills to create relief sculptures based on geometric motifs.</p>	<p>[Animal] – This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.</p>	 <p>[Warp and Weft] - Weaving; Exploring yarns, This project teaches children about the art form of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>
<p><b>Design and Technology</b></p>	 <p>[Tomb Builders] - Simple and compound machines. This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.</p>	 <p>[Functional and Fancy Fabrics] - This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.</p>	 <p>[Fresh Food, Good Food] - Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks. This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.</p>
<p><b>Geography</b></p>	<p>Geography revision and retrieval practice.</p> <p>{Ancient Civilisations} - Locate countries using maps Life in Ancient Sumer city states City life in Egypt</p> 	 <p>Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Altitudinal zones; Data analysis. This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p>Geographical sources</p>  <p>[Interconnected World] - Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry. This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and</p>

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			South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.
<b>History</b>	 <p>Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations. This project teaches children about the history of three of the world’s first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>		 <p>Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy. This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p>
<b>MFL (Spanish)</b>	<p>Phonetics 2</p> <p>Presenting Myself</p> <p>Family</p> 	<p>Goldilocks or Tudors</p> <p>Habitats</p> 	<p>Classroom</p> <p>My Home</p> 
<b>Music</b>	Ukulele Lessons	Ukulele Lessons	Ukulele Lessons
<b>PSHE</b>	<p>What strengths, skills and interests do we have?</p> <p>How do we treat each other with respect?</p>	<p>How can we manage our feelings?</p> <p>How will we grow and change?</p>	<p>How can our choices make a difference to others and the environment?</p> <p>How can we manage risk in different places?</p>
<b>Physical Education</b>	 <p>Unit 1 Personal Skills - I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.</p>	 <p>Unit 3 Cognitive skills - I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions.</p>	 <p>Unit 5 Physical Skills - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.  Agility - Reaction/response</p>

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	<p>Coordination - Footwork Static Balance - One leg</p> <p>Unit 2 Social Skills -I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>Dynamic Balance to Agility - Jumping and landing Static Balance - Seated</p>	<p>Dynamic Balance - On a Line Coordination - Ball skills</p> <p>Unit 4 Creative Skills - I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Sending and receiving Counter balance</p>	<p>Static balance - floor work</p> <p>Unit 6 Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p>Agility - Ball Chasing Static Balance - Stance</p>
<b>RE</b>	<p>What can we learn from great leaders and inspiring examples in today's world? Hinduism/ Buddhism/ Christianity Ghandi, Mother Teresa Martin Luther King</p> <p>Why do Christians believe that Jesus is 'Light of the World'? Christian Signs and symbols introduction Christmas; Festival of light Jesus -Light of the world Symbol - Light Advent Christingle Helen Keller St. Lucia</p>	<p>How do people express their religious and spiritual ideas on pilgrimages? Buddhism/ Christianity/ Pilgrimages/ special journey Symbols Places of worship</p> <p>Why is Easter so important for Christians? Christian Easter Triumphant entry Last Supper (Bread wine) Garden of Gethsemane Trial and Crucifixion Resurrection Holy Communion Belief and responses to Jesus</p>	<p>Why do Buddhists meditate? Buddhism Buddha Meditation Monks</p> <p>What can we learn from inspiring leaders who started religions? Buddhism/ Judaism/ Christianity Moses Story of the Exodus 10 commandments Enlightenment of the Buddha</p>