



# Dunlins Year 4 Curriculum St Peter's C. of E. Primary School

"I have come in order that you might have life – life in all its fullness" John 10:10



Year 4 2021 - 2022		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values</b>		<b>Responsibility</b>	<b>Joy</b>	<b>Love</b>	<b>Forgiveness</b>	<b>Truth</b>	<b>Courage</b>
<b>Theme</b>		<b>Sparks Might Fly</b>	<b>The Great Plague</b>	<b>The Art of Food</b>	<b>Passport to Europe</b>	<b>Water, Water Everywhere</b>	<b>Hunted</b>
<b>Focus Text(s)</b>		The Firework Maker's Daughter	The Pied Piper of Hamelin Puss in Boots	Please Mrs Butler poems A Matter of Loaf and Death – Nick Park	Gulliver's Travels – Jonathan Swift	The Mousehole Cat by Antonia Barber	Anansi The Trickster Spider Stories. The Classic Tales of Brer Rabbit by Joel Chandler Harris.
<b>Predictable Interest</b>		Harvest Multicultural Week	Bonfire night Christmas Remembrance day	Valentine's Day New Year	Easter Mother's Day	Sports day	Father's Day Summer fair Friends' Fun Day Viking Festival
<b>Topic</b>	<b>Subjects and Coverage</b>	<p><b>Science:</b> Throughout this unit, children will continuously learn about electrical safety. They will become confident and able to identify common appliances that run on electricity and learn how to ensure electrical items are used safely around the home. They will learn about different sources of electricity and know that this can be mains or battery. They will also research and look into more renewable forms of generating electricity such as wind and wave power. (Power Station visit)</p> <p>Children will learn how to construct a simple electrical series circuit and will identify and name its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Children will 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. Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Children will make a variety of their own switches and experiment with them in simple circuits.</p>	<p><b>History:</b> Through source analysis, the children will find out what London was like before the Great Fire of London in 1666. The children will learn about what the plague was and investigate why it was a problem and how it spread so quickly. Children will use different sources of evidence to learn about the plague and investigate how people at the time dealt with the disease. Links will be made with modern plagues and comparisons made.</p> <p><b>Geography:</b> Children will look at maps of London during the time of the Plague and investigate how the geography of the land contributed to its spread. The children will locate Eyam on a map of the UK and discuss how the plague would have been transported there. They will look at maps of Eyam and locate the boundary stone and using the scale of the map, calculate the distance villagers had to travel to retrieve goods left.</p> <p>Children will learn about the importance of taking care of the environment using a range of scales – from the classroom to worldwide. This will form the basis of a mini project about waste and recycling.</p>	<p><b>Science: Animals: Teeth and Digestion</b> Children will learn about and be able to describe the simple functions of the basic parts of the digestive system in humans. The children will explore the role of teeth in the process of digestion and will identify the different types in humans and their simple functions. Children will construct and interpret a variety of food chains, identifying producers, predators and prey. Children will describe how teeth and gums have to be cared for in order to keep them healthy.</p> <p><b>Art:</b> The children will explore Renoir's study of onions or Cezanne's apples as a starting point. They will create their own still life arrangements of foods and make observational drawings.</p> <p>Children will explore the different ways in which clay can be joined and create a 3-D sculpture of a whole or half a fruit to create a class fruit bowl. They will explore different techniques and use different materials to create textures for the skins of the fruit and once dry, will experiment with mixing paints to create tints and shades.</p>	<p><b>Geography:</b> The children will use a variety of maps and atlases to locate the world's countries. We will then use maps to focus on Europe (including the location of Russia). Children will identify the positions of latitude, longitude, Equator and the Northern Hemisphere.</p> <p>The children will focus on a region in a European country and for this year, children will study Reykjavik in Iceland. They will describe and understand key aspects of Iceland and Reykjavik in terms of:</p> <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including: climate zones, vegetation belts, rivers, mountains.</li> <li>- <b>human</b> 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.</li> </ul> <p>The children will use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans, and use safe internet searches to find out more information about the country. Children will talk to people who have been to Iceland on holiday and look at images of key major tourist attractions to the country.</p> <p><b>DT:</b> <b>Textiles</b> – Children will design and make a 3D product for a stated</p>	<p><b>Science:</b> <b>Material Properties and Changes – States of Matter</b> Children will compare and group materials together according to whether they are solids, liquids or gases. They will explore and observe the properties of each state and investigate every day materials to classify them according to their properties.</p> <p>Children will observe water as a solid (ice), liquid (water) and a gas (steam/vapour) and will experiment with the effect temperature has on materials changing state.</p> <p>Children will learn about the water cycle.</p> <p><b>Geography:</b> Children will use a variety of maps, atlases and globes to locate the world's major rivers. They will conduct a river study using our local River Lune and will explore the vocabulary associated with the journey of a river. They will be able to identify it's source and where it joins the sea and learn about how human activity affects and is influenced by rivers.</p> <p><b>Art:</b> Children will observe the work of Turner's 'Crook of Lune' painting from 1820 and explore how it inspired John Ruskin to paint images of the River Lune in Kirkby Lonsdale. Children will experiment</p>	<p><b>Science:</b> <b>Living Things and their Habitats</b> Children will learn that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of living things in our school, local and wider environment.</p> <p>They will conduct mini 'bug hunts' each half term to see what is living in our school environment and they will monitor how this changes throughout the year. They will construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>The children will recognise that environments can change and that this can sometimes pose dangers to living things. They will learn how to use and make identification keys for plants and animals.</p> <p>Children will complete a mini project on improving the school grounds for the wildlife that lives and/or visits here. This will include animals such as birds, bees, butterflies, insects and other local wildlife.</p> <p>They will do this through conducting activities such as: Butterfly and bee surveys Plant audit Tree audit</p>



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	<p>Children will conduct experiments to identify some common conductors and insulators, and associate metals with being good conductors. They will make links between conductors and insulators in how electrical items are made.</p> <p>Children will learn that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work. They will learn that faults in circuits can be found by methodically testing connections. Children will make accurate drawings of their circuits and know that drawings, photographs and diagrams can be used to represent circuits.</p> <p><b>Design Technology:</b> Children will use their scientific knowledge to design, make and then evaluate a game for an intended user. The game will incorporate a simple circuit.</p>	<p><b>Art:</b> Children will make links with their history work and investigate how the image of the skull has been used throughout time as a representation of death (age appropriate). We will look specifically at the Bills of Mortality use to document deaths during the time of the plague. Children will look at the use of skulls in the art work by artists such as Damien Hirst and Jean-Michel Basquait. The children will further develop their drawing and sketching skills and will use different grades of pencil, charcoal, chalk and oil pastels to develop their smudging technique to create 3-D effects.</p> <p>Children will sketch simplified plague related images onto Quickprint foam and experiment with different colours to print their motifs. They will experiment with colour palletes and note their effects.</p>		<p>purpose and stated user. This year, children will be designing and making a purse/wallet which has 2 separate compartments to support different currencies when travelling to Iceland. Children will use patterns and templates and a range of stitches to ensure the product is fit for purpose. They will explore different forms of embellishment and add the most suitable to their product as well as a suitable closing such as a button or draw ribbon.</p> <p><b>Music: (additional)</b> Children will investigate famous European classical composers including:</p> <ul style="list-style-type: none"> <li>- Maurice Ravel – France (1875-1937)</li> <li>- Ludwig Van Beethoven – Germany (1770-1827)</li> <li>- Wolfgang Amadeus Mozart – Austria (1756-1791)</li> <li>- Frederic Chopin – Poland (1810-1849)</li> <li>- Bedrich Smetana – Czech Republic (1824-1884)</li> </ul> <p>Children will also explore and learn some Icelandic nursery rhymes and songs.</p>	<p>with their own sketches and use water colours to paint. They will also look at the work of artists such as Constable, Hokusai, Adriana Brinsmead-Stockham and Monet who all use water as a stimulus for their work.</p> <p><b>History:</b> <b>Why was the Rive Nile important to the Ancient Egyptians?</b> Children will investigate this through a study of Ancient Egypt.</p> <p>Children will use their geography skills to locate Egypt and the River Nile. They will also use historical sources of evidence to see how the River Nile was vital to the success and survival of the civilisation.</p> <p>Children will use sources of evidence and will further develop their research skills to find out about the Pharaohs from different dynasties. They will learn about the beliefs of the Ancient Egyptians and the process embalmers went through in order to preserve the bodies of their dead ready for the afterlife. Linked to this, children will explore the great pyramids and explore what they were built for.</p> <p>We will conclude this unit by looking at and celebrating the major achievements of the Ancient Egyptians.</p>	<p>School ground audit And they will look to make: Bug hotels Bee hotels Plant insect friendly plants and flowers Design and make bird feeders</p> <p><b>Art:</b> Observational drawings of animals. Investigating artists who draw, paint and sculpt animals.</p> <p>Children will explore aboriginal painting which is heavily influenced by the environment and living creatures. Children will use a paint package to further their exploration of aboriginal art and develop their digital media skills.</p>
<b>Outcomes</b>	Create an electronic quiz game. Compose and perform a musical score.	Create a Christingle. Art gallery of skulls.	Create a practical interpretation of the digestive system. Create a clay model sculpture. Compose and perform a piece of music for an agreed occasion.	Produce a textile product fit for purpose.	Drama production of the Water Cycle. Geography fieldwork – River Lune study.	Children will create a simple meal for an invited audience.
<b>Enrichment</b>	Visit to Heysham Power Station (Covid19-dependent) Visit to Heysham Nature Reserve (Autumn Observations)	Pantomime trip to The Dukes (Covid19-dependent)	Safer Internet Day Visit to Heysham Nature Reserve (Winter Observations) Winter Olympics	Visit from Mrs Newton to discuss her holiday to Iceland Communication with pupils from the International School of Iceland (tbc)	Professor Tuesday (Covid19-dependent) Summer Outdoor Education Experience	Visit to Heysham Nature Reserve (Summer Observations) Mini beast hunt around school grounds. Great Bug Hunt 2022 (Covid19-dependent)
<b>PE</b>	Dance – Sparks Might Fly! Fitness	Invasion Games – Basketball Dance – The Great Plague	Net and Wall Games	Dance – Superheroes Gymnastics 1	Athletics Gymnastics 2	Striking and Fielding – Cricket Invasion Games - Handball



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			OAA – Team Work and Problem Solving			
<b>RE</b>	Unit 4.1 – David and the Psalms (Christianity)	Unit 4.2 – Christmas. Exploring the symbolism of light (Christianity)  The Jewish Festival of Light-Hanukkah (Non-Christian Faith Unit)	Unit 4.3 – Jesus Son of God (Christianity)  Jewish Shabbat (Non-Christian Faith Unit)	Unit 4.4 – Exploring Easter as a story of betrayal and trust. (Christianity)	Unit 4.5 – Are all churches the same?  Places of Worship – Mosque and Synagogue (Non-Christian Faith Unit) Visit to a Mosque/Synagogue	Unit 4.6 – What is prayer?  (Non-Christian Faith Unit) How do people of others faiths pray? Islam and Judaism.
<b>Music</b>	<b>Unit 1 Mamma Mia</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	<b>Unit 2 Glockenspiel 1 and 2</b> Learning basic instrumental skills by playing tunes in varying styles	<b>Unit 3 Stop!</b> Composition: Grime, Classical, Bhangra, Tango, Latin Fusion	<b>Unit 4 Lean on Me</b> Gospel in its historical context i.e. from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	<b>Unit 5 Blackbird</b> All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.	<b>Unit 6 Reflect, Rewind and Replay</b> The history of music in context. Listen to some Western Classical music and place the music from the units covered throughout the year in their correct time and space. Consolidate the foundations of the language of music.
<b>PHSE</b>	Jigsaw Unit 1 Being Me	Jigsaw Unit 2 Celebrating Differences	Jigsaw Unit 3 Dreams and Goals	Jigsaw Unit 4 Healthy Me	Jigsaw Unit 5 Relationships	Jigsaw Unit 6 Changing Me
<b>Computing</b>	Advanced Coding with Scratch	Collaborative Learning - Spreadsheets	Website Design	HTML	Investigating Weather - Data	Computational Thinking
<b>MFL</b>	PLN Unit 1 (with MFL specialist) Welcome to school super learners	PLN Unit 2 PLN Unit 1 (with MFL specialist) My local area, your local area	PLN Unit 3 PLN Unit 1 (with MFL specialist) Family tree and faces	PLN Unit 4 PLN Unit 1 (with MFL specialist) Celebrating carnival / body parts	PLN Unit 5 PLN Unit 1 (with MFL specialist) Feeling unwell / jungle animals	PLN Unit 6 PLN Unit 1 (with MFL specialist) Summer time
<b>Maths</b>	See Maths Planning					
<b>English</b>	See English Planning					