



## Year 4 Curriculum

Term	Theme	Habits of learning	Maths	Science	Foundation inc Literacy
<b>Autumn 1</b>  2 days	<b>Learning Styles</b> How do I learn best? Exploring learning styles and habits of learning. Visit to Holme Pierpont to go on the Sky Trail and take part in team building. 16 <sup>th</sup> Sept Brewhouse Yard and Castle trip 19 <sup>th</sup> Sept Skytrail	All Habits of learning initially explored in this short unit.  Curiosity Resilience Imagination Discipline Collaboration	Place Value  <u>Computing</u> Coding through Espresso	Light and Electricity	How do we learn best and in different ways? What sort of classroom environment do we expect and do we learn best in? How can we create a focused classroom with little distraction, low noise levels, and good communication and collaboration? Also investigate different learning styles eg auditory, kinaesthetic, and visual. What motivates us to learn? What makes us continue with the motivation even when it becomes extremely difficult? <b>Literacy Outcomes:</b> Mind mapping and representing things using colour, image and music. Explore the chn's understanding of the habits of learning. P.E: Tag rugby
				<b>Grammar and Spelling</b> See separate planning	
<b>Term</b>					
<b>Autumn 1</b>  3 weeks	<b>Local History</b>  What's around me and how has life/ our environment changed since the late 1800's?  Local visit to the Forest Recreation ground.	Curiosity Collaboration	Place Value  <u>Computing</u> Coding through Espresso	Light and Electricity	<b>History</b> -Where does the name Scotholme come from? What did families living around school used to do? How did they live? Look at the 1891 census and the school log book. (As primary sources) Artefacts from Wollaton Hall. <b>Speaking and listening</b> - interview ex teachers and current teachers about their experience at Scotholme and their local knowledge. <b>Literacy outcomes:</b> Read the sources, organise information, write questions for interview. Write a Newspaper Report (based on the report about the boy killed by a tram in the early 1900's) Assessed. <b>Drama:</b> act out scenes from Local History <b>Geography:</b> Map reading skills <b>MFL:</b> Letters from the partner school in Nantes. Reply to these letters.
				<b>Grammar &amp; spelling</b> <b>Topic Writing</b> Diary Writing <b>Guided Reading</b> on specific texts that relate to topic <b>Spelling</b>	



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				Topic Words and Y3 / 4 spelling list	<p><b>Art:</b> Portraits labelled in French.  <b>Music:</b> Wider opportunities - Playing brass instruments  <b>P.E:</b> Swimming and rugby  <b>Assessment Week</b>            Maths Test- place Value            Dictation and Spelling Test            Reading Test</p>
<p><b>Autumn 1</b> 3 weeks Visit from Mad Scientists exploring the uses of electricity.</p>	<p><b>Light and Electricity at fairgrounds</b> Where does Electricity come from? How is it used? How do circuits work? How are lights used at Goose Fair? Visit to Goose Fair Wed 30<sup>th</sup> Sep AM.</p>	Curiosity Imagination	Place value Addition and subtraction  <u>Computing</u> Coding through Espresso	Light and Electricity at fairgrounds	<p><b>DT:</b> Design and make fairground signs. Joint project with year 2 who are making the fairground rides.  <b>Science:</b> Make electrical circuits to use alongside Fairground signs.   <b>Literacy outcomes:</b> Diary extract from the children expressing their visit to Goose fair. What did they hear, see, smell, taste and feel?  <b>Art:</b> Technical drawing of circuits  <b>Computing:</b> Design fairground signs using 'Serif page plus' or word art.  <b>MFL:</b> Label a circuit in French.  <b>P.E:</b> Swimming and rugby  <b>Music:</b> Wider opportunities - Playing brass instruments</p>
				<b>Grammar &amp; spelling</b>	



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<u>Autumn 2</u>  2 weeks	<p><b>Diwali Festival</b> 11/11/15</p> <p>What are the origins of the celebration? How is it celebrated?</p> <p>Visit to a Hindu Temple (still to be arranged) KS2 assembly on Diwali</p>	Collaboration Discipline	<p>Multiplication and Division</p> <p>Measures</p> <p><u>Computing</u> Diwali research</p>	<p>Solids, Liquids and Gases</p> <p>Carry out a irreversible experiment changing states of a material.</p>	<p><b>RE:</b> Research the festival of Diwali and plan a class celebration. Some children may want to focus on religious significance, others cultural eg mendi, others- food. <b>DT:</b> Making Diwas and Hindu Gods puppets.</p> <p><b>Literacy outcomes:</b> Ganesh and the Banquet story writing. Poetry describing the Diwali festival to include a developing an understanding of Haiku, Kennings and Calligrams poetry. Speaking and listening: Present findings verbally during the class celebration and in a KS2 assembly. <b>Music:</b> Wider opportunities - Playing brass instruments <b>P.E:</b> Dance <b>MFL:</b> French dance</p>
				<p><b>Grammar &amp; spelling</b></p> <p>Wk5 Base word: Faith Spellings 25 - 31 Rainbow Grammar: Fronted adverbials - when?</p>	



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Term	Theme	Habits of learning	Maths	Science	Foundation inc Literacy
<b>Autumn 2</b> 4 weeks	<b>Vikings</b> Who were the Vikings? Where did they come from? Where did they settle? How did life change for the Anglo Saxons living in Britain at the time?	Curiosity Imagination Discipline	Multiplication and Division  <u>Computing</u> Viking animated Super story  Viking research	Solids, Liquids and Gases Changing states	<b>Drama:</b> To act out key the stories <b>DT-</b> Design and create a Viking boat, shield or sword.  <b>Literacy outcomes:</b> Stories with historical settings using an illustrated story frame to plan each stage. Instructions on how to make a Viking stew. <b>Food technology:</b> Make a Viking stew. Visit to the allotment to make the stew. <b>MFL:</b> Food. <b>Music:</b> Wider opportunities - Playing brass instruments <b>P.E:</b> Dance
				<b>Grammar &amp; spelling</b> Base word: Enjoy Next 6 spellings Rainbow grammar: Fronted adverbials - How?	
Term	Theme	Habits of learning	Maths	Science	Foundation inc Literacy
<b>Autumn 2</b> 1-2 wks Mad scientist visitors	<b>Science</b> <b>Solids, liquids and gases</b>  What is a solid, liquid or gas?  How do materials change state? Are these changes reversible or irreversible?	Curiosity Discipline	Measures  <u>Computing</u> Viking animated Super story	Solids liquids and gases. Changing states	<b>Science:</b> Investigate how we can change the state of things using temperature both high and low. Practical hands on investigations <a href="http://www.thinktank.ac/featurespage.asp?section=907">http://www.thinktank.ac/featurespage.asp?section=907</a> Melting chocolate and making rice crispy cakes. Breaking eggs as well as others.  <b>Literacy outcomes:</b> Record an investigation using the language of explanation- cause and effect, with photos. <b>P.E:</b> Dance <b>Music:</b> Wider opportunities - Playing brass instruments <b>MFL:</b> Food/recipes- language of instruction in French
				<b>Grammar &amp; spelling</b> Base word: Patience Next 6 spellings Rainbow grammar: Fronted adverbials - Where?	



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Term	Theme	Habits of learning	Maths	Science	Foundation inc Literacy
<b>Spring 1</b>  3 weeks - Nantes  3 weeks - Kenya  Adam pepper Film unit 25 <sup>th</sup> , 26 <sup>th</sup> Jan 2015	<b>Geography</b> <b>European city of Nantes</b>  Port town Importance of trade and historical importance of slave trade.  <b>Non European country of Kenya</b> and its links with the slave trade	Curiosity Resilience Imagination  <b>Parent /guests presentation</b> show casing all the Nantes and Kenyan work throughout the term inc: dramas, stories, short films, artwork, Books on book creator and more.	Fractions, decimals and percentages  Statistics  <u>Computing</u> Book creator on ipads documenting the story of Nantes and its link with the slave trade and Kenya.  imovies  Data logging sound	Sound - investigation into sound from instruments	<b>Geography:</b> Where is Nantes? How has the town developed? Where is France in Europe? Map reading. <b>History:</b> The relevance of the slave trade in its development. Jules Verne. Pirates off the Kenyan coast. <b>MFL:</b> Partnership work with our link school in Nantes. Directions. <b>Kenya-</b> How does Kenya compare? Look at things in common and points that differ. Film unit with Adam Pepper on the Masai tribe. <b>Literacy outcomes:</b> Letter writing to partner school in Nantes. Multicultural story writing based on the story of 'The Flame Tree of Theka' and the Masai tribe. Ganesh Story to link with Hinduism <b>S+L:</b> Debate on the comparison between Nantes and Kenya persuading people to visit each location based on its merits. <b>Art:</b> Water colours and pastels. Masai art work. <b>Music:</b> Wider opportunities - Playing brass instruments <b>P.E:</b> Volleyball
				<b>Grammar &amp; spelling</b>  Base word: pull Next 6 spellings Rainbow grammar: past and present tense.  Introduce relative clauses.	
Term	Theme	Habits of learning	Maths	Science	Foundation inc Literacy
<b>Spring 2</b>  4 weeks	<b>Scotholme Junior Apprentice</b>  Can we create a product from recycled materials?	Imagination Discipline Resilience	Addition and subtraction  Statistics  <u>Computing</u> Coding through Espresso	Global warming And pollution  <b>Grammar &amp; spelling</b>  Base word: Next 10 Spellings Rainbow grammar: Comparative	<b>DT:</b> Apprentice style creations, designed and created from recycled materials. <a href="http://www.sendacow.org.uk/lessonsfromafrica/tip-tap">http://www.sendacow.org.uk/lessonsfromafrica/tip-tap</a> Eco creation style exhibition with possible sales donated to water aid. <b>Literacy outcomes:</b> Information texts on Global warming, pollution and saving water. Persuasive writing for the Apprentice presentation. Adverts/Posters/Invitations. I movie <b>Music:</b> Wider opportunities - Playing brass instruments



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				conjunctions. Adjectival phrase.	<b>MFL:</b> Countries where French is spoken eg Morocco Background information <b>P.E:</b> Volleyball
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<u>Term</u>	<u>Theme</u>	<u>Learning Habits</u>	<u>Maths</u>	<u>Science</u>	<u>Foundation inc Literacy</u>
<u>Spring 2</u> 2 weeks	<b>Environment Topic</b> Exploring habitats at the allotment and conducting investigations.  Visit to the allotment. Visit to Attenborough Rivers (Will bridge the Spring and Summer term)	Curiosity Resilience Collaboration Discipline	<u>Computing</u> Coding through Espresso	Living things and their environments	<b>Literacy outcomes:</b> Explanation text of living things and how they survive and help the environment. Include research on how to save energy and clean water. Combined with instructions on how to clean water (water filtration) Art: Landscape art using natural materials collages. <b>MFL:</b> Labelling parts of a plant. <b>Music:</b> Wider opportunities - Playing brass instruments <b>P.E:</b> Hockey <b>Art:</b> Collage on the features of a river with labels
				Conducting investigations at the allotment.	
<u>Term</u>	<u>Theme</u>	<u>Learning Habits</u>	<u>Maths</u>	<u>Science</u>	<u>Foundation inc Literacy</u>
<u>Summer 1</u> 2 weeks  <u>2 science</u>  4 weeks Art	<b>Rivers Habitats</b>  <b>Art Topic on Gaudi</b> Modern Architecture Visit from Bob the architect Trip to Nottingham City C Hollis Tour guide	Curiosity Resilience Discipline Imagination	Multiplication and division	Changing states	<b>DT/Art:</b> Sketching/ drawing of architecture. Clay modelling Gaudi style with mosaics. Art straw construction. Metal wire construction. Wooden dowel construction <b>Literacy Outcomes:</b> Recount of the trip to Attenborough  Biographical writing of Gaudi in Nottingham  <b>MFL:</b> Features of town <b>Music:</b> Wider opportunities - Playing brass instruments <b>P.E:</b> Cricket
				Using various equipment to measure and present	



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<u>Term</u>	<u>Theme</u>	<u>Driver</u>	<u>Maths</u>	<u>Science</u>	<u>Foundation inc Literacy</u>
<u>Summer 2</u> 4 weeks	Chosen Author Neil Gaiman Wolves in the Walls  Trip to the Hartington Youth Hostel for 3 days of outdoor education (Remainder of the children with Adam Pepper)  Visit from artist at Nottingham Contemporary	Curiosity Resilience Imagination Discipline Collaboration	Multiplication And Division	Living things and their habitats Comparative study of a section of the allotment	<b>Literacy Outcomes:</b> Story with a familiar setting based on Wolves in the Walls. Poetry: creating images <b>Art:</b> Creating images with collage <b>ICT:</b> Revelation Art to illustrate stories and poems  <b>MFL:</b> Animals from around the world <b>Music:</b> Wider opportunities - Playing brass instruments (Performance) <b>PE:</b> Athletics  <b>Assessment</b> of maths, reading, spelling and grammar.
			Statistics	<b>Grammar &amp; spelling</b>  Prepositions Pronouns Silent letters	
<u>Term</u>	<u>Theme</u>	<u>Driver</u>	<u>Maths</u>	<u>Science</u>	<u>Foundation inc Literacy</u>
<u>Summer 2</u> 3.5 weeks	<b>PHSE</b> Themed unit Based on transition/change  <b>Animals including Humans(Evolution intro)</b>	Curiosity Resilience Discipline Collaboration	Multiplication And Division Statistics	Changing States Summary of the year  <b>Grammar &amp; spelling</b>  Pronouns Prepositions	<b>PHSE/Literacy Outcomes:</b> How could we capture the year in images /letters/diary extracts to present to the year 3 children heading into year 4. Children to present their memories in a way that means something to them. <b>PE:</b> Athletics <b>French:</b> Sport and leisure <b>Art:</b> Collage to link with revelation art <b>ICT:</b> Revelation art <b>DT:</b> Design and build of an elephant