

Oundle Primary School - Year 4 Long Term Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Egyptians	Egyptians	Rivers	Food Chains	Anglo Saxons	Dragons
Key Texts	<p>Narrative Stimulus: The Egyptian Cinderella-Shirley Climo</p> <p>Story Time Texts (Fiction) Demon Dentist-David Walliams</p> <p>George's Marvellous Medicine Roald Dahl</p>	<p>Non-fiction Stimulus The Story of Tutankhamun- Patricia Cleveland-Peck & Isabel Greenber</p> <p>Poetry Marcy and the Riddle of the Sphinx - Joe Todd-Stanton Scholastic Poetry: Silly Poems by Paul Cookson</p> <p>Story Time Texts (Fiction) Secrets of a Sun King- Emma Carroll</p> <p>Egyptian Tales: The Plot on the Pyramid-Terry Deary</p>	<p>Narrative Stimulus: The wind in the willows -- Kenneth Grahame</p> <p>Story Time Texts (Fiction) The wind in the willows -- Kenneth Grahame</p> <p>The River Singers-Tom Moorhouse</p>	<p>Non-fiction Stimulus Charlotte's Web – EB White</p> <p>Poetry The Puffin Book of Utterly Brilliant Poetry Brian Patten (Read various Narrative poems on animals)</p> <p>Story Time Texts (Fiction) Charlotte's Web – EB White</p>	<p>Narrative Stimulus: Beowulf (Usborne)-Rob Lloyd Jones & Victor Tavare</p> <p>Story Time Texts (Fiction) Beowulf (Usborne)-Rob Lloyd Jones & Victor Tavare</p> <p>Anglo-Saxon Boy-Tony Bradman</p>	<p>Non-fiction Stimulus How to train Your Dragon</p> <p>Poetry Evidence of Dragons (MacMillan Poetry)-by Pie Corbett</p> <p>Story Time Texts (Fiction) Viking BOY- Tony Bradman</p> <p>How to train Your Dragon</p>
Literacy	<p>Narrative: A story/stories with a theme -(4 weeks)</p> <p>Narrative Take one book (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during this term or a different term</p>	<p>Non-fiction Report- (4 weeks) Newspaper Reports (Use simple organisational devices (for example, headings and sub-headings.) Poetry Vocabulary building (2 weeks) Structure – riddles (1 week)</p>	<p>Narrative- Story settings-(3 weeks) Writing and performing a play- (2 weeks)</p> <p>Narrative Take one book (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during this term or a different term</p>	<p>Non-Fiction- Persuasion-(3 weeks) Persuasive Letter- Poetry Vocabulary building -(1 week) Structure– narrative poetry-(2 weeks)</p>	<p>Narrative Traditional Tales - Myths (quests) (4 weeks) (Create settings, characters and plot)</p> <p>Narrative Take one book (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during this term or a different term</p>	<p>Non-Narratives: Discussion-(2 weeks) Explanation- (2 weeks) (Use simple organisational devices (for example, headings and sub-headings.) Poetry vocabulary building (1 week) Take one poet – poetry appreciation (2 weeks)</p>
Cross Curricular writing						
Maths	Place Value to 10000 Addition and Subtraction within 10000	Multiplication and Division Further Multiplication and Division	Further Multiplication and Division Graphs Decimals and Percentages - Fractions	Time Decimals and Percentages - Decimals	Money Mass, Volume and Length Area of Figures	Properties of Shape – Geometry Position and Movement Roman Numerals
Science	Biology: Animals: humans (digestion, teeth)	Physics: Electricity	Chemistry: States of matter	Biology: Animals including humans (Food chains)	Biology: Living things	Physics: Sound
	Working Scientifically (Procedural Knowledge) is taught throughout each unit					
History	The Achievements of the Earliest Civilisations: Ancient Egypt	The Achievements of the Earliest Civilisations: Ancient Egypt			Britain's Settlement by Anglo-Saxons and Scots	The Vikings' and Anglo-Saxons' struggle for the Kingdom of England to the time of Edward the Confessor
	Working Historically (Procedural Knowledge) is taught throughout each unit					
Geography		2 weeks – Rivers – The Nile in Egypt	Rivers & the water cycle	European country: Barcelona, Spain		
	Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units					
RE	UC Theme: Creation Key question: "What do Christians learn from the Creation Story?"	UC Theme; Incarnation Key question: "What is the Trinity?" Digging Deeper	Discovery RE: Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	UC Theme: Salvation Key question: "What do Christians call the day Jesus died Good Friday?" DIGGING DEEPER	Discovery RE Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	UC Theme: Gospel Key question: "What kind of world did Jesus want?"
Art	Drawing and Printing Human Form Relief Printing Artist Focus: Jack Vetriano Degas		Drawing and Painting Cityscapes Artist Focus: Lowry Edward Hopper		Drawing and Collage Mixed Media Self-Portraits (Modern) Artist Focus: Portrait Artists: Francis Bacon Picasso (Spanish) Leonardo Da Vinci (Italian)	
DT		Electrical Systems: Simple Circuits and switches		Pneumatics Moving toy for Hamleys		Textiles: 2D Shape to 3D Product

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		Reading light				Viking purse
Music	Musical elements Note values Music from around the world 1	Electricity Composition atmospheric Christmas songs	Instruments of the orchestra 1 Easter musical songs Keyboards 1	Easter musical show	Anglo Saxons Composition – pentatonic scale Digital programme	Sound How sound is made Keyboards 2
PE	Indoors: Fitness Outdoors: Tag Rugby	Indoors: Basketball Outdoors: Hockey	Indoors: Dance Outdoors: Swimming	Indoors: Football Outdoors: Swimming	Indoors: Gymnastics Outdoors: Athletics	Indoors: Yoga Outdoors: Cricket
Computing	Unit 4.1 Coding	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo Unit 4.6 Animation	Unit 4.7 Effective Search Unit 4.8 Hardware Investigators
MFL	Regularly revisiting Y3 topics throughout the year/ I am and I am not British/French /or else/My school/teacher is called/My head, hand, foot is hurting or not/I am hot, cold, hungry, thirsty, scared or not and the leader's game	Numbers to 49/I am going on holiday by car, train, plane or boat or not/I am tired, happy, cross, ill or not/I am walking home with my friends/I am going to a club/ Christmas time	Happy new year/My favourite day is...why? / numbers to 59/what time is it? It is home time/music time/animal rap/I am going to fetch my friend story/What clothes are you wearing today?	Listen and watch carefully/May I have this (one) please? How much is it? Action food songs/ I am going to eat a big sandwich/I like bread and warm croissants/I have a red T-shirt ...or not.	Rainbow colour song/I am going on holiday to the seaside, the mountains or the countryside ...or not/In the jungle, the lion is going hunting/ food shopping practice and likes and dislikes using definite articles.	The 12 months of the year and my favourite months is ...and why/I like or I do + different sports /my favourite sport is /I would like to do + sport/ 4 seasons and my favourite season is/Mr Arc-en-ciel
PSHE	Post Lockdown Mental Health Black Lives Matter – Individual study	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Enrichment – Visits / Visitors						