



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

Oracy

Oracy is at the heart of all learning at St Oswald's Primary School. Children will be taught both *to* and *through* talk to enable them to discuss, perform, debate and express themselves in a range of contexts, for a range of purposes.

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 be able 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	Fiction: Alice in Wonderland Georges Marvellous medicine Macbeth, Romeo and Juliet, The witches, The Worst witch Writing: Narrative- Character/setting description. Poems; Macbeth – the witches. Couplets Grammar; expanded noun phrases, fronted adverbials pronouns	Fiction: Songs from Story Texts; Isn't it Funny (Winnie the Pooh) Sorting Hat Song (Harry Potter) Letters from a Lighthouse Writing; WW2 letter home as an evacuee Evacuee work- what was it like Setting descriptions of a lighthouse Poems; Rhyming Julia Donaldson Grammar; Prefixes; un, dis, mis, super, anti, auto, Suffixes; sion standard English for verb inflections determiners apostrophes for plural possession	Fiction: The Thieves of Ostia Caroline Lawrence What the Romans did for us. Writing; Fear Suspense tale – Fiction Poems; Quatrain Grammar; fronted adverbials Direct speech prepositional phrases Suffixes; sure ture, er Shrovetide (Speaking and Listening)/Music Learn and recite the Shrovetide Song. Perform to whole school Debate or possibly Newspaper Report For and Against Shrovetide	Fiction: Kensukes Kingdom 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 Writing; Non-fiction Persuasive letter – Poetry: Ballard; The High Way man Grammar; casual conjunctions, third person, present tense, apostrophes for possessoin, prefic, sub. Suffix sure ture	Fiction: How to Train your dragon- Cressida Cowell Anglo Saxons in Britain- Moirra Butterfield Anglo Saxon Boy- Tony Bradman Beowolf Michael Morpurgo Anglo saxon Myths Alfred Great and Anglo Saxons Writing; Design own dragon and story (myth) linked to How to train your Dragon – Fiction Poems; Cinquain Poems Grammar; Fronted adverbials, direct speech, prepositional phrases, suffixes; sure, ture, er	Fiction: Chocolate Milk X Ray Specs and me 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. Writing; discussion / persuasive text (i.e.) Why it is important to clean your teeth? Poems; Nonsense Poems/ Free Verse Grammar; suffix ous, tion, ssion, sian, cian, Clause; Main, and subordinate Conjunctions; casual and subordinating
Maths	Number Place Value (4 wks) Addition and subtraction (3 wks)	Measurement Length and perimeter (1 wk) Number Multiplication and Division (3 wks)	Number Multiplication and Division (3 wks) Measurement Area (1 wk) Number	Number Fractions (1 wk) Decimals (3 wks)	Number Decimals (2 wks) Measurement Money (2 wks) Time (1 wk) Statistics (2 wks)	Geometry Properties of shape (4 wks) Position and Direction (1 wk)

			Fractions (3 wks)			
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) Muhammed Ali- Book-(Race, ethnicity,)	After the Fall: How Humpty Dumpty Got back up again (Disability) My Princess Boy (Gender, Gender reassignment,)	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) All about Families Felicity Brooks and Mar Ferrero (Marriage, gender, ethnicity race, sexual orientation)
Science	Chemistry States of Matter - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature increases. Skills Compare and group materials according to whether they are a solid, liquid or gas, observe that materials change state, identify a wide range of reversible and irreversible changes,	Physics Sound - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source Skills Identify familiar sounds and what is vibrating, describe how sounds travel describe and demonstrate how volume and pitch of sound can be changed,	Biology Living Things & Their Habitats : Food Chains - construct and interpret a variety of food chains, identifying producers, predators and prey - recognise that environments can change and that this can sometimes pose dangers to living things Skills Identify producers, predators and prey in a food chain, construct a variety of food chains, describe the impact of food chains when humans cause habitats to change.	Biology Living Things & the Environment - 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.. Skills Identify and name a variety of plants in contrasting habitats, classify these, describe how a plants habitats may naturally change, explain how human changes can impact on a plants environment, label diagram to show life cycle, describe in detail the changes that occur, compare plants	Physics Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. Skills	Biology Animals (including humans): The human Digestive System - 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 Skills identify different foods which can affect health of teeth, identify the different types of teeth, identify body parts associated with digestive system, compare and contrast the teeth of herbivores, carnivores and omnivores.

		investigate and classify materials measure and compare the volume of sounds, recognise certain sounds can be damaging for hearing.		growing in local habitat and contrasting habitat	Identify and name devices which need electricity for power. Construct simple series circuits, predict if a circuit will work, recognise that a cell is a power source, sort and classify materials into conductors, insulators, recognise the dangers of working with electricity	
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	Black History Month Muhammed Ali Importance of his Achievements- how did he stand up against others	Knowledge 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? Skills use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a	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 Coins Jewellery St Bede Bayeux Tapestry	

		reasonable explanation for some events Look at different representations of time - pictures, drawings etc Add key events taught to a timeline Vocab Sources (primary and secondary) Century / ies Anniversary Soldier Bomb Gas mask Evacuee Safe place Country side Children war Move Trains	understand more complex terms e.g. BCE/AD use terms related to the period and begin to date events place events from period studied on a time line use evidence to build up a picture of a past event 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 Vocab A.D B.C.E Event Period Long Ago Chariot Myth Empire Conquer Invade Rome Aqueduct Baths sewer		Helmet Invade Conquer Suttton Hoo Northumbria A.D/B.C	
			Shrovetide Sketching/ Art Sketch the Hug. Use foil as a medium to recreate the Hug.			
Geography			Knowledge Using maps; to locate settlements Celtic Hill forts. Look at street maps of Rome Europe Skills Study and draw conclusions about places and geographical features using a range of geographical resources (Maps, atlases, globes, digital mapping)	Knowledge Water Cycle Seas and oceans of the world the great barrier reef Environmental issues Skills; Study and draw conclusions about places and geographical features using a range of geographical resources. Investigate a geographical hypotheses using a range of fieldwork techniques	Knowledge; Saxon shore forts, towns and villages. Locating places where Saxons settled on a map. Identify which Kingdom Ashbourne would have belonged to and establish for which side they would have fought. Skills Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK . Investigate a geographical	

			Vocab; Continents, countries, location, types of settlements, land use	Vocab; Water cycle, evaporation condensation, precipitation environmental issues, deforestation, plastic pollution	hypothesis using a range of field work techniques. Use the 8 points of a compass and both 4 and 6 figure grid references Vocab; Saxons hills mountains, coasts, rivers, compass, grid, reference, map, Kingdom, territory	
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) Micorsoft 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)

Art	Skill/keywords: Observational drawing, tone, line, shape, photography Materials: Pencil, charcoal Progression of skills: 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.	Skills: Observational drawing, tone, line, shape, photography Materials: digital, crayon, pencil, pen, chalk Artist suggestion: Wassily Kandinsky Progression of skills: 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.	Skills: Form, shape, sketching, repeated pattern, collage Materials: Pencil, collage mixed media Progression of skills: 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.	Skills: Colour mixing, texture, pattern Materials: Printing blocks, paint, oil pastel, wire Progression of skills: 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	Skills: Pattern, texture, line, shape, form Materials: Clay, pencil, paint Progression of skills: 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	Skills: Shape, line, form, space Materials: Pen, pencil, felt tip Artist suggestion: Julian Opie; Henry Moore Progression of skills: 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.
D & T		Key skills: 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		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. Key vocabulary: Aquarium, algae, fish, creatures, tank, aquatic, plants Materials needed:	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	Key skills: 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

		of others to improve their work. Key vocabulary: Thickness, evaluate, design, investigate, adapt, improve, insulate, texture, material Materials needed: - Headphones / earmuffs - Cups - materials e.g. cotton wool, newspaper, fabric, sponge etc Unit of work: To make a pair of headphones. - Explore soundproofing materials. - Evaluate current headphones and earmuffs - Who would need soundproofing? - Design a pair of headphones for target audience. Make headphones using plastic cups and materials		- Shoe box - card - scissors Unit of work: To make a shoe box aquarium - Investigate aquariums, visit sea life centre - What is an aquarium made from, what is its climate, what are the animals habitat. - Design an aquarium - Evaluate (group)	their work. Key Vocabulary: Structure, shape, stability, frame, safety Materials needed: PVA Newspaper, cardboard, lollipop sticks, cello tape Unit of work: To make an anglo saxon house Investigate how anglos saxon houses are made. Features. Make an anglo saxon house out of cardboard Evaluate using technical knowledge or vocabulary	processed. 5) Cooking and nutrition. Key vocabulary: Diet, nutrition, healthy eating, varied, savoury, food diary, seasonality Materials needed: - Food diaries - Ingredients - cooking equipment Unit of work: To make a recipe that has reduced sugar eg: shortbread, banana bread, cookies, cake etc. - Keep a food diary over a few days and collect class data - Explore how to adapt recipes to make them healthier - Design, make and write a recipe for an adapted dish e.g. reduced sugar biscuits / banana bread. - Evaluate
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	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	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	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	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	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

	some substances can be harmful if misused. Learning rules about staying safe. British Values Democracy; Lesson Linked to the School Council	respectfully. Identifying that differences and similarities between people arise from a number of factors. British Values; Mutual Respect; rule of law, individual liberty	where to go for help and how to ask for help.	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	of interest, loan, debt and tax. Understanding enterprise and begin to develop enterprise skills.	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			
RSE		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	Music Specialist dimensions	Music Specialist Dimensions and Percussion	Music Specialist Performance	Music Specialist teaching	Music Specialist teaching and Concert
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