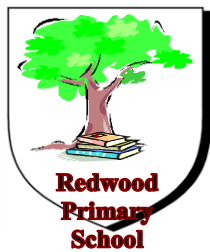


Redwood Primary School
Curriculum Map for Year: 4 **Term: Summer**

	What will I be learning about during this unit?	What prior learning will I bring to this unit of work?	What new vocabulary will I learn during this unit of work?
English	<p>Tar beach 4 Weeks Play script (own version), character descriptions, book review, dialogue (direct speech), retelling</p> <p>Until I met Dudley (4 weeks) Letters, explanation texts</p> <p>Varmints (4 weeks) Explanation text (leaflet), retellings, setting description</p>	See Literary curriculum planning overview	See Literary curriculum planning overview
Mathematics	<p>Measurement: Money</p> <p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Properties of shape</p> <p>Geometry: Position and direction</p>	See White Rose Long Term Overview	See White Rose Long Term Overview
Science	<p>Sound I will learn how sounds are made, how they travel and how they change across distance, in pitch and in volume.</p> <p>Living things I will learn how to use classification to group living things, showing that I know that environments can change and pose dangers to species.</p>	Prior learning from Year 2 - explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	<p>sound, listen, hear, ears, noise, loud, quiet, silent, vibrations</p> <p>sound, transmit, medium, air, water, solid, vibrations, source, sound waves, particles, travel</p> <p>sound, volume, loudness, amplitude, pitch, soundwave, frequency</p> <p>vibrations, sound waves</p> <p>investigation, fair-test, factor (variable), prediction, results, resources, planning, muffle</p> <p>Environment, change, living thing, danger.</p> <p>Change, adapt, danger, threat.</p> <p>Climate, change, danger, greenhouse, thermometer, test, carbon dioxide, results, graph, table.</p> <p>Impact, change, positive, negative, danger, living thing.</p> <p>Change, positive, living things, environment.</p>



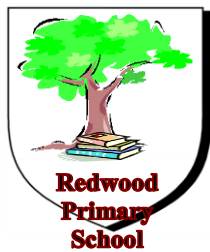
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Computing	<p>E-Safety I will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Talking Safely online I will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Animation I will learn to select, use and combine software (including internet services) on a range of digital devices to design and create a range of programs.</p> <p>Effective Searching I will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I will learn to understand computer networks including the internet and how they can provide multiple services, such as the world wide web.</p> <p>Hardware Detectives I will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I will learn to understand computer networks including the internet and how they can provide multiple services, such as the world wide web.</p>	<p>Prior Learning Year 3 – Strong passwords/Picture Perfect/ Keeping Private and personal information safe online.</p> <p>Prior Learning Year 3 – Strong passwords/Picture Perfect/ Keeping Private and personal information safe online.</p> <p>Prior learning Key Stage 1 – Animated Story books/using painting tools/presenting ideas. Prior learning Year 3 – Simulations.</p> <p>Prior Learning Year 2 –Basic research tools, using questions to refine searches. /understand networks, webpages, websites and search engines. Prior Learning Year 3 – Online safety.</p> <p>Prior Learning Year 2 –Basic research tools, using questions to refine searches. /understand networks, webpages, websites and search engines.</p>	<p>Pledge, Digital, citizenship, responsibility, reputation.</p> <p>Messaging, blogging, virtual universe, gaming, chatting</p> <p>Animation, flipbook, frame, onion skinning, background, stop motion, play, sound, video clip.</p> <p>Easter egg, internet, internet browser, search, search engine, spoof website, website.</p> <p>Motherboard, CPU, RAM, graphics card, network card, monitor, speakers, keyboard, mouse, screen.</p>
History	<p>Boudicca I will study study Boudicca’s rebellion. I will consider life as a Celt, the events leading to the Battle of Colchester, London and St Albans and ultimately, the fall of Boudicca’s rebellion.</p>	<p>In Year 3, children studied the Victorian era – turning point in British History.</p> <p>They will have placed periods of History in time and made comparisons</p>	<p>settlement, environment, ceremonies, stronghold, mainland, defense, inventory, estates, legions, conquering, sub-human, suppression, enforcement, objected, flogged, dominance, systematic, insufficient,</p>



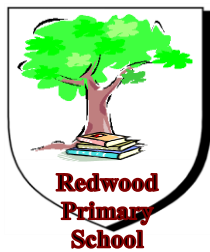
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		between them using historical sources.	rendezvous, inhabitants, javelins, Britons, savages, wrath, unstoppable, confrontation, phalanx,
Geography	<p>Blue Planet I will Find out about the different layers of the ocean, namely the sunlight zone, twilight zone, midnight zone, abyss and trenches I will Find out why the 1872 Royal Navy ship, HMS Challenger is considered so important and how its story has contributed to modern oceanography. I will find out about Cornelius Drebbel</p>	In Year 2, children name and locate the five oceans and use globes and atlases. In Year 3, children read maps, globes and atlases during all topics.	Twilight zone Midnight zone Sunlight zone Trenches Abyss Oceanography
Art	<p>Romero Britto – painting I can explore art in different countries. I can record differences between art around the world. I can work with a partner to create a joint project. I can annotate a partner’s ideas. I can choose paints and tools appropriate to the effect I want to achieve. I can make and match colours independently</p>	In Year 3, children learnt: Which primary colours create secondary colours, Vocabulary to describe shade, colour and tone, How to work on a large scale painting.	Impressionist, abstract, swirling, stippled, horizon
DT	<p>Design and make a wooden birdhouse I will learn how to apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p>	Prior learning Year 2 – moon buggies – children used hacksaws and investigated study designs.	Wood, hacksaw, waterproof
RE	<p>What can we learn from religions about deciding what is right and wrong? I will explore and share religious teachings and stories and how these influence people’s life choices. I will explore the lives of inspirational religious individuals.</p> <p>Why do some people think life is like a journey and what significant experiences mark this? I will learn about the journey of life, important milestones and promises that people make to each other in religious and non-religious ceremonies. I will explore basic ideas about life after death.</p>	<p>In Year 3, children have considered different questions about God and looked for similarities and differences in different religions.</p> <p>In Year 3, children learned about different religious and spiritual ways of life about prayer.</p>	Torah Ten commandments Beatitudes Morals Humanists Conscience Desmond Tutu Racial discrimination apartheid



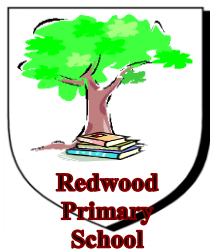
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PSHE	<p>Relationships I will learn about relationships, belonging, love and remembrance when thinking about people and animals who are important to me.</p> <p>Changing me I will learn about my genetic personality traits. I will be able to label the parts of the male and female body that are necessary for making a baby. I will understand how menstruation is a key part of this. I will explore how the human body changes over time. I will have opportunities to explore my own feelings around change and puberty.</p>	<p>Relationships In Year 3, children learnt about how to solve friendship problems when they occur and about what makes a good relationship with others.</p> <p>Changing me In Year 3, children learnt about how the inside and outside of their body changes. They learnt about how babies grow during pregnancy and after birth.</p>	<p>Relationships love Emotions Safety Well-being Grief/Loss</p> <p>Puberty, DNA, physical, emotional, menstruation (periods), pregnancy, birth, relationships, transition, penis, vagina, womb, sperm, ovaries, testicles, uterus</p>
PE	<p>Athletics I will learn to develop flexibility, strength, technique, control and balance through a range of competitive and non-competitive opportunities. I will identify my strengths and areas for development, looking to improve on my personal best</p> <p>Fitness is Fun I will perform a range of activities with maximum effort I will explore a range of circuit stations I will explore a range of agility stations</p>	<p>Athletics Throughout Key Stage 1, children will have learnt fundamental skills of running, jumping, skipping, hopping, balancing, throwing, and catching.</p> <p>Fitness is Fun Children were introduced to Fitness is Fun in Year 3 and performed a range of activities with maximum effort and explored a range of circuit stations agility stations.</p>	<p>Athletics Athletics, event, discipline, track, field, running, jumping, throwing, sprint, javelin, long jump, standing triple jump, athletes, Olympics, starting blocks, reaction, technique, acceleration, relay, baton, exchange, changeover, pass, receive, combination, sequence, distance, flight, landing, impact, accuracy, strength, speed, momentum, stride, team.</p> <p>Fitness is fun HITT (High Intensity Interval Training) - Coordination - Jumping squats - Jumping Lunges - Straight Arm Plank - Back Raises - Ankle Walk- Side Lunges - Squat Thrusts- Side Leg Hip Raises - Sit Ups - Dish Lift- Toe to Toe Squats - Crunches- Tricep Bridge</p>



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	<p><u>Invasion Games</u> I will learn the skills to attack and defend in a range of sports. I will be able to identify how to best communicate in team situations. I will identify how to improve my performance and will recognise my own success.</p>	<p><u>Invasion games</u> In Year 3, children will have learnt the correct technique when sending and receiving a ball and performed simple attacking and defending skills as a team.</p>	<p><u>Invasion Games</u> Invasion, Invade, Territory, Zone Opponent, Protect, Attack/ attacking/ attacker, Defend/ defending/ defender Possession, Dodge/ dodging, Speed Power, Travelling, Control, Pass /Passing, Receive, Intercept/ interception Accuracy Communication - Strategies</p>
<p>Primary Languages</p>	<p><u>Classroom</u> I will be able to identify and say what I do and do not have in terms of classroom stationery, using the correct form of gender alongside singular and plural.</p> <p><u>Romans</u> I will learn about the three different eras of Ancient Rome, the main Roman gods and Roman inventions. I will look at the mythical story of Romulus and Remus. I will learn how differently rich people and poor people lived in ancient Rome. I will use comparative French to introduce and examine the use of the negative form in French.</p>	<p>In Year 3, children learnt colours, number to 10 and how to ask your name.</p> <p>In Year 3, children learnt about how to say I am a man/woman from the stone age. I have a tool and I live in a dwelling.</p>	<ul style="list-style-type: none"> • Classroom stationery including un stylo, un livre etc. • Classroom stationery including une gomme, des ciseaux etc. • Consolidation of all classroom stationery items / j'ai... / je n'ai pas de... • Selon la légende, Rome fut fondée, un frère jumeau, la déesse, le dieu, une louve. • La Royauté, La République, l'Empire, Tarquin le Superbe, dernier roi de Rome, les sénateurs, les plébéiens, des esclaves. • La mythologie romaine, les dieux romains, Diane, Mars, Mercure, jour de la semaine. • Les thermes romains, le chauffage central, les routes romaines, les aqueducs, vrai o faux.
<p>Music</p>	<p><u>Dancing in the Street</u></p>	<p>In Year 3, children listened to other</p>	<p>Keyboard, electric guitar, bass,</p>



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Enrichment	Nature Reserve Visit	School Sleepover	Sea-life Centre Visit
	<p>In this unit, we will be focussing on Mo town and will learn the songs: I Can't Help Myself by The Four Tops, I Heard It Through The Grapevine by Marvin Gaye, Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrel and You Are The Sunshine Of My Life by Stevie Wonder. We will use a combination of singing and instruments to perform these songs.</p> <p>Reflect, Rewind and Replay In this unit, we will be focussing on Classical music and looking at the history of music. We will be revising all of the skills that we have learned in music this year.</p>	<p>songs (from a variety of genres) and appraised them.</p> <p>As well as learning to sing, play, improvise and compose with the songs, children listened to other similar songs and found similarities and differences. Each year, I learn some of the language associated with classical music in Reflect, Rewind and Replay.</p>	<p>drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>