

Key:

T = Topic SA = Stand-a-lone

YEAR 4 CURRICULUM 2020/21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	T – The big build	T- The Arctic	T- Grace Darling	T – The potting shed	T – brilliant bodies	T – Animal allsorts
Launch	The three Little Pigs story	An animal investigation	The RNLI	Planting beans	Labelling parts of a doll	Newquay zoo visit
Leap	Presentation of story	Comparing the Arctic to Cornwall	Visit to Newquay Lifeboat	The mud giant		Presentation to parents on the animals we have learnt about
Landing	Shelter building	A visit to the Arctic	Fundraising event.	Visit to Heligan		Mini beast model
Key Texts	The three little pigs The building boy Grandpa’s secret giant.	The great explorer The bear that went boo!	The lighthouse keeps lunch. The secret of black rock.	Dog detective Mud maid The tiny seed	Paddington Paddington at the circus.	
English (For more coverage detail see our yearly English plan.)	<ul style="list-style-type: none"> Character Descriptions Persuasive Letters 	<ul style="list-style-type: none"> Narrative Recount – Diary Entries Poetry 	<ul style="list-style-type: none"> Narratives Non-Chronological Report Recount 	<ul style="list-style-type: none"> Diary entries Letters to Heligan 	<ul style="list-style-type: none"> Instructions Character description 	Information text Leaflet design for looking after a pet.
Maths (For more detail see our school Maths Policy.)	Number + Place Value	Addition + Subtraction	Addition + Subtraction	Multiplication + Division	Fractions	Shape and space Data handling
Science	T – The big build Everyday Materials	T- Posting and places Seasonal changes Autumn to winter	T- The arctic Animals including humans.	T – The potting shed Plants	T – brilliant bodies Animals including humans	T – Animal allsorts Seasonal changes Spring to summer
Geography	T – The big build describe key physical land features using	T- The Arctic GEOGRAPHY				

	<p>geographical vocabulary</p> <p>use geographical language to accurately describe key physical features of oceans, seas and coastlines</p> <p>talk about the weather and seasons using technical vocabulary</p>	<p>Locational knowledge, 1 Human and Physical 5, 6</p>				
History			<p>T- Grace Darling based around the life of the Victorian heroine, Grace Darling and the history and development of the RNLI.</p>	<p>T – The potting shed 3. George Forest 4. Heligan Gardens, Rhode drum</p>		
Art		<p>T- The Arctic To investigate colours and colourful Arctic landscapes. To explore the Aurora Borealis (Northern Lights). To explore Inuit sculptures and prints.</p>	<p>T- Grace Darling Looking at how different artists represent the sea. Draw conclusions about the techniques they have used. How does the way they have painted it make you feel?</p>	<p>T – The potting shed Draw pictures of plants from imagination and life. • Make 3D sculptures using natural and other materials.</p>		<p>T- Observation drawing of mini beasts Make models of mini beasts to include in the sensory trail • Work collaboratively to create a large sculpture of a mini beast</p>

			Explore the relationship between mood and colour.			
DT	T – The big build Shelter building 1,2,3,4,5,6				T – brilliant bodies Work collaboratively to create a large sculpture of a mini beast	
RE Discovery RE	We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Areas of enquiry selected Areas	We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.
PSHE Christopher Winter		CW - To understand how to look after our bodies. SRE - Know how to keep clean and look after oneself		CW- To know how medicines get into our bodies To know why people use medicines. To understand that some people need to take medicines all the time to stay healthy. SRE - Understand that babies become children and then adults		CW - To know when we should take medicines and who should give them to us. To know the rules about medicines. SRE -Know there are different types of families Know which people we can ask for help.

				Know the different between boy and girl babies		
BRITISH VALUES Go Givers	Meet the go-givers The selfish Hen My Goals Pete's Parathletic		Protecting local habitat Anna's monster lies Caring for pets		People who are special Playground Taking responsibility	
PE Real PE	T – The big build Personal	T- The Arctic Social	T- Grace Darling Cognitive	T – The potting shed Creative	T – brilliant bodies Physical	T – Health and fitness
	1. Co-ordination 10. Static balance-one leg	6. Dynamic balance and agility 2. Static balance - seated	5. Dynamic balance – on a line 4. Static balance - stance	9. co-ordination – ball skills 7. counter balance – with a partner	8. co-ordination – sending and receiving 12. agility	11. ability – ball chasing 3. static balance – floor work
T – The big build Personal	T- The Arctic Social	T- Grace Darling Cognitive	T – The potting shed Creative	T – brilliant bodies Physical	T – Health and fitness	
2. Co-ordination 10. Static balance-one leg	6. Dynamic balance and agility 2. Static balance - seated	5. Dynamic balance – on a line 4. Static balance - stance	9. co-ordination – ball skills 7. counter balance – with a partner	8. co-ordination – sending and receiving 12. agility	11. ability – ball chasing 3. static balance – floor work	