

## Howbridge C of E Junior School Curriculum Map: Year 4 2021 - 22

	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6wks)
Main theme	<b>How have settlements shaped Britain?</b>  A study of Saxon and Viking settlers	<b>How has the Scandinavian landscape shaped the lives of the people?</b>  A study of Scandinavian Culture	<b>What is the legacy of the Egyptians?</b>  A study of the Egyptian landscape and lifestyle	<b>What is the legacy of the Egyptians?</b>  A study into Egyptian beliefs	<b>How do living things adapt to their environment?</b>  A study into arthropods and other invertebrates	<b>Do we look after the Earth or does the Earth look after us?</b>  A study into the impact of environmental change.
	<b>Entry Point:</b> settler's drama  <b>Exit Point:</b> Viking day/bake off  <b>DT</b>	<b>Entry Point:</b> Scandinavian experience food and tourism, music  <b>Exit Point:</b> Light up Nordic decoration (collage)  <b>Science/Art</b>	<b>Entry Point:</b> Mummifying tomatoes-  <b>Exit Point:</b> Make a working pneumatic mummy  <b>DT</b>	<b>Entry Point:</b> Make an Egyptian headpiece  <b>Exit Point:</b> Egyptian showcase for parents (covid permitting)	<b>Entry Point:</b> An afternoon with David Attenborough (and popcorn!)  <b>Exit Point:</b> Watercolour gallery  <b>ART</b>	<b>Entry Point:</b> River walk trip  <b>Exit Point:</b> Visiting Colchester Zoo

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English Units	<p><b>Writing Nonfiction:</b> Diary</p> <p><b>Fiction:</b> Losing tale</p>	<p><b>Writing Nonfiction:</b> Report</p> <p><b>Fiction:</b> Adventure/Mystery</p> <p><b>Poetry (2 weeks)</b> Structured Poem – Haiku, cinquain and Kenning</p>	<p><b>Writing Nonfiction</b> Newspaper report</p> <p><b>Fiction:</b> Portal</p>	<p><b>Writing Nonfiction:</b> Explanation text</p> <p><b>Fiction:</b> Meeting tale</p>	<p><b>Writing Nonfiction:</b> Persuasive writing leaflets</p> <p><b>Fiction:</b> Fantasy</p> <p><b>Poetry</b> (Rap &amp; Language)</p>	<p><b>Writing Nonfiction:</b> Discussion text/balanced argument</p> <p><b>Fiction:</b> Tale of fear</p>
Class novel	<b>Take one book:</b> Viking Longship	<b>Take one book:</b> The Language of Cat (poetry)	<b>Take one book:</b> Cinderella of the Nile	<b>Take one book:</b> King of the Sky	<b>Take one book:</b> The tear thief	<b>Take one book:</b> Walter Tull's Scrap Book
Maths Units	White Rose Planning. Follow Units as instructed					
Science	<p><b>Sound</b> <b>Entrance:</b> listening activity guess the sound.</p> <p>-how sounds are made – vibrations</p>	<p><b>Electricity</b> <b>Entrance:</b> play with items that are electric investigation. Or electric hunt round school.</p>	<p><b>Changing States</b> <b>Entrance:</b> How to stop your ice cube melting!</p> <p>Classify materials. What happens</p>	<p><b>Humans</b> <b>Entrance:</b> Model digestion/poo</p> <p>The Digestive System Investigate teeth</p>	<p><b>Living Things and Habitats</b> <b>Entrance:</b> Nature reserve visit Mini beast hunt –</p>	<p><b>Living things and their habitats</b> <b>Entrance:</b> river walk, where is a good habitat and where is not?</p>

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	<p>- sound travel Patterns between pitch and features of the object Pattern between volume and strength of vibration -Pitch, volume, echoes Investigate best sound insulator</p> <p>Cymbal bash experiment</p> <p><b>Exit:</b> Advertise an ear defender</p>	<p>Circuits, components, symbols, conductors and insulators. Switches, dangers.</p> <p>Build a game, buzz wire</p> <p>Class quiz, create safety poster,</p> <p><b>Exit:</b> Nordic Christmas decoration.</p>	<p>when heated or cooled. Evaporation and condensation in the water cycle</p> <p><b>Exit:</b> If a water droplet could talk- activity <b>ICT</b></p>	<p>Types of human teeth and functions Construct and explore food chains Producers and predators/prey</p> <p><b>Exit:</b> TV ad about healthy teeth</p>	<p>Grouping living things Use classification keys Local habitats Branching databases Observational drawings</p> <p>create own classification keys</p> <p><b>Exit:</b> Write a report for a wildlife magazine zoom someone form a wildlife mag/ send off to mag</p>	<p>Recognise environments change and can pose dangers to living things</p> <p>Look at local environment Climate change Impacts of environment changes (case study) Plan how to make a positive change to our local environment</p> <p><b>Exit:</b> How to improve not so good habitats along river walk.</p>
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History	<p><b>Up to 1066</b></p> <p>Anglo Saxons, Vikings, Scots (up to 1066AD)</p> <p>The struggle for England's Kingdom</p> <p>Sutton Hoo – looking at reliability of sources</p> <p>Lindisfarne</p> <p>Maldon Battle</p> <p>Settlements</p>		<p><b>Ancient Civilisation</b></p> <p>The Ancient Egyptians – evidence</p> <p>Basic facts</p> <p>Life in Ancient Egypt</p>	<p><b>Ancient Civilisation</b></p> <p>The Ancient Egyptians Achievements</p> <p>How they came to be</p> <p>Looking at evidence</p> <p>Gods and Religion</p> <p>Hieroglyphs code breaking (printing)</p>		<p><b>Local history</b></p> <p>Medieval Witham – changes in Witham since its settlement</p>
Geography	<p><b>Settlements/ Land Use in UK</b></p> <p>Refer to historical settlement and reasons why people settled where they did</p> <p>Locate counties – relate to the history of their names</p>	<p><b>Name and locate geographical regions</b></p> <p>Economic activity</p> <p>Trade links - Norway</p> <p>Natural resources/ energy/food/ minerals/ water</p>	<p><b>Location of the River Nile</b></p> <p>Land Use</p> <p>Natural resources</p>	<p>Compass directions</p> <p>Symbols and keys on maps</p> <p>4 figure grids</p> <p>Orienteering PE</p>	<p>Use maps to find <b>where animals live</b> – describe their features</p> <p>Latitude/ longitude/ equator, hemispheres, tropics of Cancer and Capricorn</p> <p>Time zones</p>	<p><b>Locate counties of UK</b></p> <p>Human and physical characteristics of UK</p> <p>Geographical regions of UK</p> <p>Topographical features (hills/ mountains/ rivers/ coasts)</p>

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						<p>Land use patterns in UK</p> <p>How have aspects changed over time?</p> <p>Compare UK region to region studied in Autumn term  <b>Local fieldwork</b>          Look at farming, fishing impacts</p>
Design Technology	<p><b>Cooking</b> Viking Bread</p>		<p><b>Mechanisms.</b> Pneumatics Opening sarcophagus</p>			<p><b>Sewing</b> Recycling an old t-shirt into a bag (environmental link)  <b>Block out 2 days...</b></p>

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Art		<p><b>Sketching/ Artist study</b></p> <p>Basic drawing and pencil skills</p> <p>Landscape sketch in the style of Edvard Munch</p> <p>Artist study of Edvard Munch</p>		<p><b>Sculpture</b></p> <p>scarab beetles</p>	<p><b>Painting</b></p> <p>Water colour</p> <p>Sci art Close ups of animal patterns. - create a gallery style presentation with plaque inc detailed description of arthropod.</p> <p>Artist study...</p>	
ICT	<p>Keeping safe online – self-image and identity Online relationships</p> <p>Record a radio broadcast for a battle (green screen)</p>	<p>Make right decisions about interacting (online bullying) Project Evolve</p> <p>Digital art / photography – make a GIF</p>	<p>Video creation – add music and sound effects to films – create advert</p> <p>Water droplet</p>	<p>Stop start animation – Egypt</p> <p>Computational language Online reputation</p> <p>CODING? SCRATCH</p>	<p>Wikipedia page – presentation and web design Managing online information - opinions/ beliefs/ facts Fake news</p>	<p><b>Augmented reality and virtual reality</b></p> <p>Data handling??</p>

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Digital Literacy-To be taught in class (can be combined with PSHE)	Privacy & Security Managing Online Information Health, Wellbeing & Lifestyle	Online Bullying	Online Reputation	Online Relationships Self-Image and Identity	Copyright & Ownership	
Music <i>Kapow Music scheme</i>	Developing singing technique  Link: Vikings	Rock and Roll	Haiku, music and performance	Composition/ notation  Link: Ancient Egypt	Body and Tuned percussion  Theme: Rainforest	Samba and carnival sound and instruments  (Theme: South America)
Complete PE scheme	Bridges  Netball	Handball  Communication and tactics	Basketball  Cats	Tag Rugby  Space	Problem Solving  Tennis	Rounders  Athletics
RE	What are the links between the Christian creation story and other religions?	How is Christianity a living faith around the world?	What are the stories and meanings associated with Jewish beliefs?	How do the parables teach us to live our lives?	What can we learn about the meaning of existence from the Quran?	
PSHCE	Think Positive	VIPs Playing Safe	Democracy respecting rights	What is important to me Tobacco is a drug	Growing Up	Saving spending budgeting
MFL	Encore!	Quelle heure est-il?	Les fêtes	Où vas-tu?	On mange!	Le cirque

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Suggested visits/ Visitors	Stanstead Mountfitchet					Colchester Zoo
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