

**Curriculum map KS1 & KS2
2021.2022**

Year group: 4		Half Term 1 Autumn 1 1/9/21 - 22/10/20 7 weeks	Half Term 2 Autumn 2 1/11/21 - 17/12/20 6 weeks	Half Term 3 Spring 1 4/1/22 - 11/2/22 6 weeks	Half Term 4 Spring 2 21/2/22 - 1/4/22 6 weeks	Half Term 5 Summer 1 19/4/22 - 28/5/22 6 weeks	Half Term 6 Summer 2 6/6/22 – 22/7/22 7 weeks
Whole Academy Theme and subject focus		Being me in my world PSHE/Geography Science	Celebrating Differences PSHE/RE/History	Time Travellers History	The nature of life Science Science week WBD	The world we live in Geography Curriculum week Queen's platinum jubilee	Eat well, move more Science
Our project title and key question 'hook' Curious questions (learning objectives)		Leading Question – Where in the world are we? Curious questions- What was life like for a child in 19 th Century Britain?	Leading Question – Curious questions- What similarities/ differences are there between cultures from around the world? What different festivals can you name from around the world?	Leading Question – Curious questions- Can you describe the 'Romanisation' of Britain? Can you describe a time when Britain was invaded?	Leading Question – Curious questions- What problems did the Bubble boy face? How has medicine developed over time? How is the Bubble boy's experience similar to your experience in lockdown?	Leading Question – Curious questions- What do you need to consider when planning your journey? What are the features of this village/town/city?	Leading Question – Where does our food go after we have eaten it? Curious questions- What are the simple functions of different parts of the digestive system? What teeth do humans have and what are their functions? Can you identify the producer, predator and prey in a food chain?
Community	Experience <i>Beyond the classroom First hand experiences</i>	Visit to an 19 th Century workhouse	Magna visit	Roman Tours visit to school – Optio Gaius Flavius Longinus		The sound man	
	Parental engagement event/session/exhibition <i>Academy community Local community National citizenship Global citizenship</i>	Oliver Twist production	Festivals from around the world day (dress up/ geography/art lessons)	Making a Roman helmet	Edible garden- make a habitat	Plan and go on a journey (city linked to geography)	OADV News Show
Personal Development	Children will learn in PSE/Jigsaw 9 habits	Being me in my world <i>September – Who am I? October – Who am I becoming?</i> Becoming a Class Team Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences	Celebrating difference <i>November – Being hopeful December – Being joyful</i> Accepting that everyone is different Including others when working and playing	Dreams and goals <i>January – Being patient and preserving February – Compassionate</i> Stay motivated when doing something challenging Keep trying even when it's difficult	Healthy Me <i>March – Forgiving April – Considerate</i> Know how to make a healthy choice within my friendship groups Understand dynamics between people in different groups	Relationships <i>May – self control</i> Identify the web of relationships we are part of Identify why someone is special to me Talk about people we no longer see Explain different points of view on animal issues	Changing me <i>June – Humble/humility July - Honesty</i> Understanding that characteristics are passed down by birth parents Understand how the circle of change works and can

		<p>Work as a group to make decisions</p> <p>Understand how democracy and having a voice benefits the school community</p>	<p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p> <p>Know how to give and receive compliment</p> <p>Stereotypes – getting your voice heard</p> <p><u>Let Toys be Toys</u></p> <p><u>Challenging Stereotypes</u></p>	<p>Work well in a partner or a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Working hard to achieve dreams and goals</p>	<p>Understand the facts about smoking and the effects on health</p> <p>Understand facts about alcohol and the effects on health</p> <p>Understand what healthy friendship is</p> <p>Gain a clear picture of what they believe is right and wrong.</p>	<p>Understand how people feel when they have a special pet</p> <p>I know how to show love and appreciation to the people and animals that are special to me</p>	<p>apply it to changes I want to make in my life</p> <p>Identify changes that are outside my control and learn how to accept them</p> <p>Understand how your body changes over time</p>
	Safeguarding curriculum	<p>Understanding how my actions affect others</p> <p>Having a voice</p> <p>Speaking up when you don't agree</p>	<p>Judging appearances</p> <p>Bullying</p> <p>Disabilities - Not all disabilities are physical</p> <p>Challenging Homophobia That's So Gay!</p>	<p>Stereotypes – getting your voice heard</p> <p>Let Toys be Toys</p> <p>Challenging Stereotypes</p>	<p>Smoking</p> <p>Alcohol</p> <p>Healthy Friendships</p> <p>Hygiene - Personal Hygiene</p> <p>Oh No B.O</p> <p>Operations - necessary and unnecessary operations</p>	<p>Healthy relationships</p> <p>AGENDA</p> <p>Modern Day Relationships (LGBT)</p> <p>Peer pressure online – where do I get help?</p> <p>Witnessing violence</p>	<p>Girls and puberty</p> <p>Abuse – What do I do?</p>
Key Text	Oliver Twist- Charles Dickens	Malala: My story of standing up for girls' rights – Malala Yousafzai	Escape from Pompeii- Christina Balit	The Varmints – Helen Ward	City of rust- Gemma Fowler	Bubble Boy- Stewart Foster	
Vocabulary Tier 2 & 3	<p>peckish</p> <p>crimson</p> <p>shrivelled</p> <p>stooped</p> <p>outraged</p> <p>putrid</p> <p>stench</p> <p>ghastly</p> <p>bloody-thirsty</p> <p>pungent</p>						

English	Reading		<p>Word Reading: Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words noting unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension: <i>Maintain positive attitudes to reading and understanding of what they have read by:</i> Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference and textbooks; reading books that are structured in different ways and read for a range of purposes; increasing their familiarity with a wide range of books. (myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions); learning a wider range of poetry by heart; preparing Poems and plays to read aloud and to perform, showing understanding of intonation, tone and volume so that meaning is clear to an audience; identifying and discussing themes and conventions in and across a range of texts; make comparisons across books.</p> <p><i>Understand what they read by:</i> Checking that the book makes sense to them; discussing their understanding and exploring the meaning of words in context; drawing inferences and justifying them with evidence; predicting what might happen from details that have been implied; asking questions to improve their understanding; discuss and evaluate the authors use of language; summarise the main idea drawn from one or more paragraphs; identify how language, structure and presentation can contribute to meaning; retrieve, record and present information from non-fiction; distinguish between fact and opinion; participate in discussion about both books that they have read and books that have been read to them; explain and discuss their understanding of what they have read through a range of formats.</p>				
	Phonics/SPaG		<p>Revisit and Review: Revise strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /j/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable -ing, -en, -er, -ed.</p> <p>Homophones: peace/piece, main/mane, affect/effect.</p> <p>Apostrophe: Possessive apostrophe with plural words eg girls', boys', babies'.</p> <p>Proof reading: Teach proof reading strategies eg Spuddy work; spelling buddies.</p> <p>Plural s and possessive s Fronted adverbials Commas in a list Expanded noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.</p>	<p>Revisit and Review: Y3 Rarer GPCs.</p> <p>Teaching rarer GPCs: From Y3/4 word list – guard, guide.</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture.</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian eg invention, comprehension, expression, magician.</p> <p>Prefixes and Suffixes: Prefixes: ir-, inter-, anti-.</p> <p>Suffixes: The suffix -ation eg sensation, preparation.</p> <p>Homophones: scene/seen, male/mail, bawl/ball.</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns eg Cyprus's population.</p> <p>Proof reading: Using a dictionary to check spellings after writing –first two or three letters.</p> <p>Plural s and possessive s Fronted adverbials Expanded noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun. Complex and compound sentences. Commas in a list.</p>	<p>Revisit and Review: Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed.</p> <p>Teaching rarer GPCs: Words with the /s/ sound spelt sc (Latin in origin) eg science</p> <p>Word endings: Endings which sound like /ʒən/ -sion eg division, confusion.</p> <p>Prefixes and Suffixes: Suffixes: The suffix -ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to -ally. The suffix -ous eg poisonous, outrageous.</p> <p>Homophones: whether/weather, fair/fare, medal/meddle.</p> <p>Apostrophe: Revise contractions from Y2 and plural apostrophe rules.</p> <p>Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p>Plural s and possessive s Fronted adverbials Expanded noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun. Complex and compound sentences. Commas in a list.</p>		
	Writing		<p>Fiction - Character description of Oliver and Fagin</p> <p>Non-fiction – Instruction writing</p>	<p>Fiction- Description of Swat Valley</p> <p>Poetry- 'Black out' poetry.</p> <p>Non-fiction - Autobiography</p>	<p>Fiction - Diary entry from different perspectives</p> <p>Non-fiction – Create a non-chronological report about the Romans/Boudicca</p>	<p>Non-fiction – Persuasive writing – letter</p>	<p>Fiction- Generate own narrative</p> <p>Poetry- Junk poem</p>

<p align="center">Mathematics</p>	<p>Place Value</p> <p>Reasoning with 4 digit numbers</p> <p>Addition and subtraction</p>	<p>Multiplication and division</p> <p>Discrete and continuous data</p>	<p>Securing multiplication facts</p> <p>Fractions</p> <p>Time</p>	<p>Decimals</p> <p>Area and perimeter</p>	<p>Solving measure and money problems</p> <p>Shape and symmetry</p>	<p>Position and direction</p> <p>Reasoning with patterns and sequences</p> <p>3-D shape</p>
<p align="center">Science</p>	<p><u>Electricity</u></p> <p>I identify and name appliances that require electricity to function. I construct a series circuit. I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). I know how to draw a circuit diagram. I predict and test whether a lamp will light within a circuit. I know the function of a switch in a circuit. I know the difference between a conductor and an insulator, giving examples of each. <u>Working scientifically</u> Setting up simple practical enquiries, comparative and fair test.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p><u>States of matter</u></p> <p>I group materials based on their state of matter (solid, liquid, gas). I know how some materials can change state. I explore how materials change state. I measure the temperature at which materials change state.</p> <p><u>Working scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p><u>States of matter- the water cycle</u></p> <p>I know about the water cycle. I know the part played by evaporation and condensation in the water cycle.</p> <p><u>Working scientifically</u> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>	<p><u>Living things and their habitats</u></p> <p>I group living things in different ways. I use classification keys to group, identify and name living things. I create classification keys to group, identify and name living things (for others to use). I know how changes to an environment could endanger living things. <u>Working scientifically</u> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	<p><u>Sound</u></p> <p>I know how sound is made. I know how sound travels from a source to our ears. I know how sounds are made, associating some of them with vibrating. I know the correlation between pitch and the object producing a sound. I know the correlation between the volume of a sound and the strength of the vibrations that produced it. I know what happens to a sound as it travels away from its source. <u>Working scientifically</u> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p><u>Animals, including humans</u></p> <p>I identify and name the parts of the human digestive system. I know the functions of the organs in the human digestive system. I identify and know the different types of teeth in humans. I know the functions of different human teeth. I use food chains to identify producers, predators and prey. I construct food chains to identify producers, predators and prey. <u>Working scientifically</u> Using straightforward scientific evidence to answer questions or to support their findings.</p>
<p align="center">RE</p>	<p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>I know how non-religious leaders provide wisdom and inspiration (Malala Yousafzai/Barack Obama).</p> <p>I know how religious leaders provide wisdom and inspiration (Mother Teresa).</p> <p>I know the commitments of a religious leader and the challenges they have faced (Prophet Muhammed PBUH/Mother Teresa).</p>	<p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>I know how religious leaders provide wisdom and inspiration (Prophet Muhammed PBUH)</p> <p>I know the life of Prophet Muhammed (PBUH) and the revelation of the Qur'an</p> <p>I understand the connections between Muslim teachings in the Qur'an and Muslim practices</p>	<p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>I know the importance of the Islamic pilgrimage to Hajj I know the importance of the Christian pilgrimage to Lourdes I can compare Christian and Islamic pilgrimages.</p>	<p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>I know the importance of the Abraham's journey to Canaan.</p>	<p>What can we learn from inspiring leaders who started religions?</p> <p>I know how Moses influenced the Abrahamic faiths (Islam, Christianity, Judaism). I know how Moses inspired the Exodus pilgrimages.</p>	<p>What can we learn from inspiring leaders who started religions?</p> <p>I know how Jesus influenced Christianity</p> <p>I know the significance of the last supper to Christians.</p> <p>I know the significance of Jesus' death to Christians and look at how, through his death, he influences more people.</p> <p>I can create a song, prayer or meditation for my school community</p>

						based on what I have learnt about Christian, Islamic and Judaist prayer
Computing	<p>I can select and use software to accomplish given goals</p> <p>I can collect and present data</p>	<p>I can experiment with variables to control models</p> <p>I can give an on-screen robot specific instructions that takes them from A to B</p>	<p>I can make an accurate prediction and explain why I believe something will happen (linked to programming)</p> <p>I can de-bug a program</p>	<p>I recognise acceptable and unacceptable behaviour using technology</p> <p>I understand where it is best to use technology and where it adds little or no value</p>	<p>I can select and use software to accomplish given goals</p> <p>I can collect and present data</p>	<p>I can experiment with variables to control models</p> <p>I can give an on-screen robot specific instructions that takes them from A to B</p>
History		<p><u>Ancient Egypt</u> I know about the achievements of the earliest civilizations.</p> <p>I know key information about Ancient Egypt and can complete an in-depth study of Ancient Egypt</p> <p>Research what it was in a given period of history and present my findings to an audience.</p>	<p><u>Romans</u> I know that Rome was a very important place and that many important decisions were made there.</p> <p>I know about the lives of at least two famous Romans.</p> <p>I know why the Romans needed to build forts.</p> <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p>	<p>Romans cont.</p> <p>I know at least 3 things the Romans did for our country.</p> <p>Summarise how Britain may have learnt from other countries and civilizations.</p> <p>I know about the impact that one of these periods of history had on the world.</p>		I know how our locality today has been shaped by what happened in the past.
Geography	<p>I know how to find at least 6 cities on a UK map.</p> <p>I know the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>I know about, name and locate some of the main islands that surround the United Kingdom.</p>			<p>I know geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>I know about land-use patterns; and understand how some of these aspects have changed over time</p> <p>I know the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p>	<p>I research to discover features of villages, towns and cities and appreciate the differences.</p> <p>I know how to plan a journey from my town/ city to another place in England.</p>	

Art	<p>I know how to show facial expressions and body language in sketches and paintings.</p> <p>I know how to use marks and lines to show texture in my art.</p> <p>I know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>I know how to show reflections in my art.</p>	<p>I know how to show reflections in my art.</p>	<p>I know how to sculpt clay and other moldable materials.</p> <p>I can explain some of the features of art from historical periods.</p>	<p>I know how to integrate digital images into my art.</p> <p>I can explain some of the features of art from historical periods.</p>	<p>I know how to print onto different materials using at least four colours. – Tartan?</p> <p>What style has the artist used?</p> <p>I know how to experiment with styles used from different artist (William Morris – Andy Goldsworthy).</p>	<p>I know how to show a range of facial expressions and body language using paint.</p>
DT		<p><u>Egyptian Shaduf</u> I use ideas from other people when I am designing my Egyptian Shaduf.</p> <p>I can measure accurately.</p> <p>I persevere and adapt my work when my original ideas do not work.</p>	<p><u>Roman Pottery</u> I produce a plan and explain it.</p> <p>I evaluate and suggest improvements for my designs</p> <p>I evaluate products for both their purpose and appearance.</p>			<p>I know how to be both hygienic and safe when using food.</p> <p>I present a product in an interesting way.</p>
Music	<p>I know how to sing songs from memory with accurate pitch.</p> <p>I know how to perform a simple part rhythmically.</p>			<p>I know how to use notation to record compositions in a small group or on my own</p> <p>I know how to explain why silence is often needed in music and explain what effect it has.</p> <p>I know how to improvise using repeated patterns.</p> <p>I know how to use notation to record and interpret sequences of pitches.</p>		<p>I know how to identify the character in a piece of music.</p> <p>I know how to identify and describe the different purposes of music.</p> <p>I know how to begin to identify the style of work of Beethoven, Mozart and Elgar.</p>
PE	<p>Games – Rounders: I catch with one hand. I throw and catch accurately.</p>	<p>Cheerleading/dance: I take the lead when working with a partner or group.</p>	<p>Swimming: Swim competently, confidently and proficiently over a distance of at least 25 metres</p>		<p>Outdoor and adventurous</p>	<p>Athletics I run over a long distance. I sprint over a short distance. I throw in different ways.</p>

	<p>I hit a ball accurately with control. I keep possession of the ball. I vary tactics and adapt skills depending on what is happening in a game.</p>	<p>I use dance to communicate an idea.</p> <p>Gymnastic: I work in a controlled way. I include change of speed and direction. I include a range of shapes. I work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>I follow a map in a (more demanding) familiar context.</p> <p>I follow a route within a time limit.</p>	<p>I hit a target. I jump in different ways.</p>	
MFL	<p>Spoken language I can name and describe people. I can name and describe a place. I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I am starting to speak in sentences.</p>	<p>Reading I can read and understand a short passage using familiar language. I can explain the main points in a short passage. I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words.</p>	<p>Writing I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a familiar topic.</p>	<p>Spoken language I can name and describe people. I can name and describe a place. I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I am starting to speak in sentences.</p>	<p>Reading I can read and understand a short passage using familiar language. I can explain the main points in a short passage. I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words.</p>	<p>Writing I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a familiar topic.</p>
Festivals and celebrations	<p>-Recycle week (20th Sept – 26th Sept) -Black History Month (Oct) - World Space week (4th -10th October) -Halloween (31st Oct)</p>	<p>Diwali (4th Nov) Bonfire night (5th Nov) World Science Day (10th Nov) Remembrance Day (11th Nov) Hanukkah (29th Nov) Christmas Jumper Day (10th Dec) Christmas (25th Dec)</p>	<p>Chinese New Year (1st Feb) Pancake day (2nd Feb) Valentines day (14th Feb)</p>	<p>World Book Day (3rd March) International Women’s Day (8th March) Mothers Day Science Week (11-20th March) Ramadan begins (early April tbc) Vaisakhi (13th April) Easter (17th April)</p>	<p>Queens platinum jubilee Earth Day (22nd April) Eid (May 2nd tbc) Father’s Day</p>	
Whole Academy events	Parent talks	Christmas production/performance		National Day of reflection Science week World book day	Curriculum week Queen’s platinum jubilee	Sheffield World Book Day Sports day