Highfield Primary School Curriculum Planning: Topics & mapping	Topics: **Autumn** – A Kaleidoscope of Colours **Spring** –Windows and Doors **Summer** – Marvellous Movies	British Values	Year: 4

2020-21					
Autumn term A Kaleidoscope of Colours		Spring term Windows and Doors		Summer term Marvellous Movies	
1	2	1	2	1	2
Core Text La Mariposa Tolerance	Varjak Paw Individual Liberty	The Green Ship	The Sad Book	The Iron Man – S*TEM link metal conductors and insulators* Mutual Respect and Tolerance	The Village that Vanished
Science **All Living Things** Identify and study plants and animals in their habitat and how the habitat changes throughout the year. Recognise that environments can change and that this can sometimes pose dangers to living things. Take photos & complete habitat report to compare when re-visit *Including school pond bug hotel etc*	Re-visit & extend – **All Living Things** Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups Recognise that environments can change and that this can sometimes pose dangers to living things. *Including school pond, bug hotel etc*	**Sound** Identify how sounds are made 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 Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the sound source increases Data loggers	**Animals, Including Humans** 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 Construct and interpret a variety of food chains, identifying producers, predators and prey **Revisit All Living Things:** Identify and study plants and animals in their habitat and how the habitat changes throughout the year	**Electricity** Identify common appliances Construct a simple series electrical circuit Identify whether or not a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators, and associate metals with being good conductors. *British inventions/inventors - Electric motor: Michael Faraday, 1821* *Television: John Logie Baird, 1925*	**States of Matter** Compare and group materials together, according to 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.

Hist / Geog	**G European theme** – Focus on **Mediterranean countries and regions** Environmental regions, key physical & human characteristics, countries & major cities, Mediterranean & temperate climate (UK), biomes & vegetation belts, human use of resources – food/water/materials, land settlement, tourism. Italy.	**H Ancient Rome** Develop chronological understanding: timelines Plot recent history on a timeline using centuries Foundation myths, wars & development Roman Republic, myths, legends & religion. Roman politics & government The multicultural Roman Empire. Roman society & culture End of Egyptian civilisation.	**H Roman Britain** Ancient Britons, Claudius and invasion. Rebellions – Boudicca. Hadrian's Wall, Aquae Sulis. How Roman was Roman Britain? Collapse of Roman rule in Britain, impact on Britain incl. legacy – eg roads, sanitation, aqueducts. Roman London & archaeological remains. The Ivory Bangle Lady, the Aurelian Moors. History Day	**H Britain's Settlement by Anglo-Saxons & Scots** including Roman withdrawal from Britain & fall of the Western Roman Empire. Anglo-Saxon migrants & kingdoms. Arrival of Christianity. Archaeology – Sutton Hoo. Saxon art & Culture - brooches	**G Volcanoes & Earthquakes** – (human & physical G of a region in a European country - Italy) Structure of the Earth. Tectonic plates – California & the San Andreas fault. eg Mt Etna - Sicily, (with reference to Vesuvius, Pompeii/Herculenium). Link to settlements – Why do people still live near volcanoes? Compare to a region in the UK (Sicily – settlement around Mt Etna and Wales - Snowdonia). Tourism.	**G Local area fieldwork** – observe, measure & record human & physical features incl sketch maps, plans & graphs & digital technologies Use 8 points of a compass for direction and 6-figure grid references of Ordnance Survey maps to build their knowledge of the United Kingdom **The Water Cycle.** Make a biome in a bag
RE	What is the Sukkah and how does it link to key events in the history of the Jewish people?	How is the belief in One God reflected in the Synagogue? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.	Why is the Qu'ran revered by Muslims?	How do Christian beliefs and values influence Christians in their local community?	How do Hindus worship at home and in the Mandir?	How does the life of Guru Nanak teach about respect and equality?

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Art & Design How have different artists depicted the human form/beauty through time? From Prehistoric figures, Pre-Columbian figures, Ancient Egyptian, Greek pots, Roman statues, middle ages, Renaissance, Class artist – **Artist - Picasso** etc. Create and explore artistic timeline and explain some of the features of art from historical periods. Use line, tone, shape and colour to represent figure and forms in movement. Show facial expressions and body language.		Artist Banksy – subversive/underground art. How do artists make political statements? Express ideas & feelings on own themes & designs. Show reflections in art. Experiment with styles used by other artists. Print onto different materials using different colours.		Improve mastery of **sculpture** techniques with a range of materials Sculpt clay and other mouldable materials. Soap sculptures – Artist - Barbara Hepworth. Learn about the role of a curator in an art gallery.	
D & T	Design & make nutritious meals being safe and hygienic		Design and make an Anglo-Saxon brooch	Understand and use electrical systems in their products *[for example, series circuits incorporating switches, bulbs, buzzers and motors]eg make a torch or alarm system* Understand how key events & individuals in D&T helped shape the world.	
PE	1) **Gym** Balance/counter balance 2) **Net/wall** *Directing the ball* Tennis	1) **Dance** 2) **Motor skills** Indoor athletics/FMS	1) **Gym** *Receiving body weight* 2) **Invasion games** *Keeping possession of the ball* Rugby	1) **Dance** 2) **Invasion games** *Marking and tackling* BV – The rule of law – 'Rules of the game' Football	1) **Striking and fielding** 2) **Athletics** *Developing good running, jumping and throwing techniques* Rounders	1) **Athletics** 2) **Outdoor ed** Orienteering/Climbing Wall

ICT/Computing	**Programming:** Developing a simple educational game E safety (thinkuknow.com) BV – Individual Liberties- Rights and responsibilities	**Programming and Debugging** Esafety/(PHSE) : Is it acceptable to download music illegally? Why do STEM: How is programming used in the music industry? Focus: Producing digital music - design, write and debug programs to accomplish goals Use sequence, selection and repetition in programs Programs: Scratch: Cross curricular: Music	**Programming and Debugging** E safety: Who are you really taking to on the internet? STEM: What simple games have you played? Programming: Developing a simple educational game Focus: Creating a game. Explain how programs work. Use sequence, selection and repetition in programs Program: scratch Working with Computer lead BV – Individual Liberties- Rights and responsibilities		**Collecting and analysing data** Esafety: Why are surveys online a safety concern? What happens to the information you share? STEM: What jobs need you to analyse data? What do people use graphs for? Focus: Create a branching database. Enter data and make it into a graph -select and sue programs to analyse, evaluated and present data and information Program: Purple mash or J2e Cross curricular: Science and maths BV – Individual Liberties- Rights and responsibilities	
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Recorder lessons	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Recorder lessons	Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.
MFL	Portrait including colours, the face and body parts	*F*ace descriptions family members	Les quatre amis (The Four Friends) Extend to visiting different countries	In the classroom	Ça pousse! (Growing things) Bean plants	Where I live The weather Celebrations – Bastille Day
PSHE	E-safety Be Proud of Who You Are Week/BV Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths	Different types of relationships When relationships go wrong Losing someone we care about Protecting against cyberbullying BV – Individual Liberties. Rights and responsibilities	Review e-safety Growing & Changing What is puberty? Puberty changes and reproduction Changes in relationships at home Being Active	Habits and self-control Effects of Alcohol Alcohol and risk Limits to drinking alcohol Choosing the right health service	Review e-safety Housing needs and wants Home is.. R&R at home Celebrations in different cultures Accepting differences	Celebrating Differences & Tackling Homophobia Keeping records Using accounts to keep money safe What are charities? Rules & responsibilities in society
Enric	Woodcroft Wildspace		Roman History Day			Broomfield Park