Highfield Primary School Curriculum Planning: Topics & mapping 2023/24	**Topics** **Autumn –** Little People, Big Dreams **Spring –** Express Yourself! **Summer –** Vive La France British Values	Year: 4

2023-24						
	Autumn term Little People, Big Dreams		**Spring term** Express Yourself!		**Summer term** Vive La France	
Events	● Be Proud Week (5th-9th September) ● Show Racism the Red Card (29th September) ● World Homeless Day- (10th October) ● Aspirations Week (16th- 20th October) Creative Writing Week (w/c 16th October) ● Remembrance Day (10th November) ● Christmas Jumper Day and concert (8th December)		● Creative Arts Week (8th-12th January) ● Safer Internet Day (6th February) ● Red Nose Day (17th March) ● Creative Maths Day (27th March) ● Creative Writing Week(w/c 5th February)		● STEM week (20th-24th May) ● Ocean Day - (7th June) ● Sports Day- (25th and 27th June) ● Bastille Day (12th July)	
	1	**2**	**1**	**2**	**1**	**2**
Core Text	La Mariposa (Fiction) Tolerance 101 Ways to Save the Planet Before Bedtime (Non-fiction)	Varjak Paw (Fiction) Individual Liberty Cat, Roger the Dog by Ted Hughes and Macavity by TS Elliot (Poetry)	The Village that Vanished (Fiction) Tolerance Arthur and the Golden Rope (Fiction)	The Iron Man (Fiction) Mutual Respect and Tolerance The Sad Book (Non-fiction)	Wonder (Fiction) Mutual Respect and Tolerance	Chocolate Cake and other poems for children by Michael Rosen (Poetry) Why Does Lightning Flash? (Non-fiction)

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 Identifying, Classifying & Grouping - Using and making simple guides or keys to explore and identify local plants and animals Classifying and grouping things into vertebrates and non-vertebrates Keys **Significant Figure:** **- Liz Bonnin** **(TV Presenter & Wildlife Conservationist)**	**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. Observation Over Time - How does surface area affect the rate of evaporation? (Thermometers) Identifying, Classifying & Grouping - Classifying different materials as solid, liquid or gas. **Significant Figure:** **- Daniel Fahrenheit** **(Physicist who invented the Fahrenheit temperature scale and the thermometer)** **The rhythm of the rain by Grahame Baker-Smith**	**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 Pattern Seeking - Finding patterns with different noise sources and their pitch, between the volume of sound and the strength of the vibrations that produce it. (Data loggers) Comparative & Fair Testing - Exploring how to muffle sounds and create your own earmuffs. **Significant Figure:** **- Aristotle** **(Philosopher who developed the concept that sound travels through air due to the movement of air particles)** **Moses goes to a concert by Isaac Millman**	**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. Research - Research into teeth of different humans have. **Significant Figure:** **- Paul Sharpe** **(Bioengineer who studies how to regrow teeth if they become damaged)** **The poo that animals do by Paul Mason**	**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* Comparative & Fair Testing - Investigate which materials are conductors and which are insulators. **Significant Figure:** **- Thomas Edison** **(Inventor of the lightbulb and power grid)** **Revisit All Living Things:** Identify and study plants and animals in their habitat and how the habitat changes throughout the year	**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* **Significant Figure:** **- Dr Aarti Sehdev** **(Neurobiologist)**

History/Geography	**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. **Big Question: How do volcanoes and earthquakes affect a place?** Key Geographer - Katia Krafft	**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 civilization. **Big Question: How did Rome become so powerful?**	**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. **Big Question: What changed in Roman Britain?**	**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. **The Water Cycle.** Make a biome in a bag **Big Question: How do humans use the Mediterranean?** Key Geographer - Michael Palin	**H Christianity In The Three Empires** Focus on three cities: Rome, Constantinople and Adulis- representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity in the empires. Make links between Christianity and how it became the official religion of the Roman Empire. **Big Question: How did rulers change Christianity?**	**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 Links with *Population.* **Big Question: What makes a location desirable?**
RE	**Judaism**- What is the Sukkah and how does it link to key events in the history of the Jewish people?	**Judaism**- How is the belief in One God reflected in the Synagogue? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.	**Islam**- Why is the Qu'ran revered by Muslims?	**Christianity**- How do Christian beliefs and values influence Christians in their local community?	**Hinduism**-How do Hindus worship at home and in the Mandir?	**Sikhism**- How does the life of Guru Nanak teach about respect and equality?

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Art & Design	**Portraits through time** Artists: **Picasso, Kehinde Wiley, Frida Kahlo** Children will look at how different artists have depicted the human form through time. They will create and explore an artistic timeline and explain some of the features of art from historical periods. They will use line, tone, shape, colour and proportion to represent figure and forms in movement.		**Art Making a Statement** Artist **Banksy** Children will look at subversive/underground art. How do artists make political statements? Children will express ideas & feelings in their artwork. Children will create their own stencils and create their own street art. They will create their own monoprint and use digital Art to create their own Art with a message.			**Creating form in drawing and sculpture** Artist **Barbara Hepworth** Children will create form in drawing using shading and contour lines. Children will carve their own soap sculpture.
D & T		**Cooking and Nutrition-** Design & make nutritious meals being safe and hygienic		**Mechanisms and Levers-** Design & make a moving picture which uses levers and linkages to help tell a story (e.g. The Iron Man).	**Electrical Systems-** Understand and use electrical systems in their products *[for example, series circuits incorporating switches, bulbs, buzzers and motors]e.g. make a game*-Understand how key events & individuals in D&T helped shape the world.	
PE	**1-Gym** Balance **2- Net/wall** *Directing the ball applying tactics* *Tennis/Sitting volley ball*	**1-Dance** *Dance actions* 2-**Invasion Games** *Netball*	**1-Gym** *Balance/counter balance* **2-Invasion games** *Keeping possession of the ball* Tag Rugby	**1-Dance** *Tudors* **2-Invasion games** *Marking and tackling* BV – The rule of law – 'Rules of the game' Football	**1- Striking and fielding** *(fielding as a team)* **2- Gymnastics** *Flight*	**1-Athletics** *Developing good running, jumping and throwing techniques* **2- OAA** *Orienteering – Enfield Y4 scheme*

Computing	**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: J2e Cross curricular: Science and maths	**Use a variety of software to accomplish goals.** Esafety: Is what we read on the internet always true? What do you do if you have concerns about what your read/see on the internet? STEM: How does this program get used? What purpose does it have? Focus: use a range of programs to accomplish a goal: make a Powerpoint presentation to share information Program: Powerpoint	**Programming and Debugging** Esafety/(PHSE) : Is it acceptable to download music illegally? Why could happen if you download or share music using the internet? STEM: How is programming used in the music industry? Focus: design, write and debug programs to accomplish goals Use sequence, selection and repetition in programs Programs: code.org D	**Programming and Debugging** Esafety/(PHSE) : Is it acceptable to download music illegally? Why could happen if you download or share music using the internet? STEM: How is programming used in the music industry? Focus: design, write and debug programs to accomplish goals Use sequence, selection and repetition in programs Programs: code.org D (complete)	**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 Stuart**	Creating Media Photo editing
Music	**Recorder Lessons**- Use and understand staff and other musical notations.	**Recorder lessons-** Play and perform in solo and ensemble contexts, using their musical instruments with increasing accuracy, fluency, control and expression. **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions.	**Glockenspiel-** Children will be learning about the language of music through playing the glockenspiel and will explore and develop playing/ notation reading skills. **(Charanga)**	**Stop**- Children will develop their own performance of the rap. Links with PSHE- song theme relates to anti-bullying and kindness. **(Charanga)**	**Lean on Me**- Children will learn a Soul/gospel song. Children will learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.) and singing are all linked.	**International Day Song -** To learn, sing and perform a traditional cultural song.
MFL	Portrait including colours, the face and body parts	Face 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 Anti-racism Personal Safety NSPCC – PANTS Emotional barriers to Learning Developing Resilience	Coping with disappointment Celebrating each other's strengths Protecting against cyberbullying Different types of relationships Losing someone we care about	Review e-safety Growing Up: Main stages of life What is puberty? Puberty changes and reproduction Changes in relationships at home Being Active Friendships	Confidence and self-esteem Strengths and Weaknesses Habits and self-control Effects of Alcohol and risks Limits to drinking alcohol Choosing the right health service	Review e-safety Housing needs and wants Home is.. Rights and Responsibilities at home Celebrations in different cultures Accepting differences	Celebrating Differences & Tackling Homophobia Using accounts to keep money safe What are charities? Rules & responsibilities in society

Enrichment opportunities		Place Of Worship Visit- **Synagogue** Natural History Visit	History Day- **Romans**			Broomfield Park Visit