



KS2 Curriculum Cycle Year 4

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Subject	Autumn – Tomb Raiders	Spring – Stone Age	Summer – Water
English	Texts: Arun: Egyptian Sleepover Adur: Secrets of the Sun King Rother: Secrets of the Sun King	Texts: Arun: Stone Age Boy Adur: Wild Way Home Rother: Wild Way Home	Texts: Arun: Song of the River Adur: Malamander Rother: Malamander
Maths	<ul style="list-style-type: none"> • Place value (all) • Addition and subtraction (Y3,4,5,6) • Multiplication and division (Y3,4,5,6) • Fractions (Y6) • Length, Perimeter & Area (Y4/5) • Statistics (Y5) Converting Units (Y6)	<ul style="list-style-type: none"> • Multiplication and Division (Y3/4/5) • Money (Y3/4) • Statistics (Y3/4) • Length and Perimeter (Y3/4/5) • Fractions (Y3/4/5) • Decimals (Y4,5,6) • Percentages (Y5,6) • Algebra (Y6) • Perimeter, area and volume (Y6) • Position and direction (Y6) 	<ul style="list-style-type: none"> • Fractions (Y3) • Time (Y3,4) • Statistics (Y3,4,6) • Properties of Shape (all) • Mass and capacity (Y3) • Decimals (Y4,5) • Money (Y3,4) • Position and direction (Y4,5) • Converting units (Y5) • Volume (Y5)
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> • How do we know about Britain's prehistory? • Explore the developments in technology and inventions from Stone Age to Iron Age. • Stonehenge • Homes and everyday life Culture	
Geography	Describe and understand key aspects of:	Stone Age settlements – locations.	<u>Locational Geography:</u> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical



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	<ul style="list-style-type: none"> Physical geography, including: rivers – River Nile <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – River Nile.</p>		<p>regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human & Physical Geography:</u></p> <ul style="list-style-type: none"> Physical geography, including: rivers, and the water cycle <p><u>Geographical Skills and Fieldwork:</u></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Human & Physical Geography</u></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: earthquakes <p><u>Locational Knowledge:</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, <u>coasts</u> and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
Science	Forces & Magnets (3)	Light (3)	Animals including humans (3)



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<ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles <p>Rocks (3)</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter <p>Electricity (4)</p> <ul style="list-style-type: none"> • Common appliances • Simple circuits with equipment • Testing circuits 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object <ul style="list-style-type: none"> • Find patterns in the way that the size of shadows change <p>Plants (3)</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Animals including humans (4)</p>	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>All living things and their habitats (4)</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways - Vertebrae/non vertebra (fish, amphibians, mammals etc) Yes No chains • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things <p>States of matter (4)</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled,
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<ul style="list-style-type: none"> • Switches • Conductors / insulators <p>Sound (4)</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • 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 that produced it • Recognise that sounds get fainter as the distance from the sound source increases • Find patterns between the volume of a sound and the strength of the vibrations that produced it <p>Earth and Space (5)</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth 	<p>(Digestion and teeth)</p> <ul style="list-style-type: none"> • 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 <p>Properties & changes of materials (5)</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Animals, including humans (5)</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age <p>Living things and their habitats (5)</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Reproduction of plants and animals • Sexual and asexual reproduction. <p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Living things and their habitats (6)</p>
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	<ul style="list-style-type: none">• Describe the sun, Earth and moon as approximately spherical bodies• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces (5)</p> <ul style="list-style-type: none">• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces• Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Light (6)</p> <ul style="list-style-type: none">• Recognise that light appears to travel in straight lines• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	<ul style="list-style-type: none">• Demonstrate that dissolving, mixing and changes of state are reversible changes <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Animals including humans (6)</p> <ul style="list-style-type: none">• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• Describe the ways in which nutrients and water are transported within animals, including humans <p>Evolution and inheritance (6)</p> <ul style="list-style-type: none">• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<ul style="list-style-type: none">• Give reasons for classifying plants and animals based on specific characteristics• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
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	<ul style="list-style-type: none"> • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Electricity (6)</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram 		
<p>Art</p>	<p>To create their own Egyptian headdress using paint and drawing techniques.</p>	<p>Hand paintings Pastel animals</p>	<p>Art – Textures of water using different media.</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit <p>Ideas</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing and painting. - To study impressionism - Monet <p>Leonardo Da Vinci</p>



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			<ul style="list-style-type: none"> How key events and individuals in design and technology have helped shape the world. <p>Link learning back to Egypt – River Nile, early locks.</p>
DT	<p>Canopic jars</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Building a Stone Age house</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Stone Age cookery</p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>DT- River Diorama</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT Sculpture – coral and other sea creature art. - To improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>OR using media to create 3d collage of abstract ocean art and practising printing techniques</p>
Computing			



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<p>PE</p>	<p>Autumn 1 - Floor Gymnastics – Develop flexibility, strength, technique, control and balance. P Sport – Netball</p> <p>Autumn 2 - Dance – Movement patterns and comparing performances. P Sport – Hockey</p>	<p>Spring 1 - Multi Skills & Fitness Circuits Develop flexibility, strength, technique, control and balance. P Sport – Tag Rugby</p> <p>Spring 2 - Gymnastics (including apparatus) – Develop flexibility, strength, technique, control and balance. P Sport – Cricket</p>	<p>Summer 1 – Athletics –track and field, include sports day prep P Sport – Tennis</p> <p>Summer 2 – Rounders P Sport – Football</p>
<p>Music</p>	<p>Arun Writing music down Playing in a band</p> <p>Adur Musical structures Exploring feelings when you play</p> <p>Rother Melody and Harmony in music Sing and play in different styles</p>	<p>Arun Compose using your imagination Feelings through music</p> <p>Adur Compose with your friends Enjoying musical styles</p> <p>Rother Composing and cords Music styles connect us</p>	<p>Arun Expression and improvisation The show must go on</p> <p>Adur Freedom to improvise Battle of the bands</p> <p>Rother Improvising with confidence Farewell tour</p>
<p>RE</p>	<p>Year 3 - UC: Creation What do Christians learn from the creation story (core)</p> <p>UC: Incarnation What is Trinity?</p> <p>Year 4 - UC: Creation</p>	<p>Year 3 - UC: Gospel What kind of world did Jesus want?</p> <p>UC: Salvation Why do Christians call the day Jesus died “Good Friday?” (Core)</p> <p>Year 4 - EP: Other Faiths What symbols and stories help Jewish people remember their covenant with God?</p>	<p>Year 3 - EP: Other faiths Why does a Hindu want to collect good karma?</p> <p>EP: Other faiths How does a Muslim show their submission and obedience to Allah?</p> <p>Year 4 - EP: Other faiths</p>



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	<p>What do Christians learn from the creation story (Digging deeper)</p> <p>UC: People of God What is it like to follow God?</p> <p>Year 5 - UC: God What does it mean if God is Holy and loving?</p> <p>UC: Incarnation Was Jesus the Messiah?</p> <p>Year 6 - UC: Creation Creation and Science: conflicting or complementary?</p> <p>UC: Kingdom of God What kind of king is Jesus?</p>	<p>UC: Salvation</p> <p>Why do Christians call the day Jesus died "Good Friday?" (Digging Deeper)</p> <p>Year 5 - EP: Other Faiths What does the Qur'an reveal about Allah and his guidance?</p> <p>UC: Gospel What would Jesus do?</p> <p>Year 6 - EP: Other faiths How does tawhid create a sense of belonging in the Muslim community?</p> <p>UC: Salvation What difference does the resurrection make for Christians?</p>	<p>Why do Muslims call Muhammed the "Seal of the Prophets?"</p> <p>EP: Other faiths How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Yea 5 - EP: Other faiths What is holiness for Jewish people: a time, an object or something else?</p> <p>EP: Other faith How do questions about Brahman and Atman influence the way a Hindu lives?</p> <p>Year 6 - Other Faiths: What is a good life? Do you have to be religious to lead a good life?</p> <p>Other faiths: Are freedom and justice important in the world?</p>
French	<p>Little Red Riding hood</p> <p>The days of the week</p>	<p>What is the weather like?</p> <p>Presenting myself</p>	<p>Seasons</p> <p>Ice creams</p>
PSHE/RSE	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Computer Safety Baseline • Online Bullying 	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Breaking Down Barriers • Feelings and emotions Baseline 	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Staying Healthy Baseline • Healthy Living



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	<ul style="list-style-type: none"> • First Aid Baseline • Year 4 First Aid • Staying Safe Baseline • Cycle Safety • A world with no Judgement Baseline 	<ul style="list-style-type: none"> • Jealousy • Growing and Changing Baseline • Relationships • The Working World Baseline • Chores at Home 	<ul style="list-style-type: none"> • Being Responsible Baseline • Coming Home on Time • Puberty (Year 5 & 6 only) • (Growing and Changing) Adult and Children's Views (Year 5 only) • Conception (Year 6 only) • Growing and Changing Summative Assessment (Year 6 only)
Trips	Horsham Museum Workshop	Butser Farm	Beach