
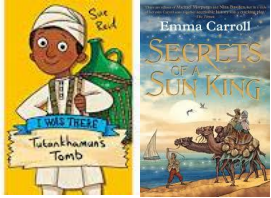
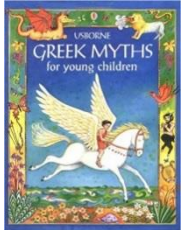






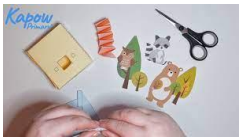






Year 4 Long Term Curriculum Map 24-25

| Autumn Term | | Spring Term | | Summer Term: | |
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| Autumn 1 Windrush | Autumn 2 People of London | Spring 1 Ancient Egypt | Spring 2 Ancient Egypt | Summer 1 Ancient Greece | Summer 2 Take One Picture |
| <p>Core Text: Coming to England</p>  | <p>Core Text: The Journey/ The Boy at the Back of the Class (WCR)</p>  | <p>Core Text: Tutankhamun's Tomb I was there/ Secrets of The Sun King</p>  | | <p>Core Text: Greek Myths</p>  | <p>Core Text: To be decided based on painting</p> |
| <p>Writing Outcome: Historical Recount – write a recount of coming to Britain on Windrush <i>To write a poem</i></p> | <p>Writing Outcome: Personal Narrative – diary of a refugee <i>To write a letter</i></p> | <p>Writing Outcome: Newspaper article – Discovery of Tutankhamun's tomb <i>Diary entry – Howard Carter</i></p> | <p>Writing Outcome: Mystery Story set in Egypt <i>Write up a science investigation</i></p> | <p>Writing Outcome: Write a Greek Myth <i>Write a short travel guide to Greece</i></p> | <p>Writing Outcome: To write a poem</p> |
| <p>Other Suggested Texts: The Island Windrush Child When Life Gives you Mangoes</p> | <p>Other Suggested Texts: Welcome to Nowhere Boy Everywhere The day the war came Gerveillie's Journey The Colour of Home The Arrival When Stars are Scattered The Night Diary When Hitler Stole Pink Rabbit</p> | <p>Other Suggested Texts: Newspaper articles Extracts from Howard Carter's Diary</p> | <p>Other Suggested Texts: Red Pyramid</p> | <p>Other Suggested Texts: Percy Jackson and the Lightning Seed Who Let the Gods Out Oh My Gods</p> | <p>Other Suggested Texts:</p> |
| <p>Poetry: Caribbean Dozen</p> | <p>Poetry:</p> | <p>Poetry: The Magic Box – Kit Wright</p> | <p>Poetry:</p> | <p>Poetry: N/A</p> | <p>Poetry:</p> |

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| Childhood Tracks –James Berry Windrush Poem | We Refugees – Benjamin Zephaniah I wish I'd Looked After my Teeth - Pam Ayres The Toothless Wonder – Phil Bolsta | | Ozymandias – Percy Bysshe Shelley | | |
| White Rose Maths: Place Value Addition and Subtraction Area Multiplication and Division | | White Rose Maths: Multiplication and Division Length and Perimeter Fractions Decimals | | White Rose Maths: Decimals Money Time Shape Statistics Position | |
| Science: Electricity Working Scientifically: Identifying suitable types of enquiry | Science: Animals including Humans Working Scientifically: Gather data in a variety of ways | Science: States of matter | Science: Science Fair project | Science: Sound Working Scientifically: Making systematic and careful-observations and measurements | Science: Living things and their habitats |
| Topic Enquiry: Windrush History: <ul style="list-style-type: none"> Investigating black migration to the UK preWW2 Finding out about the Windrush generation, why people came to the UK, what their lives were like when they arrived in the UK Recognising the positive impact of the Windrush legacy to the UK. Geography: The Caribbean <ul style="list-style-type: none"> Find out about the human and physical geography of the Caribbean Islands. Compare the geography of Trinidad to the UK. | Topic Enquiry: People of London - Migration History: <ul style="list-style-type: none"> Find out about the history of migration to the UK and London. Geography: <ul style="list-style-type: none"> Understanding population Understanding migration Finding out about the different people and communities of London and where people come from with a focus on the Bengali community. Understand the push and pull factors for migration. Map the journey of a refugee community. | Topic Enquiry: Ancient Egypt History: <ul style="list-style-type: none"> Have an overview of Ancient Civilisations and understand where Ancient Egypt fits in the chronology. Find out about Life in Ancient Egypt. Understand the beliefs of the Ancient Egyptians. Find out about the discovery of Tutankhamun's tomb and how this gives us information about Ancient Egypt. | Topic Enquiry: Ancient Egypt Geography: The River Nile <ul style="list-style-type: none"> Find out about the importance of the River Nile and the physical geography of Egypt. Understand the Water Cycle. | Topic Enquiry: Ancient Greece (over 2 terms) History: Find out about: <ul style="list-style-type: none"> The chronology of Ancient Greece The political structure of society in Ancient Greece including city states, the role of slaves, women's roles and the birth of democracy The evidence that informs us about Ancient Greek civilisation What happened at the Battle of Marathon and its significance. The beliefs of the Ancient Greeks | Topic Enquiry: Geography: Local fieldwork project |

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| | | | | <ul style="list-style-type: none"> • Culture in Ancient Greece • The legacy of Ancient Greece on our own lives today <p>Geography: Europe – focus on the Mediterranean</p> <p>Find out about:</p> <ul style="list-style-type: none"> • The key geographical features of Europe • The location and climate of the Mediterranean countries and compare with the UK • The geography of Greece and how this impacted on its history. • Why Greece is a popular tourist destination | |
| <p>Computing: E Safety: Media Balance and Wellbeing Your Rings of Responsibility</p> <p>Computing Systems and Networks – The Internet</p> | <p>Computing: E Safety: Cyber Bullying The Power of Words</p> <p>Google Slides</p> | <p>Computing: E Safety: News and Media Literacy Is Seeing Believing</p> <p>Creating Media – Audio Editing -Audacity 3 Discovery Project – News broadcast</p> | <p>Computing: E Safety: Privacy and Security Password Power-Up</p> <p>Data Logging - NCCE</p> | <p>Computing: E Safety: Digital Footprint and Identity This Is Me</p> <p>Multiple Scenes and Dialogue</p> | <p>Computing: E safety: Relationships and Communication Our Digital Citizenship Pledge</p> <p>Repetition Scratch Shapes</p> |
| <p>Art : Painting : Lorna Simpson style</p>  <p>Focus Artist: Lorna Simpson</p> | <p>Art : Digital Media: Portraits</p> <p>Humans of London – Photography and Digital Collage</p>  | <p>Art : Printing, collage, design: Exploring Pattern</p>  <p>Access Art Unit</p> <p>Focus Artists:</p> | <p>Art : Drawing and Sculpture : Canopic Jars</p>  <p>Focus Artist: Niki de Saint Phalle</p> | <p>Art : Textiles: Talking Textiles (Art/DT project)</p> <p>Create a textiles piece based on a Greek Myth.</p>  | <p>Art : Take One Picture</p> |

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| | <p>Focus Artists: Romare Bearden, Deborah Roberts</p> | <p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p> | | <p>Focus Art: Art representing Ancient Greece, Jackie Cardie (felt artist)</p> <p>Forest School Project Using natural materials to make images</p>  | |
| <p>DT: Electrical Systems: Make a Light</p> <p>Kapow Unit</p> | <p>DT: Digital World: Mindful Moments</p>  <p>Kapow Unit</p> | <p>DT: Mechanical Systems: Make a Shaduf</p>   <p>Stand Alone Unit</p> | <p>DT: Textiles: Talking Textiles (Art/DT project)</p> <p>Create a textiles piece based on a Greek Myth.</p>  | <p>DT: Food: Adapting a Recipe</p>  <p>Kapow Unit</p> | |
| <p>Music: Developing Singing technique – Community Carol Singing</p> <p>Kapow Unit: Samba and carnival sounds and instruments (Theme: South America)</p> <p>Instrumental Lessons – Keyboards</p> | <p>Music: Developing Singing technique - Spring concert</p> <p>Kapow Unit: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Instrumental Lessons – Keyboards</p> | <p>Music: Composition project linked to Take One Picture</p> <p>Kapow Unit: Rock and roll</p> <p>Instrumental Lessons – Keyboards</p> | | | |
| <p>Western Classical – Early, Baroque, Renaissance, Classical Era</p> | <p>Western Classical Romantic and up to 1940's</p> | <p>Western Classical 20th Century Music</p> | <p>20th and 21st Century Music including Film and Musical Theatre</p> | <p>Popular Music</p> | <p>World Music and Folk Music</p> |
| <p>Spanish: Spanish around the world 1</p> | <p>Spanish: Greetings 1</p> | <p>Spanish: Numbers 1</p> | <p>Spanish: The Body Parts</p> | <p>Spanish: The weather 1</p> | <p>Spanish: Horrible Green Monster 1</p> |

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| PSHE: Identity, society and equality: Democracy | PSHE: Drug, alcohol and tobacco education: Making choices | PSHE: Physical health and wellbeing: What is important to me? | PSHE: Keeping safe and managing risk: Playing safe | PSHE: Relationships and health education: Growing up and changing | PSHE: Relationships and health education: Growing up and changing |
| RE: What does it mean to be a Christian in Britain today? | RE: How do people from religious and non-religious communities celebrate key festivals? | RE: Why is Jesus inspiring to some people? | RE: Why is the Bible important for Christians today? | RE: What can we learn from religions about deciding what is right and wrong? | |
| PE: Games- Netball Games-Football | PE: Games – Tag Rugby Gymnastics | PE: Games – Football Swimming | PE: Dance Games - Cricket | PE: Athletics Outdoor Adventurous Activity- Orienteering | PE: Games-Tennis Forest School Outdoor Adventurous Activity- Orienteering |
| Global Citizenship: Equality and Rights Power and Governance (4 weeks) Why do we need rules in society (laws)? How do people in the UK decide who gets to make the rules? Project Outcome: School Elections Manifestos Social Justice and Equity (6 weeks) How can we create equality? Should we care about things that are not happening to us? Why are some people hungry? (Local level-Foodbanks) What is inequality – food and hunger? Project Outcome: Social Enterprise – Organise a food bank Human Rights (5 weeks) Which of the UN Convention on the Rights of the Child Articles do you think are the most important and Why? Who is responsible for making sure children’s rights are protected? Should someone be punished for doing wrong? What is a suitable punishment? Project Outcome: UNCRC – Whole School Assembly presentation | | Global Citizenship: Respect for Others Identity and Diversity (8 weeks) How are we different? What are the different types of prejudice? Why do we hold prejudices? How can we combat prejudice? Project Outcome: Create a class film celebrating differences and similarities Peace and Conflict (4 weeks) How can we manage conflicts effectively? What affects have conflicts had on our society? What do we know about conflicts around the world past and present? | | Global Citizenship: Ecological Awareness Sustainable Development (8 weeks) Starting Point: Whole School Earth Day Celebration What is climate change? How can we make people aware of the problems? What is an ecological footprint? Does every person/ country have the same ecological footprint? How can it be reduced? Globalisation and Interdependence (6 weeks) What is co-operation? What are the advantages of co-operation? What are the barriers? How does a co-operative work? Project Outcome: Set up a co-operative business – The Fiver Challenge | |
| Global Citizenship Links: | Global Citizenship Links: Universal Children’s Day | Global Citizenship Links: International Women’s Day | Global Citizenship Links: Autism Awareness Day | Global Citizenship Links: | Global Citizenship Links: BNF Healthy Eating Week |

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| <p>International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p> | <p>Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p> | <p>International Mother Language Day Children’s Mental Health Week</p> | <p>Comic Relief Fair Trade Fortnight Mothering Sunday</p> | <p>International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week</p> | <p>World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p> |
| <p>P4C: Frog and the Stranger – Max Velthuijs: what is a ‘stranger’? what shapes our trust in people?</p> | <p>P4C: The Silence Seeker – Ben Morley: Joe confuses ‘silence’ with ‘asylum’. Is he a good neighbour? What would you take if you had to leave home?</p> | <p>P4C: sort factual v philosophical questions on an old object: what is it for? When/why was it made? What makes something ‘valuable’?</p> | <p>P4C: Seeing the Light (<i>First Stories for Thinking</i>): a king tests his sons to find who is ‘wise’ enough to rule. Is it a fair test? Is the winner ‘wise’?</p> | <p>P4C: Tadpole’s Promise – Willis/Ross: a tadpole and a caterpillar fall in love and promise never to change... quite a twist to this tale, links to PSHE</p> | <p>P4C: The Two Painters in <i>Stories for Thinking</i>: what makes a painting ‘good’? Does ‘beauty’ matter?</p> |
| <p>Emotional Literacy: Self Awareness Emotional Literacy Autumn 1 Booklet Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Motivated Lesson 2: How am I feeling? – Fear and Anxiety Lesson 3: How am I feeling? - Worried Lesson 4: How am I feeling? - Satisfied Lesson 5: Recognising and celebrating our achievements and reflecting on our strengths and areas to improve Lesson 6: Self-efficacy and self confidence</p> | <p>Emotional Literacy: Self Management Emotional Literacy Autumn 2 Booklet Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset <p>Contents Lesson 1: How do you want to feel? Lesson 2: Moving out of the blue– sadness Lesson 3: Tool Kit to regulate emotions – sadness Lesson 4: Dealing with loss and separation Lesson 5: Growth Mindset – Facing challenges Lesson 6: Aspiration and Setting Goals</p> | <p>Emotional Literacy: Social Awareness Emotional Literacy Spring 1 Booklet Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others <p>Contents Lesson 1: How do you want to feel? - Revisiting the class charter Lesson 2: Social Awareness - perspective Lesson 3: Solving a problem with the blueprint Lesson 4: Kindness Lesson 5: Belonging and Community</p> | <p>Emotional Literacy: Relationship Skills Emotional Literacy Spring 2 Booklet Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents Lesson 1: Key qualities in a friend Lesson 2: Understanding Anger Lesson 3: Win win situations in conflicts Lesson 4: Group work assessing how well it works Lesson 5: Resisting social pressures</p> | <p>Emotional Literacy: Responsible Decision Making Emotional Literacy Summer 1 Booklet Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility <p>Contents Lesson 1: Identifying Problems Lesson 2: Identifying Solutions - values Lesson 3: Analysing solutions – pros and cons Lesson 4: Making a Choice and Taking Action Lesson 5: Evaluating and Reflecting</p> | <p>Emotional Literacy: Anti Bullying/ Transition SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don’t tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. <p>I can problem solve a bullying situation with others.</p> |

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| <p>Personal Safety:</p> <ul style="list-style-type: none"> • Introduction to the PANTS rule • Being safe in the classroom/ school environment • What to do when the fire alarm sounds | <p>Personal Safety:</p> <ul style="list-style-type: none"> • Firework safety • Fire Safety • Road Safety Be Safe Be Seen • Drug, alcohol and tobacco education (see PSHE/RES) | <p>Personal Safety:</p> <ul style="list-style-type: none"> • Dog Safety • Stranger Danger • Review PANTS rule | <p>Personal Safety:</p> <ul style="list-style-type: none"> • Staying Safe and Managing Risk at home and out (See PSHE/RSE) • First Aid (See PSHE/RSE) | <p>Personal Safety:</p> <p>Road Safety- Green Cross Code</p> <ul style="list-style-type: none"> • Who keeps us safe • Review PANTS rule | <p>Personal Safety:</p> <ul style="list-style-type: none"> • Water safety • Staying Safe in the Sun • Cycle and Scooter Safety |
| <p>Enrichment Opportunities:</p> <p>National Portrait Gallery – Significant People in Black British History Black Cultural Archives – Windrush Stories</p> | <p>Enrichment Opportunities:</p> <p>Migration Museum or Hackney Museum – Suitcase Stories Science Museum – It takes Guts Brick Lane Heritage Walk</p> | <p>Enrichment Opportunities:</p> <p>TGC- The Ground Beneath our Feet Petrie Museum</p> | <p>Enrichment Opportunities:</p> <p>The British Museum- Excavating Egypt John Wesley Chapel – Easter workshop 3 Discovery Workshop</p> | <p>Enrichment Opportunities:</p> <p>The Wallace Collection - Classical Myths, Gods, Heroes and Monsters The British Museum – Question for the People Adventure Playground</p> | <p>Enrichment Opportunities:</p> <p>LSO KS2 Concert National Gallery Camley Street Natural Park - Habitats</p> |
| <p>School, Family and Community Events:</p> <p>International Evening Class Tea Party Class led workshop – mental health and wellbeing Art Exhibition</p> | <p>School, Family and Community Events:</p> <p>Interfaith Week Children in Need Community Carol Concert Christmas Fair</p> | <p>School, Family and Community Events:</p> <p>Museum week Class led workshop – safer internet day Moreland’s Got Talent</p> | <p>School, Family and Community Events:</p> <p>Comic Relief Spring Concert Science Fair World Book Day</p> | <p>School, Family and Community Events:</p> <p>World Earth Day Learning Outside the Classroom Day Sports Day Eid Disco</p> | <p>School, Family and Community Events:</p> <p>National Field Work week Summer Picnic</p> |