


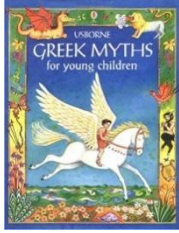



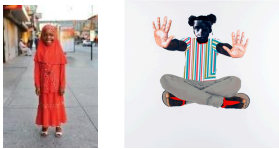









### Year 4 Long Term Curriculum Map 25-26

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

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

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

<p><b>Focus Artist:</b> Lorna Simpson</p>	 <p><b>Focus Artists:</b> Romare Bearden, Deborah Roberts</p>	<p>Access Art Unit</p> <p><b>Focus Artists:</b> Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p><b>Focus Artist:</b> Niki de Saint Phalle</p>	 <p><b>Focus Art:</b> Art representing Ancient Greece, Jackie Cardie (felt artist)</p> <p>Forest School Project Using natural materials to make images</p> 	
<p><b>DT:</b> Electrical Systems: Make a Light</p> <p>Kapow Unit</p>	<p><b>DT:</b> Digital World: Mindful Moments</p>  <p>Kapow Unit</p>	<p><b>DT:</b> Mechanical Systems: Make a Shaduf</p>   <p>Stand Alone Unit</p>	<p><b>DT:</b> Textiles: Talking Textiles (Art/DT project)</p> <p>Create a textiles piece based on a Greek Myth.</p> 	<p><b>DT:</b> Food: Adapting a Recipe</p>  <p>Kapow Unit</p>	
<p><b>Music:</b> 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><b>Music:</b> Developing Singing technique - Spring concert</p> <p>Kapow Unit: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Instrumental Lessons – Keyboards</p>	<p><b>Music:</b> Developing Singing technique - Spring concert</p> <p>Kapow Unit: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Instrumental Lessons – Keyboards</p>	<p><b>Music:</b> Composition project linked to Take One Picture</p> <p>Kapow Unit: Rock and roll</p> <p>Instrumental Lessons – Keyboards</p>	<p><b>Music:</b> Composition project linked to Take One Picture</p> <p>Kapow Unit: Rock and roll</p> <p>Instrumental Lessons – Keyboards</p>	

Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 <sup>th</sup> Century Music	20 <sup>th</sup> and 21 <sup>st</sup> Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
<b>Spanish:</b> Phonetics 1-2 Seasons (E)	<b>Spanish:</b> Vegetables (E)	<b>Spanish:</b> Presenting Myself (I)	<b>Spanish:</b> My Family (I)	<b>Spanish:</b> In the Classroom (I)	<b>Spanish:</b> At the Café (Sp)
<b>PSHE:</b> Identity, society and equality: Democracy	<b>PSHE:</b> Drug, alcohol and tobacco education: Making choices	<b>PSHE:</b> Physical health and wellbeing: What is important to me?	<b>PSHE:</b> Keeping safe and managing risk: Playing safe	<b>PSHE:</b> Relationships and health education: Growing up and changing	<b>PSHE:</b> Relationships and health education: Growing up and changing
<b>RE:</b> What does it mean to be a Christian in Britain today?	<b>RE:</b> How do people from religious and non-religious communities celebrate key festivals?	<b>RE:</b> Why is Jesus inspiring to some people?	<b>RE:</b> Why is the Bible important for Christians today?	<b>RE:</b> What can we learn from religions about deciding what is right and wrong?	
<b>PE:</b> Games- Netball Games-Football	<b>PE:</b> Games – Tag Rugby Swimming	<b>PE:</b> Games – Football Gymnastics	<b>PE:</b> Dance Games - Cricket	<b>PE:</b> Athletics Forest School	<b>PE:</b> Games-Tennis Outdoor Adventurous Activity- Orienteering
<b>Global Citizenship: Equality and Rights</b> <b>Power and Governance (4 weeks)</b> 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  <b>Social Justice and Equity (6 weeks)</b> 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  <b>Human Rights (5 weeks)</b> Which of the UN Convention on the Rights of the Child Articles do you think are the most important and Why?		<b>Global Citizenship: Respect for Others</b> <b>Identity and Diversity (8 weeks)</b> 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  <b>Peace and Conflict (4 weeks)</b> 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?		<b>Global Citizenship: Ecological Awareness</b> <b>Sustainable Development (8 weeks)</b> 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?  <b>Globalisation and Interdependence (6 weeks)</b> 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	

<p>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</p>					
<p><b>Global Citizenship Links:</b> International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p><b>Global Citizenship Links:</b> Universal Children's Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p>	<p><b>Global Citizenship Links:</b> International Women's Day International Mother Language Day Children's Mental Health Week</p>	<p><b>Global Citizenship Links:</b> Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p><b>Global Citizenship Links:</b> International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week</p>	<p><b>Global Citizenship Links:</b> BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p><b>P4C:</b> Frog and the Stranger – Max Velthuis: what is a 'stranger'? what shapes our trust in people?</p>	<p><b>P4C:</b> 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><b>P4C:</b> sort factual v philosophical questions on an old object: what is it for? When/why was it made? What makes something 'valuable'?</p>	<p><b>P4C:</b> 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><b>P4C:</b> 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><b>P4C:</b> The Two Painters in <i>Stories for Thinking</i>: what makes a painting 'good'? Does 'beauty' matter?</p>
<p><b>Emotional Literacy: Self Awareness</b> Emotional Literacy Autumn 1 Booklet <b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul> <p><b>Contents</b> <b>Introduction:</b> The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. <b>Lesson 1:</b> How am I feeling? - Motivated <b>Lesson 2:</b> How am I feeling? – Fear and Anxiety <b>Lesson 3:</b> How am I feeling? - Worried</p>	<p><b>Emotional Literacy: Self Management</b> Emotional Literacy Autumn 2 Booklet <b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> <li>Growth Mindset</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> How do you want to feel? <b>Lesson 2:</b> Moving out of the blue– sadness <b>Lesson 3:</b> Tool Kit to regulate emotions – sadness <b>Lesson 4:</b> Dealing with loss and separation</p>	<p><b>Emotional Literacy: Social Awareness</b> Emotional Literacy Spring 1 Booklet <b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> How do you want to feel? - Revisiting the class charter <b>Lesson 2:</b> Social Awareness - perspective <b>Lesson 3:</b> Solving a problem with the blueprint <b>Lesson 4:</b> Kindness <b>Lesson 5:</b> Belonging and Community</p>	<p><b>Emotional Literacy: Relationship Skills</b> Emotional Literacy Spring 2 Booklet <b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> Key qualities in a friend <b>Lesson 2:</b> Understanding Anger <b>Lesson 3:</b> Win win situations in conflicts <b>Lesson 4:</b> Group work assessing how well it works <b>Lesson 5:</b> Resisting social pressures</p>	<p><b>Emotional Literacy: Responsible Decision Making</b> Emotional Literacy Summer 1 Booklet <b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> Identifying Problems <b>Lesson 2:</b> Identifying Solutions - values <b>Lesson 3:</b> Analysing solutions – pros and cons <b>Lesson 4:</b> Making a Choice and Taking Action <b>Lesson 5:</b> Evaluating and Reflecting</p>	<p><b>Emotional Literacy: Anti Bullying/ Transition</b> SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> <li>I can tell you what bullying is.</li> <li>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.</li> <li>I know how it might feel to be a witness to and a target of bullying.</li> <li>I can tell you why witnesses sometimes join in with bullying or don't tell.</li> <li>I can tell you some ways of helping to make</li> </ul>

<p><b>Lesson 4:</b> How am I feeling? - Satisfied</p> <p><b>Lesson 5:</b> Recognising and celebrating our achievements and reflecting on our strengths and areas to improve</p> <p><b>Lesson 6:</b> Self-efficacy and self confidence</p>	<p><b>Lesson 5:</b> Growth Mindset – Facing challenges</p> <p><b>Lesson 6:</b> Aspiration and Setting Goals</p>				<p>someone who is bullied feel better.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>I can problem solve a bullying situation with others.</p>
<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Introduction to the PANTS rule</li> <li>Being safe in the classroom/ school environment</li> <li>What to do when the fire alarm sounds</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Firework safety</li> <li>Fire Safety</li> <li>Road Safety Be Safe Be Seen</li> <li>Drug, alcohol and tobacco education (see PSHE/RES)</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Dog Safety</li> <li>Stranger Danger</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Staying Safe and Managing Risk at home and out (See PSHE/RSE)</li> <li>First Aid (See PSHE/RSE)</li> </ul>	<p><b>Personal Safety:</b></p> <p>Road Safety- Green Cross Code</p> <ul style="list-style-type: none"> <li>Who keeps us safe</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Water safety</li> <li>Staying Safe in the Sun</li> <li>Cycle and Scooter Safety</li> </ul>
<p><b>Enrichment Opportunities:</b></p> <p>National Portrait Gallery – Significant People in Black British History</p> <p>Black Cultural Archives – Windrush Stories</p>	<p><b>Enrichment Opportunities:</b></p> <p>Migration Museum or Hackney Museum – Suitcase Stories</p> <p>Science Museum – It takes Guts</p> <p>Brick Lane Heritage Walk</p>	<p><b>Enrichment Opportunities:</b></p> <p>TGC- The Ground Beneath our Feet</p> <p>Petrie Museum</p>	<p><b>Enrichment Opportunities:</b></p> <p>The British Museum- Excavating Egypt</p> <p>John Wesley Chapel – Easter workshop</p> <p>3 Discovery Workshop</p>	<p><b>Enrichment Opportunities:</b></p> <p>The Wallace Collection - Classical Myths, Gods, Heroes and Monsters</p> <p>The British Museum – Question for the People</p> <p>Adventure Playground</p>	<p><b>Enrichment Opportunities:</b></p> <p>LSO KS2 Concert</p> <p>National Gallery</p> <p>Camley Street Natural Park - Habitats</p>
<p><b>School, Family and Community Events:</b></p> <p>International Evening</p> <p>Class Tea Party</p> <p>Class led workshop – mental health and wellbeing</p> <p>Art Exhibition</p>	<p><b>School, Family and Community Events:</b></p> <p>Interfaith Week</p> <p>Children in Need</p> <p>Community Carol Concert</p> <p>Christmas Fair</p>	<p><b>School, Family and Community Events:</b></p> <p>Museum week</p> <p>Class led workshop – safer internet day</p> <p>Moreland’s Got Talent</p>	<p><b>School, Family and Community Events:</b></p> <p>Comic Relief</p> <p>Spring Concert</p> <p>Science Fair</p> <p>World Book Day</p>	<p><b>School, Family and Community Events:</b></p> <p>World Earth Day</p> <p>Learning Outside the Classroom Day</p> <p>Sports Day</p> <p>Eid Disco</p>	<p><b>School, Family and Community Events:</b></p> <p>National Field Work week</p> <p>Summer Picnic</p>