

SHARE MAT Curriculum Plan Overview

School Luck Lane Primary Academy:

Year Group: 4

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	The Three fishing brothers gruff Genre: Wishing Tale/ Traditional Tale Genre: Explanation	Why the Whales came Genre: Warning Story  Example news reports Genre: Newspaper Report (Recount)	Red Pyramid Genre: Beat the Baddie Genre: Non-chronological report	The Firework Maker's daughter  Genre: Finding Tale/ Fantasy Genre: Persuasion	Kensuke's Kingdom Genre: Lost and Found Story	????????? Genre: Journey Story Genre: Discussion
Mathematics	Investigating numbers systems Pattern sniffing Solving calculation problems Generalising problems Exploring shape		Exploring shape Reasoning with Measures Discovering Equivalence Reasoning with fractions Solving Number problems		Investigating Statistics Visualising Shape Exploring Change Proportional reasoning Describing position Measuring and Estimating	
Science	Animals, including humans	All living things and their habitats	Sound	Electricity	States of matter	Working scientifically
Art	To know how to use marks and lines to show texture in art.	Symmetrical art To know how to use marks and lines to show texture in art.	Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.	Know how to print onto different materials using at least four colours.	Know how to show facial expressions and body language in sketches and paintings. Know how to use marks and lines to show texture in art.	Explain some of the features of art from historical periods.
Computing / ICT	Recognise acceptable and unacceptable behaviour using technology. Know how to search for specific information and know which information is useful and which is not. Purple Mash unit 4.2	Purple Mash Unit 4.1 Coding	Purple Mash Unit 4.5 - logo	Animation - Purple Mash unit 4.6	Purple Mash Unit 4.3 - Spreadsheets	Purple Mash unit 4.7 Effective searching
Design / technology			Communicate ideas in a range of ways, including by sketches and drawings which are annotated. Know which tools to use for a particular task and show knowledge of handling the tool Know which material is likely to give the best outcome measure accurately Evaluate and suggest improvements for design Evaluate products for both their purpose and appearance Explain how the original design has been improved.	Links scientific knowledge by using lights, switches or buzzers. Use electrical systems to enhance the quality of the product.	know how to be both hygienic and safe when using food. bring a creative element to the food product being designed.	Present a product in an interesting way
Drama	participate in discussions, presentations, performances, roleplay/improvisations and debates	participate in discussions, presentations, performances, roleplay/improvisations and debates	participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener	participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener	participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener select and use appropriate registers for effective communication	participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener select and use appropriate registers for effective communication
French	Greetings and classroom instructions  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions.	Animals and colours  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions. speak in sentences, using familiar vocabulary, phrases and basic language structures	Parts of the body and indicating illness  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions. speak in sentences, using familiar vocabulary, phrases and basic language structures	School life  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Hobbies  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Sharing opinions  listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

				<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>
<b>Geography</b>	<p>Know the name of and locate a number of the world's longest rivers.</p> <p>Know, name and locate the main rivers in the UK</p> <p>Explain the features of a water cycle.</p>	<p>Know and label the main features of a river.</p>	<p>Know the name of and locate a number of the world's longest rivers.</p>	<p>Know how to plan a journey within the UK, using a road map.</p>	<p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Know what is meant by the term 'tropics'</p>	<p>Know the names and locate at least eight major capital cities across the world (focus on Europe).</p> <p>Know where the main mountain regions are in the UK.</p> <p>Know the names of a number of the world's highest mountains.</p>
<b>History</b>			<p><u>Ancient Egypt</u></p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p>	<p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics</p>	<p>Anglo Saxons and Vikings</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Anglo Saxons and Vikings</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<b>Physical Education</b>	Gymnastics	Hockey	Tag Rugby and Golf	Football	Striking and Fielding	Athletics
<b>Religious Education</b>	How are important events remembered in ceremonies?	What faiths are shared in our country?	What faiths are shared in our country?	How do the Five Pillars guide Muslims	Why are Gurus at the heart of Sikh belief and practice	Non-religious views
<b>PSHE / Jigsaw</b>	<p><b>Being Me in my world</b></p> <ol style="list-style-type: none"> <li>1. Becoming a class 'team'</li> <li>2. Being a school citizen</li> <li>3. Rights, responsibility and democracy</li> <li>4. Rewards and consequences</li> <li>5. Our Learning Charter</li> <li>6. Owning our Learning Charter</li> </ol>	<p><b>Celebrating Differences</b></p> <ol style="list-style-type: none"> <li>1. Judging by Appearances</li> <li>2. Understanding Influences</li> <li>3. Understanding Bullying</li> <li>4. Problem-solving</li> <li>5. Special Me</li> <li>6. Celebrating Difference: how we look</li> </ol>	<p><b>Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>1. Hopes and Dreams</li> <li>2. Broken Dreams</li> <li>3. Overcoming Disappointment</li> <li>4. Creating New Dreams</li> <li>5. Achieving Goals</li> <li>6. We Did It!</li> </ol>	<p><b>Healthy Me</b></p> <ol style="list-style-type: none"> <li>1. My Friends and Me</li> <li>2. Group Dynamics</li> <li>3. Smoking</li> <li>4. Alcohol</li> <li>5. Healthy Friendships</li> <li>6. Celebrating My Inner Strengths and Assertiveness</li> </ol>	<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. Relationship Web</li> <li>2. Loves and Loss</li> <li>3. Memories</li> <li>4. Are Animals Special?</li> <li>5. Special Pets</li> <li>6. Celebrating My Relationships with People and Animals</li> </ol>	<p><b>Changing Me</b></p> <ol style="list-style-type: none"> <li>1. Unique Me</li> <li>2. Having a Baby</li> <li>3. Girls and Puberty</li> <li>4. Circles of Change</li> <li>5. Accepting Change</li> <li>6. Looking Ahead</li> </ol>