

John Hampden Primary School  
Curriculum Map 2024 - 2025

Year 4 Long Term Overview

Autumn Term		Spring Term		Summer Term	
BEING ME IN MY WORLD	CELEBRATING DIVERSITY	DREAMS & GOALS	HEALTHY MIND & BODY	HEALTHY ME	CHANGING ME
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-belief Aspiration Challenge	Balance Keeping Safe Self-Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking forward
<b>Autumn 1</b> Ancient Egyptians Tomb Raiders	<b>Autumn 2</b> Ancient Egyptians Tomb Raiders	<b>Spring 1</b> Raging Rivers	<b>Spring 2</b> Anglo-Saxons and Scots Settlers	<b>Summer 1</b> Somewhere to settle	<b>Summer 2</b> Coasts
<b>Whole Class Reader:</b> Miraculous Journey of Edward Tulane  	<b>Whole Class Reader:</b> Rumaysa A Fairy Tale ., by Radiya Hafiza  	<b>Whole Class Reader:</b> Varjak Paw by SF Said  	<b>Whole Class Reader:</b> Charlie Changers into a chicken by Sam Copeland  	<b>Whole Class Reader:</b> either Arthur and the Golden Rope -The Legend of Podkin One Ear -The Many Worlds of Albie Bright by   	<b>Whole Class Reader:</b> <b>Either</b> -Ariki and The Island of Wonders   
  <b>Core Text (English lessons):</b> Marcy and The Riddle of the Sphinx by Joe Todd-Stanton	   <b>Core Text (English lessons):</b> Tadeo Jones by Enrique Gato Russell's Christmas Magic by Rob Scotton	  <b>Core Text (English lessons):</b> The Boy Who Biked the World by Alistair Humphreys <b>Shared Text:</b>	    <b>Core Text (English lessons):</b> Free Lance by Paul Stewart and Chris Riddell  The Uncorker of Ocean Bottles by Michelle Cuevas	  <b>Core Text (English lessons):</b> The Lost Thing by Shaun Tan	  <b>Core Text (English lessons):</b> <b>Shared Text:</b> An Anthology of Intriguing Animals by Ben Hoare

<p><b>PSHE Outcomes: Being Me in My World</b></p> <ol style="list-style-type: none"> <li>1. I know my attitudes and actions make a difference to the class team</li> <li>2. I understand who is in my school community, the roles they play, how I fit in and how I can contribute</li> <li>3. I understand how democracy works through the School Council</li> <li>4. understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> <li>5. I understand how groups come together to make decisions</li> <li>6. I understand how democracy and having a voice benefits the school community.</li> </ol>	<p><b>PSHE Outcomes: Celebrating Difference</b></p> <ol style="list-style-type: none"> <li>1. I understand that, sometimes, we make assumptions based on what people look like.</li> <li>2. I understand what influences me to make assumptions based on how people look.</li> <li>3. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</li> <li>4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>5. I can identify what is special about me and value the ways in which I am unique</li> <li>6. I can tell you a time when my first impression of someone changed when I got to know them</li> </ol>	<p><b>PSHE Outcomes: Dreams &amp; Goals</b></p> <ol style="list-style-type: none"> <li>1. I can tell you about some of my hopes and dreams</li> <li>2. I understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>3. I know that reflecting on positive and happy experiences can help me to counteract disappointment</li> <li>4. I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li> <li>6. I can identify the contributions made by myself and others to the group's achievement</li> </ol>	<p><b>PSHE Outcomes: Healthy Me</b></p> <ol style="list-style-type: none"> <li>1. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>2. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</li> <li>3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want</li> <li>6. I know myself well enough to have a clear picture of what I believe is right and wrong</li> </ol>	<p><b>PSHE Outcomes: Relationships</b></p> <ol style="list-style-type: none"> <li>1. I can recognise situations which can cause jealousy in relationships</li> <li>2. I can identify someone I love and can express why they are special to me</li> <li>3. I can tell you about someone I know that I no longer see</li> <li>4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li>5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</li> <li>6. I know how to show love and appreciation to the people and animals who are special to me</li> </ol>	<p><b>PSHE Outcomes: Changing Me</b></p> <ol style="list-style-type: none"> <li>1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</li> <li>2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>2a. I understand what responsibilities there are in parenthood and the joy it can bring/ I can consider what has influenced my life and what might influence the lives of other people</li> <li>3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>4. I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>6. I can identify what I am looking forward to when I move to a new class</li> </ol>			
<p><b>Topic overview:</b></p> <p>In this topic I will explore: The amazing artefacts from Ancient Egypt including: pyramids, temples and the Rosetta Stone. I will learn how ancient Egyptian civilisation end and what happened to the ancient Egyptians. I will explore ancient Egyptian life including: jobs, homes and food and compare this to what Egypt is like today.</p>		<p><b>Topic overview:</b></p> <p>In this topic I will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, I will explore the life stories of rivers. I will also learn the names and locations of the major rivers of the UK and the world.</p>		<p><b>Topic overview:</b></p> <p>In this topic I will learn about: The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>		<p><b>Topic overview:</b></p> <p>In this topic I will head back in time to find out how the towns and cities of the UK first developed. I will learn about the needs and requirements early settlers had when choosing a place to build a home. I will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. I will investigate land use in different sized settlements through use of digital and paper maps, and the ways in which settlements are linked together. I will use what I have learnt on settlements to design my own new settlement.</p>		<p><b>Topic overview:</b></p> <p>In this topic I will investigate coastlines and the animals and plants that live there and describe and understand key aspects of physical geography, including coasts, cliffs and beaches I will carry out research in the classroom and use this research to deepen my knowledge of coastal food chains and webs. I will use IT to create my own nature movie. In Science I will begin to identify how animals and plants are adapted to suit their environment in different ways.</p>
<p><b>Experiential Learning:</b></p>	<p><b>Experiential Learning:</b> Egyptian Day – children to dress up and take part in a variety of activities including puzzle solving, hieroglyph decoding, tomb hunting,</p>	<p><b>Experiential Learning:</b> Trip to Cadbury's World</p>	<p><b>Experiential Learning:</b></p>	<p><b>Experiential Learning:</b></p>	<p><b>Experiential Learning:</b> Cotswold Wildlife Park - TBC Sports week Sports Day Dance Festival Summer Fete Thame Carnival</p>			

<b>Writing Opportunities:</b> Riddle, narrative, information text	<b>Writing Opportunities:</b> Diary, narrative, Setting description	<b>Writing Opportunities:</b> Haiku, biography, magazine article	<b>Writing Opportunities:</b> Narrative, fact file Job advertisement, job application, letter, poetry	<b>Writing Opportunities:</b> Recount	<b>Writing Opportunities:</b> Non-chronological report
<b>Maths:</b> White Rose small steps: Place Value – including Roman numerals Addition and subtraction Measurement - area Multiplication and division Times tables		<b>Maths:</b> White Rose small steps: Multiplication and division Measurement – length and perimeter Fractions Decimals Times tables		<b>Maths:</b> White Rose small steps: Decimals Money Time Geometry- properties of shape Statistics Geometry- position and direction Times tables	
<b>Science:</b> <b>Sound</b> Making Egyptian instruments. Exploring how sound travels, pitch and sound proofing.	<b>Science:</b> <b>Changing states</b> Changing states of matter using chocolate as an example.	<b>Science:</b> <b>Evaporation and Condensation</b> (water-cycle)	<b>Science:</b> <b>Electricity</b> Creating a Circuit Predicting if a circuit will work. Safety	<b>Science:</b> <b>Digestion and teeth</b> How the digestive system works. Structure and uses of teeth in different animals. How to keep healthy.	<b>Science:</b> <b>Habitats and food chains</b>
<b>ICT / Computing:</b> Coding (6 lessons) 2Code	<b>ICT / Computing:</b> Coding 2 Code Online Safety Spreadsheets 2 Calculate	<b>ICT / Computing:</b> 2Connect (mind map) 2Publish	<b>ICT / Computing:</b> 2Email 2Connect 2DIY Writing Templates 2Stimulate 2Publish Plus Writing for audiences	<b>ICT / Computing:</b> Spreadsheets 2Calculate	<b>ICT / Computing:</b> Effective Search Browser 2Quiz 2Connect Hardware Investigators 2Connect 2Quiz
<b>History:</b> <b>World history 1: Ancient Egyptians</b> The achievements of the earliest civilizations – an overview of when and when the first civilization appeared and a depth study		<b>Geography:</b> <b>Raging Rivers</b> The water cycle: why is it important? Rivers: what's special about them?	<b>History:</b> <b>British History 3: Anglo Saxons &amp; Scots</b> British settlements by Anglo Saxons and Scots	<b>Geography:</b> <b>Somewhere to Settle</b> Settlements: where do people live and why? Local area: what needs changing?	<b>Geography:</b> <b>Investigating Coasts</b> Coasts: what happens where the land meets the sea?
<b>ART</b> <b>Story telling through drawing</b> Artists - Shaun Tan and Laura Carlin Graphic novel/Visuals Egyptian Creation Story	<b>D&amp;T</b> <b>Food</b> Healthy and varied diet	<b>ART</b> <b>Festival Feasts</b> Celebrate the way food connects us as families, cultures and communities Artists - Claes Oldenburg and Lucia Hierro, Rowan Brigg-Smith Draw food Make food out of Modroc – Hindu Feast	<b>D&amp;T</b> <b>Electrical Systems</b> Simple circuits and switches Design a delivery van with head lights	<b>ART</b> <b>Exploring Pattern</b> Explore colour, light and shape	<b>D&amp;T</b> <b>Structures</b> Shell structures for an animal
<b>RE:</b> <b>Hinduism</b> Does visiting the Ganges make a person a better Sanatani?	<b>RE:</b> <b>Christianity</b> What is the most significant part of the nativity story for Christians today?	<b>RE:</b> <b>Hinduism</b> What do some deities tell Sanatanis about God?	<b>RE:</b> <b>Christianity</b> Do people need to go to church to show they are Christians?	<b>RE:</b> <b>Hinduism</b> What is the best way for a Sanatani to lead a good life?	<b>RE:</b> <b>Christianity</b> Is forgiveness always possible for Christians?
<b>PE:</b> <b>REAL PE</b> <b>Personal</b> Get set4 PE Tag Rugby	<b>PE:</b> <b>REAL PE</b> Social Get set4 PE Hockey Excalibur Challenge I	<b>PE:</b> <b>REAL PE</b> Cognitive Get set4 PE Badminton Swimming	<b>PE:</b> <b>REAL PE</b> Creative Get set4 PE Tennis Excalibur Challenge	<b>PE:</b> <b>REAL PE</b> Applying Physical Get set4 PE Dance	<b>PE:</b> <b>REAL PE</b> Health & Fitness Get set4 PE Athletics Excalibur Challenge III

<p><b>Emotional Literacy: BEING ME IN MY WORLD</b> Know my attitudes actions make a difference to the class team and the school community. I can show empathy for the feelings of others.</p>	<p><b>Emotional Literacy: CELEBRATING DIFFERENCE</b> Explain why it is good to accept people for who they are.</p>	<p><b>Emotional Literacy: DREAMS AND GOALS</b> Know what it means to be resilient and have a positive attitude.</p>	<p><b>Emotional Literacy: HEALTHY ME</b> Identify feelings of anxiety and fear associated with peer pressure.</p>	<p><b>Emotional Literacy: RELATIONSHIPS</b> Listen to others and explain different points of view on an issue and express my own opinion and feelings.</p>	<p><b>Emotional Literacy: CHANGING ME</b> Reflect on changes about the near future.</p>
<p><b>Speaking Frames:</b> “Now that I know....I can understand....”</p>	<p><b>Speaking Frames:</b> “People may behave in this way because....”</p>	<p><b>Speaking Frames:</b> “If....happens, I will adapt by....”</p>	<p><b>Speaking Frames:</b> “When I feel....I know to ....”</p>	<p><b>Speaking Frames:</b> “In my opinion....What do you think?”</p>	<p><b>Speaking Frames:</b> “I need to change.....when I’m in Year 5, because....”</p>