Collaboration

Curiosity

Empathy

Honesty

Resilience

Independence

Innovation

Respect

Kilmorie Curriculum Intent:

Our broad curriculum focuses on the whole child, supporting them to be successful citizens. It is designed to grow emotional intelligence and resilience, enabling reflective and critical thinking.

Year 4 **Curriculum Coverage 2023-2024**

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question:	How does life in Ancient Egypt compare with life today?	How can important people and places help us learn about Ancient Egypt?	What is the difference between sound and noise?	Were the Vikings invaders or settlers?	Why is it important to keep our rivers and coasts clean?	Why is Andalusia such a popular holiday destination?
STEM	Maths					
	Place Value Children will represent and partition numbers to 10,000 and find 1, 10, 100, 1000 more or less than a given number. They will estimate, compare and order numbers to 10,000 and round to the nearest 10, 100 or 1000. **Addition and Subtraction** Children will add and subtract 1s, 10s, 100s and 1,000s. They will add and subtract two 4-digit numbers without and with exchanging. They will practise estimating answers and using checking strategies.	**Addition and Subtraction** **Measurement: Area** Children will learn that area is the amount of space taken up by a two-dimensional shape or surface. They will count squares to find area, make shapes with a given number of squares and compare different areas. **Multiplication and division** Children will start by revisiting multiples of 3 before moving on to those of 6 and 9. They will then look at all remaining times tables facts.	**Multiplication and division** Working with their multiplication facts, children will explore factor pairs. They will multiply and divide by 10 and 100. After looking at informal methods, they will then use written methods for multiplication and division. **Length and Perimeter** Children will learn about measuring in metres and kilometres, including equivalent measures. They will then learn about perimeter and count and calculate perimeters of shapes and missing lengths.	**Fractions** After work on understanding the whole, children will count in fractions beyond 1. They will then work with mixed, improper and equivalent fractions. Learning will then move to adding and subtracting fractions with the same denominator. **Decimals** Learning about decimals will begin with looking at tenths as decimals and dividing numbers by 10. This will then be repeated with hundredths.	**Decimals** Children will make a whole with tenths and hundredths. They will partition, compare and order decimals and round them to the nearest whole number. They will look at halves and quarters as decimals. **Money** Children will write money as decimals, converting between pounds and pence. They will estimate, calculate and solve problems involving money. **Time** After looking at the many different units of time, children will learn about analogue and digital time and convert between 12 and 24 hour time.	**Shape** After identifying angles as turns, children will identify, compare and order angles. They will look at properties of triangles, squares and other polygons, including lines of symmetry. **Statistics** Children will look at charts, comparing data and finding the sum and difference. They will interpret and draw line graphs. **Position and Direction** Children will describe positions using coordinates, then plot coordinate and draw 2D shapes

						on a grid. They will translate shapes and describe translations.
	Science					
	States of Matter Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled. Investigation will demonstrate the part played by evaporation and condensation in the water cycle.	**Animals including humans** Children will learn to describe the simple functions of the digestive system in humans. Learning about teeth will include identifying different teeth in humans and naming their functions, knowing how to keep teeth healthy and identifying and comparing teeth of carnivores, herbivores and omnivores. They will construct and interpret a variety of food chains identifying producers, predators and prey.	**Sound** Children will identify how sounds are made, associating some of them with something vibrating and those vibrations traveling to the ear. They will find patterns between pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sound gets fainter as the distance from the sound source increases**.**	**Electricity** After identifying common appliances that run on electricity, children will construct simple series electrical circuits, identifying and naming its basic parts. They will identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. They will make and investigate switches and recognise some common conductors and insulators.	**Water cycle** Children will recap of states of matter linked to the geography learning about the water cycle, including evaporation, condensation, precipitation. Investigation will demonstrate the part played by evaporation and condensation in the water cycle.	**Living Things** Children will be introduced to the idea of classification, seeing that living things can be grouped in different ways and using classification keys. While identifying and naming a variety of living things, they will recognise that environments can change, and this can sometimes pose dangers to living things.
	Computing					
	Computer Systems and Networks – The Internet Children will explore how networks physically connect with each other and how networked	**Programming A – Repetition in shapes** Children will identify that accuracy in programming is important and	**Audio production** Children will identify that sound can be recorded and explain how these can be edited. They will recognise the different parts of	**Data logging** Children will explain that data over time can be used to answer questions and use digital devices to collect data automatically.	**Photo editing** Children will explain that the digital composition and colour of digital images can be changed. They will explain how cloning	**Programming B – Repetition in games** Children will develop the use of count-controlled loops in different programming

	devices make up the internet. They will see how websites can be shared via the World Wide Web (WWW) and describe how this is created and accessed, including looking at the consequences of unreliable content.	create a programme in a text-based language. They will modify a count-controlled loop to produce a given outcome; decompose a task and create a programme to produce a given outcome.	creating a podcast and add audio to enhance their podcast.	They will use data loggers to collect data and use computers to analyse data. They will also use data to answer questions.	can be used in photo editing and that images can be combined. Finally, they will create, edit and improve images.	environments and explain that there are infinite options. They will develop a design and modify it.
	D.T.					
		Food: Healthy and varied diet Children will use the 'Eatwell Plate' to investigate food products, as well as carrying out sensory investigations. They will use a range of utensils and techniques to prepare ingredients. They will design their main healthy sandwich or wrap product, planning the stages needed and preparing the product, evaluating as they go and considering improvements.		**Electrical systems: Simple circuits and switches** Linked to their science learning, children will investigate battery powered products. They will look at examples of switches and discuss input devices. They will respond to the purpose of a noise-making toy and develop their own game such as a "steady hand game", considering the main stages in making before assembling, testing and evaluating.	**Textiles: 2D shape to 3D product** Bag linked to topic: case for a mobile phone Children will investigate a range of textile products linked to their intended outcome: a fabric mobile phone case. They will practise sewing two pieces of fabric together, using a range of stiches. They will choose from a range of fabrics and practise finishing techniques. After sketching and planning the stages of making, children will assemble their product.	
	History					

Humanities	**Ancient Egyptian Civilisation** Starting by defining when and where the Ancient Egyptian Civilisation took place, children will then learn about the lives of Ancient Egyptians. This will include comparing different members of society, Ancient Egyptian beliefs and how these affected daily lives, and the importance of building pyramids. Alongside will run work around historical sources and how these teach us about the past.	**Ancient Egyptian Civilisation** The children continue to explore Ancient Egypt, developing their historical inquiry skills. They look deep into the past, seeking answers to questions and to uncover the commonalities between Ancient Egypt and other civilizations of that era, drawing comparisons to gain a deeper understanding. Through the exploration of various sources of evidence, they will investigate the reasons behind the survival of these sources and gain insights into the impact of these discoveries on our understanding of Ancient Egypt.	**Anglo-Saxons** Children will use historical enquiry to explore the Anglo-Saxons to answer questions, such as "Why did the Anglo-Saxons invaded?" and "How can we trace their settlements?". They will examine historical evidence and explore the transformation brought about by the arrival of Christianity in Britain while exploring how we can verify these changes through historical sources.	**Vikings** The children will explore the Vikings, honing their skills in understanding how the past is represented and interpreting historical events. They investigate the Viking era, focusing on recent excavations that have reshaped our understanding, with a particular emphasis on Jorvik. Through the examination of archaeological discoveries and historical narratives, they piece together the complex story of the Vikings' presence in Britain.		
	Geography					
	River Nile: Water Irrigation and land use (farming)	**River Nile: Water Irrigation and land use (farming)**		**Types of settlements in modern Britain** Children will deepen their understanding of human geography through the study of	**Rivers and coasts** Children will follow the journey water takes along a river to the sea, from source to mouth. They will learn about	**Contrasting area of Europe: Andalusia** After using maps to focus on the continent of Europe, identifying countries, capital cities, seas

				various settlements - from hamlets to cities, learning about their characteristics. They'll investigate how geographical features influence settlement locations and growth. Their map skills will be further developed as they identify and classify settlements.	the formation and features of rivers and coasts, and how they are connected. Work will link to learning about the water cycle in science.	and major rivers, children will focus on Andalusia in Spain. As a coastal area, this will build on the previous geography topic, as children investigate the impact of its climate and coastal location on Andalusia's inhabitants. They will identify why people might travel to Andalusia and how they could get there. They will draw comparisons between Andalusia and Greater London and how children live in these two areas
	R.E.					
	Christianity: Christian Places of Worship Children will learn about special places for Christians and different types of Christian places of worship. They will find out about reasons why Christians pray and the Lord's Prayer, as well as the important role of	**Christianity: Christian Celebrations** Children will find out about how the Church has its own calendar with special names for certain times of the year such as times associated with Jesus' life (Christmas and Easter); times of reflection (Advent and Lent); sharing	**Judaism: Shabbat: A day of rest** Children will learn about the importance of Shabbat (the Sabbath Day) for Jews as a day of rest and joy for remembering God creating and resting. They will learn about what happens on Shabbat, how Jews attend synagogue	**Judaism 2: Festivals in Jewish life** Children will learn about: - Succot (Sukkoth), the festival of Tabernacles celebrated at home and in the Synagogue. - Passover (Pesach) which recalls Moses and the Exodus from Egypt.	**Buddhism: Following the Buddha's Teaching** Children will learn that for Buddhists, the Buddha is the perfect example of what people can become. They will find out about the Noble Eightfold Path, symbols, and hear a story that illustrates Buddhist values – The	**Buddhism: The Buddhist community worldwide** Children will learn about the Sangha and the five precepts of Buddhism. They will learn that some Buddhists live as monks and nuns while others meditate and practice Buddhism in their ordinary lives. They will find

	The Bible in Christian services.	the Lord's Supper and Pentecost.	for prayer with the community on Shabbat and Havdalah and the end of Shabbat.	- Hanukkah which recalls the story of the miracle of the oil.	Monkey King. They will learn that all Buddhists try to learn and practice the Dharma, which is the teaching and practice that leads to awakening.	out about places of Buddhist pilgrimage and their significance, as well as Vaisakha Puja or Vesak/ Wesak, the festival remembering the life, enlightenment and teaching of the Buddha.
The Arts	Art					
	Kilmorie Art Week Art project linked to the theme of 'Journeys' and two paintings: The Parting Cheer by Henry Nelson O'Neil; Ship of Fools by Kehinde Wiley		**Exploring Still Life** Children will make a sensory drawing using a pencil, making marks on the page without having a predefined outcome. They will explore the work of an artist who creates artwork inspired by pattern. They will work in their sketchbooks to explore how they can make drawings inspired by "rules." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes.			**Sculpture, Structure, Inventiveness and Determination** Children will experiment with different materials and be encouraged to take creative risks in their work. They will use a variety of drawing materials to make experimental drawings based upon observation. They will construct with a variety of materials to make a sculpture.
	Music					

	Ukulele Children will learn how to play the ukulele. They will learn how to hold and stroke and well as forming and moving to different chords.	**Ukulele** Children will carry on practicing playing the ukulele and moving to different chords easier and more confident. They will learn how to play a Christmas song on the ukulele.	**World Music** Children will listen to different styles of music from around the world. Children will learn about the features of the music as well as the different instruments that are being used. They will learn how to describe a piece of music using their musical vocabulary.	**Musical Focus: Indian Music** Children will learn about the music of India, including about the instruments of Indian Music. They will learn how to play a raga on a glockenspiel and learn how to read a tala and perform it on a percussion instrument.	**Pulse & Rhythm** Children will be learning about the music pulse and rhythm. They will be introduced to the rhythmic notation, and they will learn how to perform different rhythmic patterns.	**Rhythmic Compositions** Children will use their knowledge of rhythm and pulse and they will learn how to compose their own rhythmic patterns.
	Dance (Autumn: Sarah; Spring: Hannah and Rebecca)					
	Contemporary dance (Sarah's class) Children will be taught by a specialist dance teacher. They will perform dances using a range of movements, which will be put together for a class performance. They will also develop their innovation and collaboration skills by working in groups.	**Contemporary dance**				
	PSHE					

Wellbeing	**Keeping/Staying Safe - Cycle Safety** Cycle Safety looks at distractions on the road and how our actions can cause others harm. *Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities*	**Computer Safety: Online Bullying** Online Bullying looks at the actions we can take if we feel like we are being bullied online. **Keeping/Staying Healthy - Healthy Living** Healthy Living looks at how certain types of food can affect our performance in a sports event.	**A World Without Judgement: Breaking Down Barriers** Breaking down Barriers explores removing barriers and supporting those who have physical disabilities. **First Aid** This topic looks at breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis, and choking. **A World Without Judgement - Breaking Down Barriers**	**Feelings and Emotions: Jealousy** Looking at how the feeling of jealousy can arise when someone new is introduced to a friendship group**.**	**Being Responsible: Coming Home on Time** Coming Home on Time looks at rules and guidelines children may have to follow. **The Working World: Chores at Home** Chores at Home explores the responsibilities that children may have now and in the future.	**Growing and Changing: Appropriate Touch (Relationships)** Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable. **RSHE** Changes What is Puberty? Healthy Relationships
	P.E. (Outdoor / Indoor)					
	Basketball Children will learn to move, dribble and bounce a basketball with control. They will pass the ball in a variety of ways and perform stops and pivots. Alongside, they will learn the rules of a basketball game and develop sportsperson-ship.	**Outdoor Adventure** Children will learn to use a key; plan to lay out a course and be able to use a key to follow a map. This will lead on to them being able to add keys to their maps. They will develop their knowledge of following directions	**Multi skills** Children will build on their knowledge of agility, balance and co-ordination (A, B, C) and learn to balance confidently using various equipment and body parts. Working on an agility focus, they will change direction at speed with good technique and being	**Kwik Cricket** Children will work on rolling the ball with one hand and stopping the ball from a different direction. They will use the barrier method to stop the ball and learn to bowl at a wicket using underarm/overarm with accuracy and	**Athletics** Children will learn a variety of different athletic activities based around sports day. They will learn to pump/swing their arms fast (hip to lip) when running, keep their heads still and their bodies upright. Children will aim to react quickly and sometimes	**Tennis** Children will work on moving with balance and control to catch a ball. They will develop how to hit a ball into a target from a variety of distances/angles with no bounce. They will learn to hit/bounce a tennis ball on racket when moving including

	Gymnastics (if not dance) Children will develop control and precision when performing a variety of gymnastic rolls, balances and jumps including Teddy Bear rolls, matching and mirror balances and bunny hops. They will cooperate with their peers to perform sequences in unison and will evaluate the success of their own and each other's work.	using 8 compass points and understand of co-ordinates so they can describe a point on a map, giving each other co-ordinates to follow. The children will use different ways of communication with their peers to help them achieve a goal. **Yoga / Pilates (if not dance)** Children will perform more complex yoga poses, developing core strength and good flexibility. They will begin to focus on breathing in more than one pose. They will perform individual poses to build up towards a sequence of poses. Children will develop the ability to perform the challenge pose and swaying tree, with some control and fluency. They will collaborate to create routine and	able to co-ordinate their body efficiently to perform a combination of movements. This will develop the children's ability complete a variety of fitness tests confidently and achieve personal bests. **Contemporary dance** Children will be taught contemporary dance by a specialist dance teacher. They will cooperate to make a dance warm up and take on a leadership role. They will respond imaginatively to a stimulus, creating their own combination of movements. They will dance in unison with a partner or group, performing a range of movement patterns. They will perform in canon, showing a range of movement pattern. Children will perform	control. The children will learn the technique to throw and catch under pressure in games, where they need to communicate as a team. Children will be encouraged to think of tactics when striking and fielding and put all skills learnt to have mini and whole class games. **Contemporary dance**	accelerate over short distances, reacting quickly while accelerating over short distances. **Swimming** Children will be taught to be able to enter the pool safely by jumping in or sliding in on their front. They will exit the pool by the poolside steps or by climbing out. They will be increasingly confident to swim across the pool without stopping. They will begin to show breathing technique with and without a float. Swim using correct stroke and technique (front crawl). Children will attempt to be able to swim 25 metres without stopping.	hitting the ball in forehand/ backhand position with drop feed. Children will be encouraged to think of tactics and skills learnt whilst playing in game situations. **Dodgeball** Children will throw the ball in different ways with increasing control. They will develop their coordination when catching the ball in a variety of ways and at various distances by moving towards the ball. They develop the accuracy of their throwing distance and speed. Children will begin to develop footwork to dodge and avoid being hit by the ball and blocking the ball in a variety of ways. They will be encouraged to talk about tactics when attacking and defending.

		teach this to others.	using a variety of levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.			
Languages	MFL					
	French Children will learn how to discuss basic colours, parts of the body and zoo animals.	**French** Children will learn the vocabulary for family members and use this in a role play. They will revise pets vocabulary and use the verb 'avoir'.	**Les Animaux à la Maison** Vocabulary: pets including masculine and feminine articles (un/une). Numbers and colours. Grammar: focus on the verb avoir (all j'ai, HLP il a/elle a/tu as). Building chunks into simple full sentences (j'ai un chat bleu/j'ai cinq lapins). Noticing masculine and feminine nouns Phonics: noticing French vowel sounds (oi = wah in oiseau, in = aa in lapin)	**Les Animaux au Zoo** Vocabulary: animal vocabulary. Explain to children what a cognate is Grammar: build on understanding of avoir with 'il y a' and continue sentence building (au zoo il y a un tigre) Phonics: focus on rolled r sound, additional vowel sound (oh in zoo)	**Les Vacances 1** Vocabulary: clothes, modes of transport, accommodation types Grammar: new regular verbs in present tense (je porte, je prends, je reste), plurals (why is pantalon not plural?), sentence building Phonics: -ain in train, -ont in pantalon, silent h in hotel	**Les Vacances 2** Vocabulary: Weather, countries Grammar: focus on faire for weather, introduce some negatives (il ne pleut pas), continue sentence building Phonics: -eau in il fait beau, -aud in chaud, -gne in Allemagne
	English					
	Writing to entertain **Text**: Ancient Egypt – Tales of Gods and Pharaohs by Marcia Williams	**Writing to Inform** **Text:** Varjak Paw by S.F. Said After exploring what make a	**Text:** Mila Gets Her Super Ears by Ashley Machovec	**Text:** The Dragon's Hoard by Lari Don **Writing to Entertain:**	**Text:** The Rhythm of the Rain by Grahame Baker-Smith **Writing to Persuade:**	**Text:** Sensational! Collection of poems chosen by Roger McGough Deep in the Green Wood collection of

	Stories from different cultures (including oral storytelling) **Narrative Story Seekers Project** The children will take part in an oracy project that involves finding and sharing traditional stories. Links will be made with home as they collect stories from their families. They will then use drama activities to explore character and story structure as well as recapping essential writing skills. **Writing outcomes:** Character description A traditional story	sentence a sentence, children will learn about using coordinating conjunctions to write compound sentences. These will look at organising information in both a non-chronological report and a newspaper article, combining the skills with key features. **Outcomes:** Non-chronological report on Cleopatra Newspaper Report based on Varjak Paw	Max and the Millions by Ross Montgomery **Writing to Inform** **Outcome:** Explanation leaflet to explain deafness (science link) Oracy outcome: Write and deliver a presentation about sound and how to help deaf people navigate a hearing world.	**Outcome:** Setting description Myth linked to Vikings	**Outcomes:** A persuasive letter to encourage parents not to use single-use plastic Advert for reusable shopping bag *Emotive language *Relative clauses to provide additional information *The more, the more sentences - e.g. The more we do to reduce pollution, the cleaner our rivers will be.	poems by Wes Magee **Writing to entertain: Poetry** **Outcomes:** Descriptive poetry *Use different figurative language techniques – alliteration, simile, metaphor, onomatopoeia, personification Fantasy story *Use of punctuation to indicate direct speech

Please note this may be subject to change as the year progresses, possibly with the needs of the children or in response to global issues.