

Curriculum Matrix 2018-19 Year group: Y4

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
Topic theme	History - Ancient Egypt	Art - Literacy	Geography - Literacy	Local History – Sheffield Floods.	History – Invaders and settlers	Geography – PSHCE - Fair trade
Key Question	Why did Ancient Egyptians write and what alphabet did they use? How did Ancient Egyptians produce food?		How and why has Sheffield changed over time? What natural events caused the locality to change? What man-made processes and events caused Sheffield to change.	Why can sometimes Sheffield flood? How can we prevent floods?	Who were the Anglo Saxons? What impact did they have on Britain?	What is Fair Trade and why is it so important?
Text/focus	Information texts on Ancient Egypt (from Teacher Centre); How to Make a Mummy; Trapped (narrative)	The Iron Man – Ted Hughes; poetry writing; newspaper report; persuasive leaflets.	Children’s History of Sheffield – Ann Wright. Fiction; information texts.	The Flood – Alvaro F. Villa; explanation texts; diary.	Beowulf; recount	Information Text based on My next Fair trade adventure (http://schools.fairtrade.org.uk/resource/2243/) Persuasive text; narrative (perspective of a local farmer).
Focus Subject	Ancient history / Ancient Egypt / DT	- making a product to support writing: Poetry, leaflet to persuade; newspaper report.	Literacy Geography	Local history / Geography	History Anglo Saxons and Scots	PSHCE Geography
Sci	<u>Animals including humans (digestion)</u> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Activity-someone’s mixed up the Canopic jars can you do some research to find out the order of the digestive organs.	<u>Electricity</u> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors Activities-making a buzzer game. Or: help iron man fix his broken light/torch. Making a switch: education guru website-search for early warning system-father Christmas. (28 Nov 2015)-lesson plan.	<u>Living things and their habitats</u> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Compare animals found in different environments in Sheffield -use keys to identify organisms.	<u>Living things and their habitats</u> Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things. Animals including humans-construct and interpret a variety of food chains, identifying producers, predators and prey identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<u>Sound</u> - bagpipes/scots/battle crys? (Give this a real focus) identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases	Making ice-cream for a summer fair or going on a picnic-how can we keep the ice cream cold? Changing states of matter: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Hi	Ancient history			A study of an event that is	Britain’s settlement by	

	<p>The achievements of the earliest civilizations –</p> <p>An overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p>Ancient Egypt;</p>			<p>significant in the locality, i.e. the two Sheffield floods.</p>	<p>Anglo-Saxons and Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	
Geog		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Antarctica map atlas</p> <p>A set of activities that focuses on studying maps and atlases to find key locations in Antarctica.</p>	<p>Rivers</p> <p>Don / Rivelin name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>			<p>Describe and understand key aspects of human geography, including:</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Fair trade introduction</p> <p>A PowerPoint presentation that explains the process of fair trade.</p> <p>Making a world of difference</p> <p>A full lesson that explores how fair trade is conducted using case studies.</p>
RE	<p>Year 4: Symbols and religious expression:</p> <p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Muslims and Christians</p>		<p>Year 4: Inspirational people from long ago:</p> <p>What can we learn from inspiring leaders who started religions?</p> <p>Moses, the Buddha, Jesus and Muhammad.</p> <p>PLANNED UNIT:</p> <p>Why is Jesus an Inspiring person to many people today?</p>	<p>Year 4: Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Hindu, Christian, Buddhist</p>	<p><i>PLANNED UNIT: Muslims, Sikhs and Christians: Similar, different or both?</i></p>	
Music	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Use and understand staff and other musical notations.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
Art		<p>Artists visit. Children to make a 3D self-standing life-size model using junk and metal, i.e. use sculpture to develop and share children's ideas, experiences and imagination.</p>		<p>Conduct an in-depth analysis of a watercolour painting, i.e. of a river (Turner or Constable). Begin to create a sketch book of techniques. Plan, create</p>		<p>Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space.</p> <p>Introduce the concept of negative</p>

				and evaluate a painting using watercolours. Incorporate what you have found out into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.		space (context: Fairtrade fruit). Evaluate beginning to use artistic language.
PE	Striking and fielding Football	Striking and fielding Cricket	Gymnastics	Multi-sport Sheffield University	Invasion games	Athletics
PSHCE	Getting on and Falling out Anti-Bullying	New beginnings	Going for goals	Good to be me	Relationships	Changes
DT	Moving robots Pulleys and pulls Video on gears A short video to explain how gears work. Gears and mechanisms These web pages look through at gears and mechanisms in detail. Moving toys workbook Help students to explore cams and moving toys with this workbook. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Shelters; apply their understanding of how to strengthen, stiffen and reinforce more complex (QCA)		Design diets for modern Anglo Saxons if they lived today identifying seasonal nature of Anglo Saxon food compared to ours.	
Computing	Creating complex shapes and repeating patterns in Logo – could link to hieroglyphs or pyramids (HIST/MATH)	Simple animation in Scratch using forever loop – pupils can draw their own Iron Man sprite and backgrounds (ENG)	Animation or photostory based on topic (ENG)	Looking at weather data, how we share data in emergencies (GEOG)	Create digital art inspired by Anglo Saxon art/culture (HIST/ART)	Simple story of a coffee bean or cocoa bean in Scratch (GEOG)
French	Classroom instructions, naming animals, listening skills (9story), body parts, size words, facial parts, using a bilingual dictionary and colours.	Agreement (S-V / A-N), conversations about food, pronunciation of on, om and an, Fairy tales, revise 'je voudrais', months and numbers (1-15).	Months, numbers (16-31), dates and days of the week, Revision of facial features, Hair colour and type and eye colour	Size, pronunciation of 'r', and 'ch', 3 rd person, use of adjectives in sentences, family members and asking about brothers and sisters, and use of 'my'.	Family members, revise 'my', using dictionaries, pronounce 'eu', clothing and colour revision, asking simple questions, describing clothing, presenting a text and revise food.	Give opinions, revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family, and learn about French food.
Trips & Visits	Weston Park Museum – Egyptian trail	Artist writing Stimulation Day	Visit to Abbeydale industrial hamlet.	Flood alleviation site.	Visit a supermarket or Sheffield's Moor market.	Costa Coffee (fair trade) Visit; Fair trade breakfast in school.