



Year 4 Curriculum Term 6

Topic Title: Tribal Tales	
English	Maths
Reading The focus for our Whole Class Reading will be on the book 'Stig of the Dump.' This book is fantastic for teaching the pupils about character development. It is an emotional and exciting fast paced book and is always a favourite with the pupils! Lesson 1: During this lesson, we will delve into vocabulary exploration, general knowledge enhancement, and context setting to lay a strong foundation for the text. Lesson 2: 'Just Read' session where pupils will take turns reading aloud while the teacher provides necessary clarifications to ensure full comprehension of the text. The teacher and LSA also read sections of the book aloud for the pupils to listen to the story. Lesson 3: In 'Close Read' lesson, we will concentrate on honing reading skills such as inference, summarising, skimming, scanning, and ordering events within the text. Lesson 4: A dedicated session for Comprehension activities where pupils will demonstrate their understanding of the text through various tasks and questions. Lesson 5: Our final lesson of the term will involve a 'Read for Pleasure' session held in the school library. Pupils will have the opportunity to choose books from their accelerated readers collection and indulge in reading for pure enjoyment. This session aims to foster a love for reading and further develop their reading skills in a relaxed and enjoyable environment. Writing Pupils are writing defeat the monster stories based on the Talk for Writing text Perseus and Medusa ' with a focus on enhancing characterisation. They will use the toolkit below to develop the hero in their stories. Use a name to suggest the character – Mr Hardy (strong and tough) Miss Honey (gentle) • Show how a character is feeling through their actions and reactions – Sarah glowered; a shiver shot up her spine. • Give your main character a hobby, interest or special talent: – Shiv kept a pet rat called Simon in a cage made of bamboo shoots.	Geometry: Shape 1. Understand Angles as Turns • describe angles as a measure of turn, clearly understanding that: ◦ A right angle is a quarter turn ◦ Two right angles make a half turn ◦ Three right angles make a three-quarter turn ◦ Four right angles complete a full turn • use the terms acute, obtuse, and right angle to describe angles in shapes and in turning movements. 2. Identify Angles • identify and name right angles in a variety of shapes and orientations. • recognise and identify angles that are: ◦ Smaller than a right angle (acute) ◦ Larger than a right angle (obtuse) 3. Compare and Order Angles • compare the size of different angles, stating which are larger or smaller. • order a set of angles by size using the visual appearance or angle measurement in degrees (where introduced informally). 4. Triangles • recognise and name the three types of triangles: ◦ Equilateral (all sides and angles equal) ◦ Isosceles (two equal sides and two equal angles) ◦ Scalene (all sides and angles different) • identify triangles in different orientations and within compound shapes. 5. Quadrilaterals • identify and name common quadrilaterals, including: ◦ Square ◦ Rectangle (oblong) ◦ Rhombus

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- an expression for speech – “Rats!” she cried.
- something they love or hate or fear – Carol had always been afraid of the dark.
- a distinctive feature – she walked with a strange limp
- a secret – She had promised that she would never tell.
- Reveal your character’s desire, wish or fear – Gareth had always wanted a pet./Gareth had never liked lizards.

- **Parallelogram**
- **Trapezium**

- understand that quadrilaterals have four sides and can describe their properties and symmetry.

6. Polygons

- understand that a polygon is a 2D shape with straight sides.
- identify regular and irregular polygons up to at least six sides (e.g., pentagons and hexagons).
- accurately name common polygons and describe their number of sides and angles.

7. Lines of Symmetry

- identify vertical, horizontal, and diagonal lines of symmetry in 2D shapes.
- recognise and count lines of symmetry for regular and irregular shapes.
- explain why a shape is or isn't symmetrical.

8. Complete a Symmetric Figure

- complete a simple symmetric figure with respect to a specific line of symmetry.
- demonstrate an ability to reflect shapes using a mirror line laid on a grid, ensuring accuracy and precision.

Statistics

1. Read and Interpret Pictograms and Bar Charts

- Accurately read data presented in pictograms and bar charts using a key.
- Identify and extract specific data values from single and multiple-bar charts.
- Understand scales and intervals used on axes and apply this understanding to interpret values.

2. Solve Comparison, Sum, and Difference Problems Using Information Presented in Bar Charts

- Compare two or more data sets by finding the difference between values represented.
- Calculate the sum of values shown in a bar chart or pictogram.
- Solve problems requiring comparison (e.g., how many more/fewer?), as well as total and difference, by applying accurate mathematical operations.

3. Interpret Data from Line Graphs

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- Understand and explain the purpose and structure of simple line graphs (e.g. tracking change over time).
- Accurately extract and interpret data points from line graphs.
- Begin to use line graphs to identify trends or patterns (e.g. rising, falling, remaining constant).

4. Draw Simple Line Graphs

- Construct a simple line graph using a set of discrete data (e.g. temperature recorded over several hours).
- Accurately plot data points on a coordinate grid using given scales and intervals.
- Label axes appropriately and draw titles and keys where necessary.
- Connect plotted points correctly to represent changes over time or sequence.

Geometry: Position and Direction

1. Use and Describe Position Using Coordinates

- describe the position of a point using coordinate pairs in the first quadrant (e.g. (3, 4)).
- understand that coordinates are written as (x, y) and recognise the x-axis as horizontal and the y-axis as vertical.
- describe key points or the position of objects precisely on a grid using coordinates.

2. Plot Coordinates in the First Quadrant

- plot given coordinates accurately on a square grid in the first quadrant.
- use a set of coordinates to mark specific points, such as the corners of a shape.
- construct simple 2D shapes by correctly plotting and joining a sequence of coordinates.

3. Draw 2D Shapes on a Grid

- use coordinates to draw regular and irregular 2D shapes (e.g. square, rectangle, triangle) on a 2D grid.
- understand and use geometric vocabulary such as "side," "angle," and "vertices" when constructing and describing shapes.
- identify whether a shape drawn on a grid has been drawn accurately using coordinates.

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	4. Translate Shapes on a Grid - understand translation as a movement of a shape without rotation or resizing. - translate a shape on a square grid by a given amount in a specified direction (e.g. move 3 squares to the right and 2 squares down). - complete a shape translation using a visual grid and describe the destination of each point. 5. Describe Translation on a Grid - describe the movement of a shape from one position to another using mathematical language (e.g. "The shape moved 2 units to the left and 1 unit up"). - compare the original and translated shapes, noting that they are congruent and the same size and orientation. - identify and record the change in position of individual points using coordinates before and after translation.
RE	PSHE
Hindu Dharma – Part Two Pupils will think about: - Describe the Hindu belief in Karma - Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs. - Describe some key events in the life of Gandhi. - Describe how the life of Gandhi shows Hindu beliefs in action - Describe how vibrant British Hindu life is. - Describe examples of where the life of a Hindu can be seen in Britain. - Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching. Knowledge building blocks: Pupils will learn: - Karma - Mahatma Gandhi: a man who devoted his whole life to fighting injustice. Gandhi also followed another important duty to live simply. - Where British Hindu populations live. - In 1945, India was still controlled by Britain and Indian people were considered part of the British Empire. The British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards.	No Way Through Isn't True! Resilience: How do we persevere when we are stuck (Learning Pit) - Endurance Expedition: Thinking about the skills and attitudes needed to meet a challenge - Habits – Help or Hinder? Considering the habits we need to develop or change to reach our goals - Just Keep Swimming: How to persevere and hold onto hope - Dreamers: Dreaming of the future - Changing Me! Key facts about the changes that take place in puberty between 9 – 11 - Reflection and self-evaluation

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•Hindu festivals in Britain (Holi and Diwali) •Hindu weddings	
Music	PE
Main Songs: You Can See It Through The Octopus Slide Connect Musicianship: -Tempo: 114 bpm (Moderato, a moderate pace) -Time Signature: 4/4 (4 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E G A -Improvise Playing: Glockenspiel – C D E/ Recorder – C D E G A (4 levels) Improvising and Composing: -Compose with the Song – 3 notes – D E F	TSC- Striking and Fielding Pupils will be taught to: strike and field in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will begin to consolidate basic strokes (when attacking) and fielders will be able to use spatial awareness and simple fielding techniques with greater control and consistency. Fundamental Movement Skills addressed: Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control, Throwing, Striking, Catching Teacher Led –First 2 weeks sports day practice Rounders (imoves planning) -Field a moving ball and accurately throw underarm - Know what a rounders pitch looks like and able to set one up. Use the correct batting grip and stance to hit a ball and understand why it is important to practise to improve technique. -Choose the correct throwing technique and bowl with accuracy. -Show fair play in a competitive game
French	Computing
	Programming B – Repetition in Games Summer Term 2 ▪ To develop the use of count-controlled loops in a different programming environment ▪ To explain that in programming there are infinite loops and count controlled loops ▪ To develop a design which includes two or more loops which run at the same time ▪ To modify an infinite loop in a given program ▪ To design a project that includes repetition ▪ To create a project that includes repetition
Connected Curriculum	

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Science	
Substantive Knowledge	Disciplinary Knowledge
Investigating Rocks Types of Rocks Igneous Rocks Formed from cooled magma or lava. Appear shiny and can be coarse or fine-grained. Examples: Granite, Basalt. Sedimentary Rocks Formed from particles of other rocks and organic materials. Often have a layered appearance and can contain fossils. Examples: Sandstone, Limestone. Metamorphic Rocks Formed under heat and pressure from other rocks. Can have a banded or foliation structure. Examples: Marble, Slate. Properties of Rocks Texture: Coarse, fine, smooth, rough. Colour: Can vary widely based on minerals. Hardness: Some rocks are very hard (like diamonds), while others (like chalk) are much softer. Porosity: Some rocks can absorb water, while others cannot (like granite). End Points 1. Identify and name different types of rocks. 2. Describe and compare the appearance and properties of various rocks. 3. Explain the uses of certain rocks in everyday life. Changes What are Fossils?	Scientific Skills Observation: Carefully look at rocks to note their texture, colour, and other physical properties. Classification: Group rocks based on identified characteristics. Investigation: Conduct experiments to test the hardness or porosity of different rocks (using a scratch test or water absorption). Inquiry Process Ask Questions: What differences can we see between types of rocks? Collect Data: Gather rock samples and record observations. Analyse Results: Compare findings with peers. Scientific Skills Observation: Students should learn to observe fossils and recognise their types. Categorisation: Students can categorise different fossils based on whether they are body or trace fossils. Model Creation: Encourage students to create a simple model showing the fossilisation process using clay or other materials. Inquiry Skills Questioning: Encourage students to ask questions about fossils, such as "What types of environments are best for fossilisation?" Research: Guide students in conducting research using books and websites to find out more about specific fossils. • British Geological Survey • National Geographic Kids - Rocks and Minerals • Rock Cycle for Kids - Ducksters • BBC Bitesize - What is a Fossil? • National Geographic Kids - Fossils • The Natural History Museum - Fossil Facts • Earth Learning Ideas - The Fossilisation Process

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Definition: Fossils are the remains or traces of plants and animals that existed a long time ago. They can be bones, shells, imprints, or other evidence of past life.

Types of Fossils:

Body Fossils: These are the actual remains of the organism (e.g., bones, shells).

Trace Fossils: These show evidence of the organism's activity (e.g., footprints, burrows).

The Fossilisation Process

Fossilisation is a complex process that involves several steps:

Death: The process begins when an organism dies.

Decay: The soft parts of the organism decay or are eaten by scavengers, leaving only hard parts like bones or shells.

Burial: Over time, sediment such as mud and sand covers the remains. This can happen in rivers, lakes, or oceans.

Pressure: Layers of sediment accumulate over time, and the weight of the layers compresses the buried remains.

Mineral Replacement: Minerals from water can seep into the bones or shells, replacing the original material and turning it into stone.

Erosion and Discovery: Over millions of years, the layers of rock may erode, exposing the fossil for discovery.

Endpoints

1. Describe the stages of fossil formation in simple terms.
2. Identify different types of fossils.
3. Explain why some organisms are more likely to become fossilised than others.
4. Create a model or diagram that illustrates the fossilisation process.

Geography

Substantive Knowledge

Iron Age Hillforts

What is an Iron Age Hillfort?

An Iron Age hillfort is a type of earthwork enclosure used for defence during the Iron Age period in Britain.

Disciplinary Knowledge

Map Interpretation

Learn how to read and interpret maps and aerial images.

Drawing and Planning

Develop skills in creating diagrams and plans of structures

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Why were Hillforts built? Hillforts were constructed to provide protection for communities against potential threats. Features of an Iron Age Hillfort: Ramparts: Defensive walls built on high ground. Ditches: Excavated trenches for added protection. Entrances: Controlled points of access. Settlements: Living areas within the fort. Endpoints 1. Identify Iron Age hillforts on maps and aerial images. 2. Describe the key features of an Iron Age hillfort. 3. Create their own plans of a hillfort, considering its layout and features.		• British Museum – Iron Age Hillforts • Historic England – Hillforts	
Art			
Substantive Knowledge		Disciplinary Knowledge	
Neolithic Patterns Introduction to Neolithic Art The Neolithic period (circa 4000–2000 BC) marked a significant shift in human civilization towards settled farming communities. Purpose of Carvings Neolithic people carved patterns and symbols onto rocks, boulders, panels, and monuments for various purposes, including religious, cultural, or decorative significance. Tools and Techniques Neolithic people likely used simple tools like antler picks, flint chisels, and abrasive sand to carve the rocks. They may have also used charcoal to outline the designs before carving. Styles of Patterns Neolithic carvings often feature geometric patterns, spirals, circles, and abstract motifs. These designs were likely meaningful in their cultural context. Comparison of Carvings Encourage students to compare different examples of Neolithic carvings to identify similarities and differences in patterns, symbols, and motifs. Endpoints 1. Identify and describe patterns and symbols carved by Neolithic people. 2. Compare and contrast patterns and symbols in different Neolithic carvings. 3. Explain the potential tools and methods used by Neolithic people to create carvings.		Similarities in Patterns and Symbols: Many Neolithic rock carvings exhibit similar geometric patterns, suggesting a shared cultural heritage. Spirals and concentric circles are common motifs, possibly representing cycles of life, death, and rebirth. Animal symbols, such as stag and boar, recur in carvings, hinting at connections to the natural world. Differences in Patterns and Symbols: Regional variations in designs exist, reflecting the diverse traditions and artistic styles of different Neolithic communities. Some carvings may feature unique symbols specific to a particular group or location, showcasing individual creativity. Creation of Carvings and Tools Used: Neolithic people likely used stone tools, such as chisels and hammers, to carve patterns into rocks. The carvings were painstakingly created by pecking or incising the surface, demonstrating the skill and patience of the ancient craftsmen. • The British Museum – Neolithic Carvings • Historic England – Rock Art in England	

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Create their own Neolithic-inspired designs on pebbles.	
History	
Substantive Knowledge	Disciplinary Knowledge
Everyday Life in the Stone Age Key Concepts Prehistoric Britain: The Stone Age (approx. 2.5 million years ago to around 3000 BC) is divided into three parts: Palaeolithic: The earliest phase where people were nomadic hunter-gatherers. Mesolithic: The middle phase, where communities began to establish seasonal camps. Neolithic: The later phase, marked by agriculture and the building of permanent structures. Daily Life Food: Stone Age people were hunter-gatherers. They hunted animals (like mammoths, deer, and wild boar) and gathered plants (nuts, berries, seeds, and tubers). Shelter: Early humans lived in caves or temporary structures made from wood, leaves, and animal skins. In the Neolithic period, they began constructing longhouses and roundhouses. Tools and Technology: Tools were made from stone, bone, and wood. Key tools included: Hand axes Flints and scrapers for cutting Needles for sewing Clothing Made from animal skins and plant fibres, clothing was designed for warmth and protection from the elements. Culture and Beliefs Art: Cave paintings, carvings, and portable art (like small sculptures) were common, reflecting early expressions of creativity and possibly religious beliefs. Burial Practices: Individuals were buried with goods, indicating a belief in an afterlife Endpoints 1. Describe the key features of everyday life in the Stone Age.	Skills Development Analysis of Sources: Students will learn to evaluate different sources such as artefacts, cave paintings, and archaeological findings to understand Stone Age life. Comparison and Contrast: Students will explore the differences between the Palaeolithic, Mesolithic, and Neolithic periods. Chronological Understanding: Constructing timelines to show developments in Stone Age Britain. Essential Historical Skills Chronology: Understanding the timeline of the Bronze Age, recognising it as part of a wider historical narrative, including the Stone Age and Iron Age. Source Analysis: Learning to interpret archaeological evidence, such as tools, pottery, and structures, to learn about the past. Comparison: Comparing life in the Bronze Age to present day, identifying continuity and changes in lifestyles, beliefs, and technologies. Sources of Evidence: Archaeology plays a crucial role in understanding Iron Age life. Artefacts like tools, pottery, and remains of houses give us insight into their daily activities and culture. Historical Enquiry: Ask questions about how Iron Age people's lives compare to our lives today. Consider how their environment influenced their daily tasks and social structures. Chronology: Understand the timeline of the Iron Age, which began around 800 BC and lasted until the Roman invasion in AD 43. Place significant events in chronological order. Useful and Reliable Websites: 1. BBC Bitesize - Stone Age 2. The British Museum - Bronze Age 3. Historic UK - Iron Age Britain

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2. Compare the different periods of the Stone Age and their significance.
3. Explain how changes in lifestyle occurred, particularly with the transition to farming.
4. Use a variety of sources to gather information and formulate conclusions about Stone Age communities.

Everyday Life in the Bronze Age

Daily Life

Settlements: People lived in circular houses made from wattle and daub, with thatched roofs. They often built their villages near rivers or fertile land for farming.

Farming: The Bronze Age saw the rise of agriculture. Crops like wheat, barley, and peas were grown. Animals such as cattle, sheep, and pigs were domesticated for food and other resources.

Work: Most people were farmers. Others specialised in crafting tools, pottery, and textiles. Trade was common, especially in goods like tin and copper.

Clothing

Materials: Bronze Age clothing was made from wool and linen. The wool came from sheep, while linen was made from flax plants.

Fashion: Men and women wore tunics (knee-length garments) and cloaks, secured with pins. Wealthier individuals could afford more elaborate clothing.

Accessories: Belts were common, as well as jewellery made from bronze, amber, and gold, which often indicated a person's status.

Culture

Art: The Bronze Age is known for its artwork, including pottery with intricate designs, rock carvings, and metalworks.

Trade: Evidence of trade networks exists, with items like metals, pottery, and decorative goods being exchanged.

Technology: The introduction of bronze (an alloy of copper and tin) improved tool-making and weaponry, affecting everyday life significantly.

Beliefs

Religion: People believed in various gods and nature spirits. Rituals and offerings were common.

Burial Practices: Important individuals were often buried with goods, indicating a belief in an afterlife. Barrows (burial mounds) are significant archaeological sites.

Ceremony: Feasts and community gatherings were essential parts of social life, often linked to agricultural cycles and religious practices.

4. [British Museum - Lindow Man](#)
5. [BBC Bitesize - Lindow Man](#)

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Endpoints

- 1. Describe daily life and social structure in the Bronze Age.
- 2. Identify key developments in technology and trade.
- 3. Discuss clothing, culture, and beliefs of Bronze Age people.
- 4. Use archaeological evidence to make inferences about the past.

Everyday Life in Iron Age Britain

Daily Life

Housing: Iron Age people lived in roundhouses made from wattle and daub (woven wood covered with mud). Some houses had thatched roofs and were often clustered together in settlements.

Food: Their diet included crops like barley, wheat, and oats, as well as fruits, vegetables, and meat from farm animals such as sheep, pigs, and cattle. They also fished in local rivers and gathered wild berries.

Work: Most people were farmers, growing crops and raising animals. Some were craftsmen, making tools, pottery, and textiles. They used a plough for farming and harvested their crops by hand.

Clothing

Materials: Clothing was made from wool and linen. The wool was often dyed bright colours using natural dyes from plants and minerals.

Typical Outfits: Men typically wore tunics, while women wore long dresses. Both genders wore cloaks for warmth, fastened with brooches. Footwear was made from leather or woven grass.

Culture and Beliefs

Religion: Iron Age people believed in many gods and spirits. They thought natural elements like rivers, trees, and stones were sacred.

Rituals and Ceremonies: They held festivals and rituals, including feasts and ceremonies to honour their gods, particularly during harvest time.

Art: Iron Age culture expressed itself through art, including pottery designs and decorative metalwork. They often adorned their tools and weapons with intricate patterns.

Endpoints

- 1. Describe key aspects of daily life in the Iron Age.
- 2. Explain what Iron Age people wore and what materials they used.
- 3. Identify elements of Iron Age culture and beliefs, such as their spiritual practices.
- 4. Use evidence from archaeological findings to support their descriptions of Iron Age life.

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Lindow Man

Timeline of Important Events or Concepts:

c. 2nd Century AD: Lindow Man lived during the Roman Britain period.
1984: Discovery of Lindow Man's remarkably well-preserved body in Lindow Moss in Cheshire.
Forensic Analysis: Scientists use modern techniques to study Lindow Man's remains and determine his cause of death.
Ritual Sacrifice: Theories suggest Lindow Man might have been a victim of ritual sacrifice.

Interesting Facts

Lindow Man's body was so well-preserved that experts could determine his last meal was burnt bread.
Analysis of Lindow Man's remains revealed evidence of a violent death, including a blow to the head.

Endpoints

By the end of this topic, students should be able to:

- 1. Describe who Lindow Man was and when he lived.
- 2. Explain how Lindow Man was discovered and the significance of his preservation.

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