

GEMS Curriculum Plan – Year 4

Vision & Values



Helping our children to THRIVE with PRIDE & DRIVE

Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

Diversity

Reading

Inclusion

Vocabulary

Engagement

Curriculum Implementation (rationale):

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English - Reading

Word reading

- To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

To develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

To understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

To retrieve and record information from non-fiction

To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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Texts & Genres					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greek Myths & Legends Spooky Poetry Spells by Emily Gravett	Harry Potter by J K Rowling	Thorfin The Viking By David Macphail	Iron Man by Ted Hughes Narrative Poetry – Chocolate by Michael Rosen	Bee & Me by Alison Jay	Cliff Hanger by Jacqueline Wilson
Myths & Legends Poetry	Narrative – Fantasy	Adventure Story	Narrative – classic fiction Narrative Poetry	Picture Book	Narrative
English - Writing					
Transcription	Handwriting	Composition	Vocabulary, grammar & Punctuation		
<ul style="list-style-type: none"> To use further prefixes and suffixes and understand how to add them. To spell further homophones. To spell words that are often misspelt. To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. To use the first 2 or 3 letters of a word to check its spelling in a dictionary. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>To plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas <p>To draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. organising paragraphs around a theme. in narratives, creating settings, characters and plot. 	<p>To develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4. 		

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		<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>To evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>To proofread for spelling and punctuation errors</p> <p>To read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>To indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>To use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p>
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Spoken Language

- To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
- To follow complex directions/multi-step instructions without the need for repetition
- To generate relevant questions to ask a specific speaker/audience in response to what has been said.
- To regularly offer answers that are supported with justifiable reasoning.

Maths

Autumn	Spring	Summer
Number: Place Value	Number: Multiplication and division	Number: decimals
Numbers to 1,000 100s, 10s and 1s Number line to 1,000 Round to the nearest 10	11 and 12 times table Multiply 3 numbers Factor pairs Efficient multiplication	Bonds to 10 and 100 Make a whole Write decimals Compare decimals

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<p>Round to the nearest 100 Count in 1000s Represent numbers to 10,000 1000s, 100s 10s and 1s Partitioning The number line to 10,000 Find 1, 10, 100 more or less 1,000 more or less Compare 4 digit numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers Roman numerals</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>Add and subtract 1s, 10s, 100s and 1000s Add two 3 digit numbers – not crossing 10 or 100 Add two 4 digit numbers – no exchange Add two 3 digit numbers – crossing 10 or 100 Add two 4 digit numbers – one exchange Add two 4 digit numbers – more than one exchange Subtract a 3 digit number from a 3 digit number – no exchange Subtract two 4 digit numbers – no exchange Subtract a 3 digit number from a 3 digit number – exchange Subtract two 4 digit numbers – one exchange Subtract two 4 digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies</p> <p style="text-align: center;">Measurement: Length and perimeter</p> <p>Equivalent lengths – m and cm</p>	<p>Written methods Multiply 2 digit by 1 digit Multiply 3 digit by 1 digit Divide 2 digit by 1 digit Divide 3 digit by 1 digit Correspondence problems</p> <p style="text-align: center;">Measurement: Area</p> <p>What is area? Counting squares Making shapes Comparing area</p> <p style="text-align: center;">Number: Fractions & Decimals</p> <p>Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem solving – calculate quantities Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid</p>	<p>Order decimals Round decimals Halves and quarters</p> <p style="text-align: center;">Measurement: Money</p> <p>Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Working with money Four operations</p> <p style="text-align: center;">Measurement: Time</p> <p>Telling the time to 5 minutes Telling the time to the minute Using a.m and p.m 24 hour clock Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour</p> <p style="text-align: center;">Statistics</p> <p>Interpret charts Comparison, sum and difference Introducing line graphs Line graphs</p>
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<p>Equivalent lengths – mm and cm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes</p> <p style="text-align: center;">Number: Multiplication and Division</p> <p>Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times tables Multiply and divide by 6 6 times tables and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts</p>	<p>Tenths on a number line Divide 1 digit by 10 Divide 2 digit by 10 Hundredths Hundredths as decimals Hundredths on a place value grid</p>	<p>Geometry: Properties of Shape and Position & Direction.</p> <p>Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2D shapes Triangles Quadrilaterals Symmetry Horizontal and vertical Lines of symmetry Complete a symmetric figure Describe position Draw on a grid Move on a grid Describe movement on a grid</p>
<p style="text-align: center;">Vocabulary</p> <p>units, ones tens, hundreds, thousands ten thousand, hundred thousand, million digit, one digit, two digit, three digit, numeral, ‘teens’ number, place, place value, stands for, represents, exchange, the same number as, as many as, equal to, greater than, bigger than, more than, larger than, less than, fewer than, smaller than, greater, most, largest, biggest, least, fewest, smallest, compare, order, size, last,</p>	<p>Lots of, groups of, times, multiplication, multiply, multiplied by, multiple of, product, times, repeated addition, array, row, column, double, halve, share, equally, groups, divide, division, divided by, divided into, divisible by, remainder, factor, quotient, inverse</p>	<p>Part, equal parts, fraction, one whole, half, quarter, eighth, third, sixth, fifth, tenth, twentieth, proportion, in every, for every, decimal, decimal fraction, decimal point, decimal place, divide, division, share, numerator, denominator, unit fraction, non-unit fraction, proper fraction, improper fraction, equivalent fractions, mixed fraction, number sequence, quantity</p>

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<p>before, after, next, between, halfway between, guess how many, estimate, nearly, roughly, close to, about the same as, approximate, approximately, just over, just under, exact, exactly, round up, nearest, round down, integer, positive, negative, above, below, zero, minus</p> <p>Add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many more, subtract, subtraction, take away, minus, decrease, leave, how many left, difference, half, halve, how many fewer, how much more/less, same as, equal, sign, tens boundary, hundreds boundary, inverse</p> <p>Measure, measurement, size, compare, unit, standard unit, metric unit, imperial unit, measuring scale, distance, edge, perimeter, rectangle, square, edge, outside, millimetres, centimetres, metres, kilometres, ruler, equivalent, add, subtract</p> <p>Lots of, groups of, times, multiplication, multiply, multiplied by, multiple of, product, times, repeated addition, array, row, column, double, halve, share, equally, groups, divide, division, divided by, divided into, divisible by, remainder, factor, quotient, inverse</p>	<p>Area, surface, cover, square centimetre, shape, quadrilateral, length, width, millimetres, centimetres, kilometres</p> <p>Part, equal parts, fraction, one whole, half, quarter, eighth, third, sixth, fifth, tenth, twentieth, proportion, in every, for every, decimal, decimal fraction, decimal point, decimal place, divide, division, share, numerator, denominator, unit fraction, non-unit fraction, proper fraction, improper fraction, equivalent fractions, mixed fraction, number sequence, quantity</p>	<p>Money, coin, note, penny, pence, pound, price, cost, buy, bought, sell, sold, spend, spent, pay, change, dear, costs more, most expensive, cheap, costs less, cheaper, least expensive, how much, how many, total, amount, value, worth, decimal, decimal fraction, decimal point, decimal place, place value</p> <p>time, days of the week, months of the year, seasons, day, week, fortnight, month, year, leap year, century, millennium, weekend, birthday, holiday, calendar, date, date of birth, morning, afternoon, evening, night, am, pm, noon, midnight, today, yesterday, tomorrow, before, after, next, last, now soon, early, late, earliest, latest, quick, quicker, quickest quickly, fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, takes longer, takes less time, how long ago, how long will it be, timetable, arrive, depart, hour, minute, second, o'clock, half past, quarter past, quarter to, clock, watch, hands, dialogue, analogue, timer, never, always, sometimes, usually, often</p> <p>Graph, represent, group, list, label, title, axis, axes, diagram, time, total, line, interpret, how many, how many more, how many less, information, representation</p> <p>Shape, pattern, flat, line, round, hollow, solid, corner, point, pointed, fact, side, edge, end, make, build, construct, draw, sketch, net, surface, angle, right angle, base, square based, vertex, vertices, layer, diagram, regular, irregular, concave, convex, open, close, 2D, 2 dimensional, grid, movement, position, direction</p>
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Topic Themes

Theme	Ancient Greece	Anglo Saxons	Vikings		Greece	Mountains
Experiences	Mini Olympics	Sorting Hat & Quiddich	Viking Visitor	RE place of worship	Greek Fiesta Food Tasting & Dancing	Mountain Climb

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RE					
Jesus the Son of God Christmas - Light	The Church	Easter – betrayal & Trust.	Hinduism	Prayer	God, David and the Psalms
<ul style="list-style-type: none"> • know and be able to retell the stories of Jesus covered in this unit; • begin to be able to make the connection between the Bible stories and Christian belief; • be able to show understanding of Christian beliefs and sources. • be able to make links between values and behaviour; • be able to ask important questions about religious belief; • begin to be able to apply their own opinions to a situation while giving recognition to the opinions of others. • know that the nativity story is recorded in the Gospels of Matthew and Luke and be able to retell the stories; 	<ul style="list-style-type: none"> • be able to use religious language to name parts of the Church building; • be able to make links between Bible stories and the church building/contents; • be able to describe how the use of the Church building reflects Christian belief; • know some of the similarities and differences between Anglican, Methodist and Catholic Church buildings; • know some of the similarities and differences between Anglican, Methodist and Catholic traditions. • ask important questions about religions and beliefs; • be able to link their own values and behaviour. 	<ul style="list-style-type: none"> • be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story; • know the finer details of the Easter Story; • be using a developing religious vocabulary; • be able to talk about the importance of forgiveness in Christianity. • be able to describe what they think is the deeper meaning of the value of trust; • be able to ask good questions about values and commitments; • be able to tell /describe/explain what they could learn from the behaviour of Peter, Judas and the women. 	<p>SACRED BOOKS & STORY</p> <ul style="list-style-type: none"> • Stories of Rama’s exile and return • Childhood of Krishna • Stories about other forms of God: Lakshmi, Saraswati, Shiva, Ganesh, Hanuman, Vishnu <p>WORSHIP & CELEBRATION</p> <ul style="list-style-type: none"> • Puja at home and in the temple; the shrine, arti • Images of the Gods and their role – aspects of Brahman • Festivals: • Birthdays of Rama and Krishna • Divali • Raksha Bandhan • Pilgrimages in India, Banares, Gangotri <p>C. FAMILY & COMMUNITY</p> <ul style="list-style-type: none"> • Importance of the family: • Loyalty between husband and wife • Loyalty between brothers and sisters – giving of rakhis • Raksha Bandhan 	<ul style="list-style-type: none"> • be able to talk about and describe prayer as the way in which Christians build a relationship with God; • begin to show understanding of the purpose, place and content of prayer in the life of a Christian; • be able to describe the Christian beliefs revealed in traditional prayers. • talk about their own experiences of prayer; • describe how prayer is linked to commitment; • ask thoughtful questions about prayer. 	<ul style="list-style-type: none"> • know and be able to retell stories about David; • connect Christian values and beliefs to events and teaching in the Bible ; • know what they consider to be the qualities of good friendship; • show understanding of how the imagery of the psalms reveals Christian beliefs about the nature of God; • be able to describe the impact of faith on people’s lives. • be able to identify values they think are important; • give an opinion about the values and commitment of others in the light of their own.

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<ul style="list-style-type: none"> • be able to talk about the purpose of the two gospel writers; • identify the connection between beliefs and stories; • highlight similarities and differences between different Christian denominations; • describe the impact the two stories have on the way in which Christians celebrate Christmas; • describe the Christian beliefs revealed in the nativity story. • ask important questions about religions and beliefs; • identify their own values in the light of their responses to Herod’s actions. 			<ul style="list-style-type: none"> • Extended family relationships: • Cousin – brothers, cousin – sisters, respect of grandparents living with family • Cycle of life – marking and celebrating of key events: • Birth of a baby, initiation • Marriage • Death • Hindu saints and Gurus: Mahatma and Gandhi • Sathya Sai Baba 		
<p>Son of God, authority, miracle, Sabbath/Shabbat and Pharisees Saviour, Messiah, Gospel, Matthew, Luke, Nativity, Herod, incarnation and salvation.</p>	<p>Hindu, Brahma, Vishnu, Shiva, Sarawati, Lakshmi, Shakti, Parvati, Ganesha, Hanuman, deities, moksha, dharma, reincarnation, soul (atman) trut mandir, statues, worship, beliefs, offerings, pandit, priest, murti, aarti,</p>	<p>Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane, Jerusalem</p>	<p>Hindu, Brahma, Vishnu, Shiva, Sarawati, Lakshmi, Shakti, Parvati, Ganesha, Hanuman, deities, moksha, dharma, reincarnation, soul (atman) trut mandir, statues, worship, beliefs, offerings, pandit, priest,</p>	<p>Christian, Christianity, belief, Pray, prayer and collect</p>	<p>Samuel, David, Jonathan, Saul, Goliath, inspiration and Psalm</p>

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	flame, Aum, Vedas Diwali, Holi, Navaratri, Rama, Sita, Ravana, Diva, diva lamps, Durga, Krishna,		murti, aarti, flame, Aum, Vedas Diwali, Holi, Navaratri, Rama, Sita, Ravana, Diva, diva lamps, Durga, Krishna,		
PHSE (Jigsaw)					
Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
I understand who is in my school community, the roles they play and how I fit in I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
Reward Consequence Role Job description School Community Rights Responsibilities Democracy Decisions	Character Assumption Judgement Different Accept Influence Appearance Opinion Attitude	Dream Hope Goal Feeling Determination Perseverance Resilience Self-belief Motivation Commitment	Friendship groups Roles Leader Follower Assertive Agree / disagree Emotions Healthy Relationships Friendship groups Value	Relationship Close Distant Contribute Mutual benefit Belonging Caring Souvenir Memento Memorial Loss Memories Special Remember	Personal Unique Characteristics Parents Circle Seasons Change Control Acceptance Excited Nervous Anxious Happy
Science					
States of Matter	Living Things & Their Habitats	Sounds	Forces & Magnets	Electricity	
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating 	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 	<ul style="list-style-type: none"> 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 	

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<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>sometimes pose dangers to living things</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise 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
<p>Solid, liquid, gas, states, properties, water cycle, evaporation, condensation, precipitation, temperature, thermometer, melt, freeze, solidify, reversible change, water vapour</p>	<p>Environment, habitat, endangered, similarities, differences, grouped, classify, venn diagram, carol diagram, species</p>	<p>Sound, vibrate, vibrations, pitch, loudness, sound wave, distance, volume, fainter, louder, increase, decrease</p>	<p>Magnet, magnetic, attract, repel, poles, force, materials, friction, surface, grip, tension, heat energy</p>	<p>Electricity, electrical circuit, current, cell, battery, switch, buzzer, wires symbol, conductor, insulator, metal</p>
D&T				
Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to 	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits] 	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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exploded diagrams, prototypes, pattern pieces and computer-aided design	their functional properties and aesthetic qualities		incorporating switches, bulbs, buzzers and motors] <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 	
History				
Knowledge of People and Events		Historical Concepts		Enquiry & Interpretation
<ul style="list-style-type: none"> • To know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind 		<ul style="list-style-type: none"> • To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 		<ul style="list-style-type: none"> • To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Autumn		Spring		Summer
Ancient Greece	Anglo Saxons	Vikings		
Pupils will be taught to: <ul style="list-style-type: none"> • place features of historical events and people from the past societies and periods in a chronological framework • summarise aspects of daily Ancient Greek life and investigate how 	Pupils will be taught to: <ul style="list-style-type: none"> • identify who the Anglo-Saxons were and where they came from • identify reasons why people move to new places • identify the location of Anglo-Saxon settlements 	Pupils will be taught to: <ul style="list-style-type: none"> • place features of historical events and people from the past societies and periods in a chronological framework • summarise aspects of Viking daily life and investigate how they relate to modern day • understand the Viking struggle for the Kingdom of England to the time of Edward the Confessor • understand historical concepts such as; continuity and change, cause and consequence, similarity, difference and significance • use different methods of historical enquiry 		

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<p>they relate to modern day</p> <ul style="list-style-type: none">• summarise how Britain may have learnt from other countries and civilizations (historically and more recently)• understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped• identify and explain differences, similarities and changes between different periods of history• learn, and retell as part of a group, an Ancient Greek Myth • understand the British Value of democracy and how this is a direct influence of the Ancient Greeks• recognise the morals and values in Greek myths and legends; developing my empathy and respect for others	<ul style="list-style-type: none">• identify that area boundaries have changed over time• know where and how the Anglo-Saxons lived• understand the Anglo-Saxon religion and beliefs• know beliefs have changed over time• identify features of a particular religion• use a range of sources to solve the mystery of Sutton Hoo• describe Anglo-Saxon defence• read and create Anglo-Saxon runes• I know that communication has developed over time	<ul style="list-style-type: none">• know how Britain has influenced and been influenced by the wider world	
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<p>Greek, civilization, chronology, ancient, artefacts, lifestyle, democracy, Olympics, religious beliefs, worship, evidence, source, fact, opinion, social, political, technological, cultural, characteristics, society, myth, legend, moral</p>	<p>Anglo Saxon, settlers, Kingdom, Pagan, religious beliefs, Christianity, Hillfort, Sutton Hoo, Runes, evidence, source, fact, opinion, social, political, technological, cultural, characteristics, society,</p>	<p>Vikings, Scandinavia, Denmark, Norway, Sweden, raid, pillage, longship, monastery, Lindisfarne, artefact, source of evidence, fact, opinion, social, political, technological, cultural, characteristics, society, lifestyle, similarities, differences</p>	
Geography			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> To 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 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of 	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes human geography, including: types of settlement and land use. 	<ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.
Autumn	Spring		Summer
		Greece	Mountains
		<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> explain that continents are groups of countries identify some countries in Europe 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> carry out research to discover features of villages, towns or cities. plan a journey to a place in England.

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		<ul style="list-style-type: none"> • use an atlas to find the names of countries and cities • describe important physical features of Greece • describe the climate of Greece • explain the human geography of Greece • explain what planning is needed for a trip abroad • identify similarities and differences between the human geography of Greece and where I live; 	<ul style="list-style-type: none"> • collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • explain why people may be attracted to live in cities. • explain why people may choose to live in one place rather than another. • locate the Tropic of Cancer and Tropic of Capricorn. • explain the difference between the British Isles, Great Britain and the United Kingdom. • know the countries that make up the European Union. • find at least six cities in the UK on a map. • name and locate some of the main islands that surround the United Kingdom • name the areas of origin of the main ethnic groups in the United Kingdom and in our school.
		<p align="center">Greece, Europe, Athens, population, climate,</p>	<p align="center">United Kingdom, Europe, windfall, temperature, wind</p>

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				Mediterranean, island, mountain, Mount Olympus, coastline, tourism, Colossus of Rhodes, Parthenon, Acropolis, lifestyle, traditions, religion, Greek Orthodox	speed, mountain, mountainous, climate, measure, record, Tropic of Cancer, Tropic of Capricorn, locate, map, range, peak, height
Art & Design					
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					
Greek Gods and Goddesses Make Greek Vase Greek Mosaic	Design a habitat for a Mythical creature – related to J K Rowling Fantastic Beasts	Make a Viking shield & longboat	Hindu Art	British Artists	Flowers Georgia O’Keeffe
Music					
Perform and Compose			Listen and Understand		
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments, (clarinet) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 			<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, (Mexican) and from great composers and musicians develop an understanding of the history of music 		

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Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind & Replay
<p>To understand the structure of songs.</p> <p>To understand the historical context of musical styles – 70s & 80s music.</p> <p>To analyse performance.</p>	<p>To introduce the language of music, theory and composition.</p>	<p>To learn ‘Stop’ (a song about bullying) along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments.</p>	<p>To understand Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir.</p> <p>To analyse performance.</p>	<p>To understand the history and development of popular music.</p> <p>To understand the historical context of musical styles - civil rights.</p>	<p>To consolidate the learning that has occurred during the year.</p> <p>To understand the context for the History of Music and the beginnings of the Language of Music.</p>
pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, Gospel, compose, composers, musicians, instruments, performance					
P.E. (REAL PE)					
personal	social	cognitive	creative	physical	health & fitness
<ul style="list-style-type: none"> I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 	<ul style="list-style-type: none"> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. 	<ul style="list-style-type: none"> I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. 	<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. 	<ul style="list-style-type: none"> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow 	<ul style="list-style-type: none"> I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

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		<ul style="list-style-type: none"> I can use my awareness of space and others to make good decisions. 			
MfL					
Listen		Speak		Understand	
listen attentively to spoken language and show understanding by joining in and responding		<ul style="list-style-type: none"> 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 speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences describe people, places, things and actions orally and in writing 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	