



# Year Four

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# Our Vision

Together we love learning and  
work as a team

# Our Mission

**Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.**

**The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.**

**Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.**

**We thrive at Stanah because we come to school everyday!**

# Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

# Global Learning Themes

Global Learning  
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning  
Theme

Conflict Resolution



Global Learning  
Theme

Diversity



Global Learning  
Theme

Equal Rights



Global Learning  
Theme

Sustainability



## Year 4 Curriculum

Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	India		Escape to Narnia!		Ancient Egypt				The Romans		La Italia!	
Lead Subject	Geography		English		History				History		Music	
Reading Genre	Adventure	Poetry with Imagery	Creative Fortnight	Fantasy	Novels with Issues and Dilemmas		Information Texts		Mystery	Discussion	Non-fiction	Music
Key Text	When the Mountains Roared, by Jess Butterworth	Poems with figurative language		The Lion, the Witch and the Wardrobe, by C.S. Lewis (extracts/clips)	The Time Travelling Cat and the Egyptian Princess, by Julia Jarman	A selection of playscripts.	A selection of non-fiction texts for research.	Japanese Haikus	Beyond the Roman Wall by Tanya Landman	A selection of balanced texts.	A selection of information texts.	Vivaldi's Four Seasons/ Poetry about the Seasons
Writing Genre	Narrative	Poetry		Description	Narrative	Playscripts	Explanation/ Information Hybrid	Poetry	Narrative	Discussion	Information	Description
Outcome	To write a diary entry.	To write a figurative poem.		To write a dual setting description, showing a transition.	To write a section of a story.	W4P: To write a short scene playscript based on a dilemma.	To write an information text of a Museum Gallery.	W4P: To write a Haiku poem	To create a section of a mystery story combining action, description and dialogue.	To write a balanced argument based on a Roman issue.	To write a persuasive travel brochure	To write a figurative description of a Season.
Science	Living things and their habitat/ danger to habitat/ Food chains			States of Matter (linked to the water cycle)		Teeth and Digestion (Egyptian diets and artefacts)		Electricity (comparison of then and now)		Sound (through study of Vivaldi)		
History				The achievements of ancient civilisations				The Roman Empire and its impact on Britain				
Geography	Physical study of mountains "Himalayas". Human study of India/ Environments change and can pose dangers to living things.			Describe and understand key aspects of rivers and the water cycle. (River Nile)						Understand similarities and differences between UK and European country		
Art	Formal elements: line, colour, shape, tone, texture, pattern, and form Learn about art from different cultures and paint with greater detail and precision.		Art created to accompany Creative Writing fortnight	Printing: create prints using repeated patterns Painting: Experimenting with different media such as ink and watercolours		Craft: Explore weaving and jewellery making		Drawing: Learn different styles of drawing such as caricatures and portrait / still life. Using detail and shading to represent form. Revise 3D shapes and effects		Sculpture and collage: Model in 3D using a variety of materials and use collage techniques		
DT			Design and Construction: Creating a festive light with an electronic component.			Make Construction: Design, build and test an Egyptian Shaduf Water Device.				Food and nutrition: Use knowledge of seasonality and locality to design and make a pizza.		
Computing	Computing systems and networks – The internet			Creating media – audio production		Data and information – flat file databases		Programming A – repetition in shapes Programming B – repetition in games				
Music	Mamma Mia		Glockenspiel Stage 2	Stop!		Lean On Me		Blackbird		Reflect, Rewind, Replay		
PSHE	Keeping/Staying Safe Staying Safe (5-8 unit) (Caring)		Feelings and Emotions Jealousy	Computer Safety – Online Bullying World Without Judgement – Breaking Down Barriers Ambitious		Keeping/Staying Healthy Healthy Living (Adaptable)		Growing and Changing Appropriate Touch (Relationships) (Respectful)		Being Responsible – Looking out for other The Working World – Chores at home(Ambitious)		
Spanish	Phonetics 2 and The Classroom (Intermediate Teaching Unit)		At the Café (Intermediate Teaching Unit)	My Home (Intermediate Teaching Unit)				Clothes (Intermediate Teaching Unit)		Goldilocks (Intermediate Teaching Unit)		
PE	Invasion Games Orienteering		Dance Gymnastics	Gymnastics		Invasion Games		Athletics		Striking and Fielding		
RE	Hindu Dharma		Christianity: God	Christianity: Jesus		Christianity: Church		Sikhism		Islam		

# Year 4 Long-Term plan

### Key to Global Learning Themes:

Conflict Resolution

Diversity

Equal Rights

Sustainability

# Reading in Year Four

At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long reader's. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 4 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.

During the year, our Year 4 pupils will read and study the following texts as a whole class:

- When the Mountains Roared
- The Lion, the Witch and the Wardrobe
- A range of Egyptian information texts
- The Time Travelling Cat and the Egyptian Princess
- The Code of Romulus



Year 4: 50 Recommend Reads <https://www.booksfortopics.com/booklists/recommended-reads/year-4/>

## Reading



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# Writing in Year Four

Writing



Year 4 Curriculum												
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## Key Knowledge:

- A fronted adverbial is a subordinate clause used in front of a main clause to form a complex sentence.
- Adverbials can be used to convey time, place, manner, frequency and number.
- As writers, we can use many descriptive techniques to create characters and settings within narrative.



# Talk for Writing at Stanah

Writing



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At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

**Imitation** ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.  
P.  
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.



# Science at Stanah

Science



## Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask ‘What if?’ questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities

**OUTSTANDING**



# Working Scientifically



## Asking questions

Asking questions that can be answered using a scientific enquiry.



## Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



## Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



## Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



## Recording data

Using tables, drawings and other means to note observations and measurements.



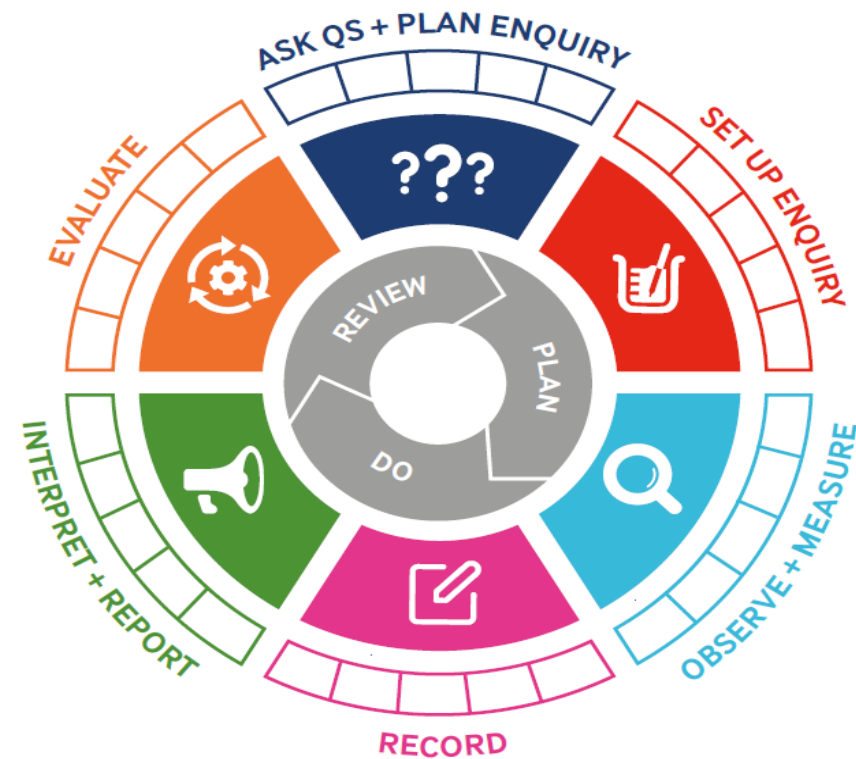
## Interpreting and communicating results

Using information from the data to say what you found out.



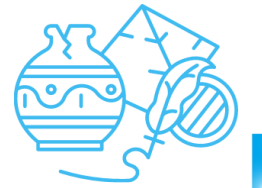
## Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



# History Substantive Concepts

Historical  
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology  
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





## History in Year 4

Historical  
Concepts



Concept progression	Year 3	Year 4	Year 5	Year 6
Invasion		The Romans	Invasion!	World War 2
Civilisation	Stone Age	Ancient Egypt	Journey to Baghdad	
Settlement	Stone Age	The Romans	Invasion!	

NC	Chronology Vocabulary
<p>The Roman Empire and its impact on Britain.</p> <p>A study of the achievements of earliest civilisations.</p>	<p>decade, century, before, during, after, ...<sup>th</sup> century, recent, present, Middle Ages, medieval, time difference, continuity, change, two thousand years, many hundreds of years, chronologically, thousands of years</p>

# Outdoor Education



## Exploring and Experimenting

- Mini beast hunt
- Orienteering
- Finding different states of matter
- Evaporation and condensation
- Create a bug hotel

## Personal and Social Development

- Movie making – adverts
- Playground games
- Stories around the fire pit

## Academic Achievement

- Identifying minibeasts
- Investigating angles
- Performance poetry
- Investigating how sound travels

## Good Health and Wellbeing

- Healthy lifestyles – science
- Treasure hunt for teeth
  - 'Golden Mile'
- Maypole dancing

## Environmental Responsibility

- Litter picking
- Exploring habitats - preservation

## Enrichment



<u>Term</u>	<u>Enrichment Opportunities</u>
<u>Autumn One</u> India	Rossall – Food tech – Indian dish Making connections with a school in India
<u>Autumn Two</u> Escape to Narnia	Carol Service Author visit Library visit
<u>Spring One</u> Ancient Egypt	Archaeologist Dig
<u>Spring Two</u> Ancient Egypt	Bolton Museum trip Millfield – Science Egyptian day
<u>Summer One</u> Romans	Roman Day
<u>Summer Two</u> La Italia	Pizza making Making connections with school in Italy