

# Forest Lodge Academy Curriculum Map LTP Year 4 22/23 ● ● ●

	Autumn		Spring		Summer	
Time allocation	7 Weeks – Sep-Oct	8 Weeks – Oct-Dec	5 Weeks Jan-Feb	6 Weeks Mar-Apr	Weeks Apr-May	Weeks Jun-Jul
Theme	London	A Bump in the Night	Romans	Amazing Animals	Egyptians	Listen Up!
Class Visit/ Visitor	Message from an artist who is skilled in the particular area that we will cover in this topic.		Cinema trip to watch Horrible Histories: Rotten Romans to enable children to build a baseline knowledge of the topic. Dentist science visitor	Zoolab Workshop of identifying rainforest animals and how we can help to maintain the rainforests.	Trip to New Walk Museum to explore the Egyptians exhibition	Visiting Musician
‘Hook / Wow’	Children will visit a village, town and a city in the sensory room.	Children will take part in a spooky escape room inside the sensory room. They will be encouraged to take part in problem solving activities in order to crack the code and escape the creepy lair.	Children will be given pictures of Roman settlements with no explanation and will be prompted to discuss their thoughts.	Children will receive a letter from a tribe in the rainforest who need their help to find out why their homes in the rainforest are being destroyed (Intro to Deforestation)	Visit to New Walk Museum to explore the Egyptians exhibition and generate writing ideas	Musician to visit school and play for the kids – Q&A
End of theme celebration	Children will be attending an afternoon tea, in which we will discuss learning that has taken place and children will present their own interpretations of moments from our class books (dramatic performances).	This topic will be followed by a short Christmas themed topic, which will take place during the final week of term. We will bridge the gap between spooky and festive by studying ‘A Christmas Carol’.	Children will be divided into two teams (Celts and Romans) and encouraged to compete in a capture the flag style invasion game that resembles a battle. Roman banquet.	Children will be invited to an exotic food festival in which they will sample many tasty South American treats.	Parent event to showcase children’s writing and artwork from throughout the topic.	Year group Disco
Book Study	The London Eye Mystery	The Creakers	Thieves of Ostia	The Great Kapok Tree	The Lost Thing Marcy and the Riddle of the Sphinx	The Secret of Black rock
Speaking and Listening	I ask questions to clarify or develop my understanding. I show that I know that language choices vary, in different context. I justify an answer by giving evidence.		I use Standard English when it is required. I show that I know that language choices vary in different contexts. I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.		I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. I adapt what I am saying to the needs of the listener or audience (increasingly).	
Reading	Guided Reading focus on: Fluency Pronouns Wondering and Asking Questions Making Predictions	Guided Reading focus on: Summary Gist Reading with Expression Background Knowledge Skimming and Scanning	Guided Reading focus on: Making predictions Visualising Skimming and scanning Working memory	Guided Reading focus on: Making predictions Visualising Skimming and scanning Working memory	Guided Reading focus on: Making Links Themes Genres	Guided Reading focus on: Recap all skills taught so far this year.
Writing	To Recount – Newspaper article To Inform – Character Fact Files To describe – Character/Setting Description To persuade – Letter	Narrative – Setting descriptions and retell To instruct – Creaker Trap To inform – Creaker fact file To recount – diary entries	Narrative – short suspense stories To Recount – diary entries To inform/explain - newspaper/reports (Science week)	Inform – Rainforest animal Debate/Persuade – Deforestation, positive and negatives To Inform/Persuade – Newspaper and letter about deforestation	Inform – Egyptian sphinx fact files Narrative – Missing Chapters Instructions – How to mummify a body	To recount – Retell Narrative – Character Descriptions Narrative – Setting Description
Grammar	Nouns and pronouns Expanded noun phrases (expanding before the noun) Demarcation Co-ordinating Conjunctions	Fronted Adverbials Adverbs for Place, time and manner Commas Proofreading and editing	Apostrophe for possession and omission Speech Marks Subordinate Clauses	Articles – A and An Determiners Pronouns Paragraphs	Recap of all previous skills	Recap of all previous skills

		Making improvements for consistency Prepositions	Expanded Noun phrase (expanding before and after the noun)			
<b>Spelling</b>	All my sentences are correctly demarcated. Spelling Shed; Homophones and Prefixes (eg. In-, Ir-, Il-, Sub-, Inter-)	I use the first two or three letters of a word to check its spelling in a dictionary. Spelling Shed – Suffixes (eg –ly and –ation)	I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian)	I use plural ‘s’ and possessive ‘s’ correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.)	I recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) I spell identified commonly misspelt words from the Year 3 and 4 word list.	I recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) I spell identified commonly misspelt words from the Year 3 and 4 word list.
<b>Handwriting</b>	I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x		I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Master elements taught earlier in the year.	
<b>Maths</b>	<u>Place Value and Number</u> <ul style="list-style-type: none"> <li>- Place Value up to 10000</li> <li>- Counting in Multiples of 25, 50, 100 and 1000</li> <li>- Estimating</li> <li>- Roman Numerals</li> <li>- Negative Numbers</li> <li>- Rounding and Approximation</li> </ul>	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> <li>- Mental Strategies</li> <li>- Written Methods for Addition</li> <li>- Written Methods for Subtraction</li> <li>- Using estimation to solve problems</li> <li>- Solving Multistep Problems</li> </ul> <u>Multiplication and Division</u> <ul style="list-style-type: none"> <li>- Counting in multiples of; 3, 4, 6, 7, 8, 9, 11 and 12s.</li> <li>- Short Multiplication</li> <li>- Sharing and Grouping</li> <li>- Solving problems using Multiplication and Division (incl. Scaling)</li> <li>- Area</li> </ul>	<u>Multiplication and Division</u> <ul style="list-style-type: none"> <li>- Multiplying by 0, 1, 10 and 100</li> <li>- Dividing by 0, 1, 10 and 100</li> </ul> <u>Fractions and Decimals</u> <ul style="list-style-type: none"> <li>- Dividing and Multiplying by 10 and 100 crossing the boundary into tenths and hundredths</li> <li>- Order numbers with either one decimal or two decimal places</li> <li>- Rounding numbers with one decimal place to the nearest whole number</li> <li>- Equivalent fractions</li> <li>- Finding decimals of equivalent fractions</li> </ul>	<u>Fractions and Decimals</u> <ul style="list-style-type: none"> <li>- Counting up and down in hundredths</li> <li>- Fractions to divide quantities (finding fractions of amounts)</li> <li>- Adding and subtracting fractions with the same denominator</li> </ul> <u>Time</u> <ul style="list-style-type: none"> <li>- Read, write and represent time to the nearest minute</li> <li>- Convert time between analogue and digital clocks</li> <li>- Convert time between 12 and 24 hour times</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>- Identify lines of symmetry in 2D shapes</li> <li>- Identify and classify triangles, quadrilaterals and geometric shapes</li> <li>- Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</li> <li>- Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <u>Measurement</u> <ul style="list-style-type: none"> <li>- Convert between different units of measure</li> <li>- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>- Find the area of rectilinear shapes by counting squares</li> <li>- Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>	<u>Position &amp; Direction</u> <ul style="list-style-type: none"> <li>- Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>- Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>- Plot specified points and draw sides to complete a given polygon.</li> </ul> <u>Statistics</u> <ul style="list-style-type: none"> <li>- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
<b>Science</b>	<u>Electricity</u> Identification – Name appliances that require electricity to function. Name components in a circuit, draw and construct a series circuit. Predictions – Will a lamp light within a circuit. Fair Testing – Differences between	<u>States of Matter</u> Grouping – Solid, liquid or Gas Measuring – Temperature of State Changes Observations – Evaporation and Condensation Predictions – Experiment Answering Scientific Questions Enquiry skills to explore questions –	<u>Animals including humans</u> Identification – Simple part of the Digestive system and their function, different human teeth and their function, producers, predators and prey from food chains Construct and interpret a variety of food chains	<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	<u>Working Scientifically</u> Objectives from asking questions, measuring and recording, concluding and evaluating.	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear

	conductor and insulator (Makey Makey test). Reporting Findings – Fair Test results powerpoint. (Moved to autumn 2)	Are liquids all runny? Fair Test – Understanding Variables Using Equipment – Thermometer and Data Logger	Gather, record and classify in different ways to answer scientific questions Ask relevant questions Identify differences, similarities and changes related to an enquiry	Recognise that environments can change and that this can sometimes pose dangers to living things  <u>Science week</u> Working scientifically skills – each class worked on a different project		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
<b>Computing</b>	Recognising acceptable and unacceptable behaviour using technology.	I recognise acceptable and unacceptable behaviour using technology. I give an on-screen robot specific instructions that takes them from A to B. (Scratch spooky scene)	Computer Science – Are emails safe to open? Design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts, use sequence, selection and repetition in programs, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Digital Literacy – researching Roman childhood using effective keywords in search engines, using emails and safer internet day			ICT - Create a video and edit including animations, titles, credit. – Use windows movie maker and/ or IMovie on I pads Use technology to record sound to add to videos created in movie maker.
<b>History</b>			Enquiry 1) How were the Romans able to invade and conquer England? - Why did the Romans invade England? To use one or more sources of information to help me answer questions about the past. - Why was the Roman army so successful? - What was the purpose of Hadrian's wall?  Enquiry 2) Did the native Britons welcome or resist the Romans, why? - Who was Boudicca? - What was the impact of Boudicca's revolt?  Local History: Roman Leicester		Enquiry Overview of the achievements of ancient non-European civilisations; Ancient Sumer, Indus Valley, Ancient Egypt, Chang Dynasty. In depth study of Ancient Egypt  Enquiry 2) How did the civilization of Egypt wax and wane? -Who built the great pyramid at Giza? -Why did Hatshepsut send an expedition to Punt? -What did Akhenaten do that made him so hated? -What happened to Akhenaten's successors? -Why do we remember Ramesses II? -How did Ptolemy II contribute to trade?	
<b>Geography</b>	I know how to plan a journey from my town/ city to another place in England – London Underground I know how to find at least six cities in the UK on a map - 8 Point compass reference I know the difference between the British Isles, Great Britain and the United Kingdom.			Locate rainforests on a world map and locate countries, capital cities and Amazon rainforest on a blank map of South America using maps and digital resources.	I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. (Continents)	

	I research to discover features of villages, towns and cities and appreciate the differences. I know about, name and locate some of the main islands that surround the United Kingdom. I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. (Continents)					
<b>PSHE/SMSC</b>	<u>Being Me in the World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (School Council) Rewards and Consequences Group decision making Having a voice What motivates behaviour	<u>Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating Contributions Resilience Positive attitudes	<u>Healthy Me</u> Healthier friendships Group Dynamics Smoking Alcohol Assertiveness Peer Pressure Celebrating inner strength	<u>Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	<u>Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting Change Preparing for transition Environmental change
<b>RE</b>	Who is my Neighbour?	What does it mean to be a Sikh?	How do Christians see Jesus?		How was the world created and why should we care about what happens to it?	
<b>Music</b>		I know how to perform a simple part rhythmically. I know how to improvise using repeated patterns. I know how to explain why silence is often needed in music and explain what effect it has. I know how to identify the character in a piece of music. I know how to identify and describe the different purposes of music.	I know how to identify and describe the different purposes of music. (Music for different purposes in Roman life) I know how to identify the character in a piece of music. (Gladiator film soundtrack)	I know how to use notation to record compositions in a small group or on my own. I know how to improvise using rhythmic patterns. I know how to identify and describe the different purposes of music. (Tribal/Amazonian)	I know how to identify and describe the different purposes of music. To use notation to record and interpret sequences of pitches I know how to begin to identify the style of work of Beethoven, Mozart and Elgar.	I know how to sing songs from memory with accurate pitch. I know how to use notation to record and interpret sequences of pitches. I know how to explain why silence is often needed in music and explain what effect it has. (The purpose of silence/breaks in music in YouTube videos i.e. suspense, comedy, memes)
<b>Art &amp; DT</b>	Creating Ideas: -Develop sketchbooks -Use images and iPad photos to record ideas - Use tracing - Use sketchbooks to record drawings from observation - Use 3 variants of graded pencils to bring developing shadow  Working with Mediums: -Draw on a range of scales (at least 3) - Include increased detail in work - draw using a variety of tools and surfaces (chalk, pastel and charcoal) -Experiment with a wider range of materials  Working with Colour: -Create a colour palette to match images - Lighten and darken using white and black - Use complimentary and opposing colours in creating pattern  Know that food ingredients can be fresh, pre-cooked and processed Know that seasons may affect the food available Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Creating Ideas: -Develop sketchbooks -Use images and iPad photos to record ideas - Use sketchbooks to record drawings from observation - Begin to suggest improvements to your own work  Working with Mediums: - Draw on a range of scales (at least 3) - Include increased detail in work - draw using a variety of tools and surfaces (chalk, pastel and charcoal) -Use a variety of brushes  Working with Colour: -Create a colour palette to match images - Experiment and create abstract colour palettes -Use complimentary and opposing colours in creating pattern  Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused Research designs Share and clarify ideas through discussion Use a wider range of materials and components, including electrical components	Creating Ideas: -Develop sketchbooks -Use images and iPad photos to record ideas - Use sketchbooks to record drawings from observation - Begin to suggest improvements to your own work  Working with Mediums: - Draw on a range of scales (at least 3) - Include increased detail in work - draw using a variety of tools and surfaces (chalk, pastel and charcoal) -Experiment with a wider range of materials - Use a variety of brushes  Working with Colour: -Create colour palettes to match images - Experiment with watercolour, exploring intensity of colour to develop shades  Investigate - what methods of construction have been used Identify great designers and their work and use research of designers to influence work Select materials and components suitable for the task			

	<p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source          Produce detailed lists of tools, equipment and materials that they need          Follow procedures for safety          Refer back to their design criteria as they design and make          Use their design criteria to evaluate their completed products</p>		<p>Know that mechanical and electrical systems have an input, process and output          Use the correct technical vocabulary for the projects they are undertaking          Understand how simple electrical circuits and components can be used to create functional products          Understand how to program a computer to control their products          Use annotated sketches, cross-sectional drawings and diagrams          Identify the strengths and weaknesses of their ideas and products          Use their design criteria to evaluate their completed products</p>		<p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy          Use a wider range of materials and components, including construction materials and kits          Know how to make strong, stiff shell structures          Gather information about the needs and wants of particular individuals and groups          Consider the views of others, including intended users, to improve their work</p>	
<b>PE</b>	<p><b>Jo-</b> invasion games  <b>Teacher--</b>invasion tag rugby)</p>	<p><b>Jo-</b>Dance (linked with electricity)  <b>Teacher-</b>sports hall athletics</p>	<p><b>Jo-</b>Net and wall games  <b>Teacher-</b>gymnastics</p>	<p><b>Jo-</b> invasion games  <b>Teacher-</b> Tri-Golf</p>	<p><b>Jo-</b> striking and fielding  <b>Teacher-</b>OAA</p>	<p><b>Jo-</b> outdoor athletics  <b>Teacher-</b> invasion (football)</p>