

John Hampden Primary School Curriculum Map 2024 - 2025

Year 4 Long Term Overview

Autumn Term		Spring Term		Summer Term	
BEING ME IN MY WORLD CELEBRATING DIVERSITY		DREAMS & GOALS HEALTHY MIND & BODY		HEALTHY ME CHANGING ME	
Belonging	Inclusion	Self-belief	Balance	Tolerance	Independence
Responsibility	Respect	Aspiration	Keeping Safe	Choice	Resilience
Rights	Acceptance	Challenge	Self-Esteem	Conflict Resolution	Looking forward
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Egyptians	Ancient Egyptians	Raging Rivers	Anglo-Saxons and Scots	Somewhere to settle	Coasts
Tomb Raiders	Tomb Raiders	Raging Rivers	Settlers	Somewhere to settle	Cousts
Whole Class Reader:	Whole Class Reader:	Whole Class Reader:	Whole Class Reader:	Whole Class Reader:	Whole Class Reader:
Miraculous Journey of Eward	Rumaysa A Fairy Tale .,	Varjak Paw by SF Said	Charlie Changers into a chicken	either Arthur and the Golden	Either
Tulane	by Radiya Hafiza		by Sam Copeland	Rope -The Legend of Podkin One Ear	-Ariki and The Island of Wonders
PAMINACULON DURNEY EDWARD TULANE	RUMAYSA RIGHTA	Varjak Paw SF Said STR	CHARLES CHANGES WITO A	-The Many Worlds of Albie Bright by MANY WORLDS OF THE CARE BRIGHT	MICHAEL MORPERGO
				Christopher Edge The Legend of Podkin One-Ear KIERAN LARWOOD	
Core Text (English lessons): Marcy and The Riddle of the Sphinx by Joe Todd-Stanton	Core Text (English lessons): Tadeo Jones by Enrique Gato Russell's Christmas Magic by Rob Scotton	Core Text (English lessons): The Boy Who Biked the World by Alistair Humphreys Shared Text:	The Uncorker of Ocean Bottle Massach In the Un	Core Text (English lessons): The Lost Thing by Saun Tan	Core Text (English lessons): Shared Text: An Anthology of Intriguing Animals by Ben Hoare
			Core Text (English lessons): Free Lance by Paul Stewart and Chris Riddell The Uncorker of Ocean Bottles by Michelle Cuevas		

PSHE Outcomes: Being Me in My World 1 I know my attitudes and actions make a difference to the class team 2. I understand who is in my school community, the roles they play, how I fit in and how I can contribute 3. I understand how democracy works through the School Council 4. understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them 5. I understand how groups come together to make decisions 6. I understand how democracy and having a voice benefits the school community.	PSHE Outcomes: Celebrating Difference 1. I understand that, sometimes, we make assumptions based on what people look like. 2. I understand what influences me to make assumptions based on how people look. 3. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure 4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell 5. I can identify what is special about me and value the ways in which I am unique 6. I can tell you a time when my first impression of someone changed when I got to know them	PSHE Outcomes: Dreams & Goals 1. I can tell you about some of my hopes and dreams 2. I understand that sometimes hopes and dreams do not come true and that this can hurt 3. I know that reflecting on positive and happy experiences can help me to counteract disappointment 4. I know how to make a new plan and set new goals even if I have been disappointed. 5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group 6. I can identify the contributions made by myself and others to the group's achievement	PSHE Outcomes: Healthy Me 1. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most 2. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations 3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke 4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol 5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want 6. I know myself well enough to have a clear picture of what I believe is right and wrong	PSHE Outcomes: Relationships 1. I can recognise situations which can cause jealousy in relationships 2. I can identify someone I love and can express why they are special to me 3. I can tell you about someone I know that I no longer see 4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends 5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older 6. I know how to show love and appreciation to the people and animals who are special to me	PSHE Outcomes: Changing Me 1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm 2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby 2a. I understand what responsibilities there are in parenthood and the joy it can bring/ I can consider what has influenced my life and what might influence the lives of other people 3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this 4. I know how the circle of change works and can apply it to changes I want to make in my life 5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept 6. I can identify what I am looking forward to when I move to a new class
Topic of In this topic I will explore: The amazing artefacts from An pyramids, temples and the Ros I will learn how ancient Egyptic happened to the ancient Egypt I will explore ancient Egyptian food and compare this to what	cient Egypt including: setta Stone. an civilisation end and what cians. life including: jobs, homes and	Topic overview: In this topic I will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, I will explore the life stories of rivers. I will also learn the names and locations of the major rivers of the UK and the world.	Topic overview: In this topic I will learn about: The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion — Canterbury, Iona and Lindisfarne	Topic overview: In this topic I will head back in time to find out how the towns and cities of the UK first developed. I will learn about the needs and requirements early settlers had when choosing a place to build a home. I will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. I will investigate land use in different sized settlements through use of digital and paper maps, and the ways in which settlements are linked together. I will use what I have learnt on settlements to design my own new settlement.	Topic overview: In this topic I will investigate coastlines and the animals and plants that live there and describe and understand key aspects of physical geography, including coasts, cliffs and beaches I will carry out research in the classroom and use this research to deepen my knowledge of coastal food chains and webs. I will use IT to create my own nature movie. In Science I will begin to identify how animals and plants are adapted to suit their environment in different ways.
Experiential Learning:	Experiential Learning: Egyptian Day – children to dress up and take part in a variety of activities including puzzle solving, hieroglyph decoding, tomb hunting,	Experiential Learning: Trip to Cadbury's World	Experiential Learning:	Experiential Learning:	Experiential Learning: Cotswold Wildlife Park - TBC Sports week Sports Day Dance Festival Summer Fete Thame Carnival

Riddle, narrative, information text Maths: Maths: White Rose small steps: Place Value – including Roman numerals Addition and subtraction Measurement – area Multiplication and division Measurement – area Multiplication and division Measurement – shelps Science: Science: Science: Science: Science: Science: Changing states Making Egyptian instruments. Diary, narrative, Setting description Haiku, biography, magazine article Maths: Maths: White Rose small steps: White Rose small steps: White Rose small steps: Multiplication and division Measurement – length and perimeter Fractions Decimals Time Geometry- properties of shape Statistics Geometry- position and direction Times tables Science: Digestion and teeth How the digestive system works. Structure and uses of works. Structure and uses of works. Structure and uses of	Writing Opportunities:	Writing Opportunities:	Writing Opportunities:	Writing Opportunities:	Writing Opportunities:	Writing Opportunities:
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Emotional Literacy: BEING ME IN MY WORLD	Emotional Literacy: CELEBRATING DIFFERENCE	Emotional Literacy: DREAMS AND GOALS	Emotional Literacy: HEALTHY ME	Emotional Literacy: RELATIONSHIPS	Emotional Literacy: CHANGING ME
Know my attitudes actions make a difference to the class team and the school community. I can show empathy for the feelings of others.	Explain why it is good to accept people for who they are.	Know what it means to be resilient and have a positive attitude.	Identify feelings of anxiety and fear associated with peer pressure.	Listen to others and explain different points of view on an issue and express my own opinion and feelings.	Reflect on changes about the near future.
Speaking Frames:	Speaking Frames:	Speaking Frames:	Speaking Frames:	Speaking Frames:	Speaking Frames:
"Now that I knowI can understand"	"People may behave in this way because"	"Ifhappens, I will adapt by"	"When I feelI know to"	"In my opinionWhat do you think?"	"I need to change,when I'm in Year 5, because"