

Seva School CURRICULUM 2021/22

YEAR FOUR						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Ancient Greece/Myths and legends	The UK and the Wider World - Africa	Invaders: Romans	Human Bodies	Bright Sparks	Raging Planet
Virtues:	Kindness	Courage	Honesty	Tolerance	Respect	Responsibility
English	<p>Texts: The Boy Who Grew Dragons by Andy Shepherd</p> <p>Non-Fiction: Recount: The Olympic Games Then and Now 1 week</p> <p>Fiction: Creation Stories Dreamtime Myths and Legends 3 weeks</p> <p>Non-Fiction: Explanation Texts: How to make a...? 2 weeks</p>	<p>Texts: The Lion, The Witch and The Wardrobe by CS Lewis</p> <p>Fiction: Stories from other Cultures: African Tales The Butterfly Lion Billu Leaves India! 3 weeks</p> <p>Non-Fiction: Newspaper Report: Current local and international news events 3 weeks</p> <p>Poetry: Haikus 1 week</p>	<p>Texts: The Butterfly Lion by Michael Morpurgo Short texts linked to Boudicca</p> <p>Fiction: Diary Entry: Boudicca 2 weeks</p> <p>Non-fiction: Leaflet: Roman fact file – How the Romans influenced the UK. 2 weeks</p> <p>Non-Chronological Report: Roman legacy 2 weeks</p>	<p>Texts: Running Wild by Michael Morpurgo</p> <p>Non-Fiction: Non-Chronological Report: Healthy living and exercise 2 weeks</p> <p>Fiction: Rhyming Words Poetry: Our Bodies 2 weeks</p> <p>Non-Fiction: Instructions: Recipes 2 weeks</p>	<p>Texts: Operation Gadgetman by Malorie Blackman</p> <p>Fiction: Play scripts: William Shakespeare 3 weeks</p> <p>Non-Fiction: Explanation Extreme Weather 2 weeks</p> <p>Fiction: Poetry: Lightning Storms 1 week</p>	<p>Texts: Buried Alive! by Jaqueline Wilson</p> <p>Fiction: Story: Based on saving the Earth for future generations 3 weeks</p> <p>Non-Fiction: Persuasive text: Adverts for holidays near world heritage sites. 2 weeks</p> <p>Non-fiction: Information text showing ways of saving the planet. 2 weeks</p>

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Maths	Number: Place Value Roman numerals to 100 Round to the nearest 10 Round to the nearest 100 Count in 1,000s 1,000s, 100s, 10s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers Number: Addition and subtraction Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange	Efficient subtraction Estimate answers Checking strategies Measurement: Length and Perimeter Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Number: Multiplication and Division Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 Multiply and divide by 6 6 times-table 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	Multiplication and Division 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems Area What is area? Counting squares Making shapes Comparing area	Number: Fractions What is a fraction? Equivalent fractions Fractions greater than 1 Count in fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts Calculate fractions of a quantity Problem solving – calculate quantities Number: Decimals Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100	Number: Decimals Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Measurement: Money Pounds and pence Ordering money Estimating money Four operations Measurement: Time Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour	Statistics Interpret charts Comparison, sum & difference Introducing line graphs Line graphs Geometry: Properties of Shape Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure

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Visits/Visitors & EVENTS	Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Visit to a Cathedral Guru Nanak Gurpurab Charr Sahibzaade Remembrance Day Christmas Year 4 exchange visit with St Paul's and Peter's School RE based.	Safer Internet Day	World Book Day Vaisakhi Easter		Chabeel Enterprise Week
RE	L2.3 Why is Jesus inspiring to some people? Celebration link- Christmas Cathedral		L2.1 What do different people believe about God?		L2.9 What can we learn from religions about deciding what is right or wrong?	
Theme:	Families and Friendships. Safe Relationships	Respecting Ourselves and Others	Belonging to a Community. Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing. Growing and Changing	Keeping Safe
PHSE	Positive friendships including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing differences sensitively.	What makes a community; shared responsibilities. How data is shared and used.	Making decisions about money; using and keeping money safe.	Maintaining a balanced lifestyles; oral hygiene and dental care. Personal hygiene routines; Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.
	Taking Care Rights, Responsibilities and Feelings Safe and Unsafe Feelings Exploring Theme 2- Secrets Networks and Using Them	Black History Month Focus on Harriet Tubman				

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Science and Scientific enquiry	Sound Identify how sounds are made 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 source increases	Living things and their habitats 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 the local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living	Animals including humans (food chains) Construct and interpret a variety of food chains, identifying producers, predators and prey.	Animals including humans (teeth and digestion) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.	Electricity Identify common appliances that run on electricity Construct a simple series electrical circuits Identify whether or not a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators	States of matter Compare and group materials together. Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation in the water cycle.
Scientific Capital Ideas	Plan a concert – What are the health & safety risks?	Have a class pet Write a guide on how to look after a pet	Pond dipping to catch animals and classify	Eat a piece of bread. Which teeth were used in which part of the eating process?	Observe all the different effects that electricity has on the various appliances at home i.e. make them warm/cold, cause movement, produce light, and create sounds.	Make ice-lollies from various edible liquids.
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History	Ancient Greece		Roman empire and its impact on Britain			

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Geography		UK and the wider world with a focus on Africa				Raging planet: Looking at natural disasters.
Computing & eSafety	<p>iProgram Unit 1</p> <p>Understand that a program is a sequence of statements written in a programming language (TurtleArt)</p> <p>Program an turtle to execute a sequence of statements</p> <p>understand that computer Programs consist of statements that perform a specific task.</p> <p>Understand that statements can be Altered amend an algorithm to change the size of a shape</p> <p>program a virtual robot to move and draw</p> <p>Design a program that makes choices</p> <p>Understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not</p> <p>develop algorithms</p> <p>Combine repetition and conditional statements into a program</p>	<p>iData</p> <p>Understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1)</p> <p>Sort record cards using field names</p> <p>Understand that information can be stored as numbers, text and choices (e.g. yes/no)</p> <p>Understand that storing information in an organised way helps</p> <p>Answer questions</p> <p>Search a database to answer questions</p> <p>Use the information in a database to create a simple chart</p>	<p><u>iMail</u></p> <p>Understand that messages can be used to communicate over distance a number of ways</p> <p>Understand how email travels and how to retrieve it</p> <p>Send and reply to emails</p> <p>Attach a file to an email</p> <p>Understand the advantages of attaching files to emails</p> <p>Use email to communicate ideas</p>	<p>iAnimate</p> <p>Understand what an animation is</p> <p>Create a scene for an animation</p> <p>Understand that animations can be created using digital tools</p> <p>Create an animated scene</p> <p>Storyboard and create a short animation</p>	<p>iProgram Unit 2</p> <p>Understand that robots need moving parts</p> <p>Understand that robots can be programmed to follow instructions</p> <p>Understand that sequences of commands can be replaced with repeats</p> <p>Understand that robots use sensors to 'see' and 'feel'</p> <p>Understand that robots can be programmed to respond to data by changing behaviour</p> <p>Extended project to design, build and program a robotic model</p>	<p>iSafe</p> <p>Learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.</p> <p>Understand what type of information can put them at risk for identity theft and other scams.</p> <p>Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</p> <p>empathise with those who have received mean and hurtful messages</p> <p>Judge what it means to cross the line from harmless to harmful communication online</p> <p>Generate solutions for dealing with cyberbullying</p> <p>define plagiarism and describe its consequences</p> <p>Explain how giving credit is a sign of respect for people's work</p> <p>Articulate when it is acceptable to use people's work, and how to write a citation</p>



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Art & DT (cooking)	Theme: Ancient Greece Design and make a type of Greek food (Cooking - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Theme: The UK and the Wider World- Africa Design and make African masks (Sculpture - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Theme: Invaders: Romans Roman Mosaics/shields (painting techniques, colour, tiles, printing)	Theme: Human Bodies Artist – Sonia Delaunay (Textiles-fashion)	Theme: Bright Sparks Design and make a working lighthouse with a working simple circuit (Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Theme: Raging Planet Tornado Art (drawing, painting)
Music	Exploring Descriptive Sounds	Exploring Rhythmic Patterns	Exploring Arrangements	Exploring Pentatonic Scales	Exploring Sound Colours	Exploring Singing Games

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Spanish	<p>Greetings and numbers</p> <p>Children will learn basic greetings and gain an understanding of the numbers 1-10 so they can use them in a context. They will take part in role-playing activities and a number of games such as bingo.</p>	<p>Colours and animals</p> <p>Children will continue to practise greetings and numbers and begin to learn the names of colours and the names of some animals. They will be able to match the numbers and colours to their written word and learn to recognise and answer some question words.</p>	<p>Days of the week, months, seasons and fruit</p> <p>Children will be able to identify the days of the week, months, seasons and names of fruit. They will be introduced to how sentences are arranged and be encouraged to recall single words from memory. There will be a focus on story reading and playing games to reinforce what they are learning.</p>	<p>Food, drink and giving preferences</p> <p>Children will start to give their opinions on different food and drinks. They will learn additional vocabulary and practise using what they've learnt in a real-life, role play situation.</p>	<p>Family, stories and conversation</p> <p>Children will be learning about the family and how to introduce members of their family then they will watch a number of Spanish stories. Children will also listen to native speakers and work in pairs to ask each other question thus practising having conversations in Spanish.</p>	<p>Cultural diversity and revision</p> <p>Children will learn about Spanish culture and life in that country. They will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning.</p>
PE	<p>Music and Movement</p> <p>Explore and create characters and narratives in response to a range of stimuli. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>Ball Skills</p> <p>To use running, jumping, throwing and catching in isolation and in combination. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed and accuracy. Develop skills in winning back possession of a ball in a team game.</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls, jumps, leaps and balances. Compare their performance with previous ones and demonstrating improvement to achieve their best.</p>	<p>Skill Development</p> <p>Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games. Describe what they do and what they find hard. Talk about how to change the court to make it easier/harder. Say what they do well in a game and what they need help with and what they need to practice.</p>	<p>Athletics</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure the distance jumped. Continue to develop techniques to throw for increased distance. Take part in a range of competitive games and activities.</p>	<p>Games – Striking and Fielding</p> <p>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Catch and throw accurately. Use striking and fielding skills in a game. Work cooperatively in a team.</p>