













Year 4		Summer Term		2024 - 2025	
Subject		Content			
<div>English</div> <div>We are reading ...</div> <div></div>	<div>Marcy and the Riddle of the Sphinx - It follows the story of young Marcy, who finds himself on a mission to save her father after he becomes trapped inside an Ancient Egyptian Sphinx. On her journey Marcy must learn to overcome her fears and challenge evil as she encounters hieroglyphs, Egyptian gods and ancient tombs as she goes about her quest.</div> <div></div>		<div>Secrets of a Sun King - Secrets of the Sun King is a book set in 1922, where Lilian (the main character) and her friends embark on a journey to return a package to its resting place in order to stop a curse.</div> <div></div>		
	<div>English</div> <div>We are writing ...</div> <div></div>	<div>Persuasion – Convince Ra to help Marcy against Thoth</div>	<div>Mummification explanation text.</div>	<div>Diary Entry – discovery of the tomb by Howard Carter.</div>	<div>News Recount- as a VLOG – BBC news round Video Blog.</div>
<div></div>		<div>At Carlton Road we use the White Rose Scheme for Maths.</div> <div>To see the content by year group by term, please see their website https://whiteroseeducation.com/resources?year=year-1-new&subject=maths</div> <div>And our maths pages (Carlton Road, Curriculum, Maths), plus our calculation policy https://www.carltonroadacademy.net/_site/data/files/111770AF043AF9C6320754237FB0EE28.pdf</div>			
<div></div>		<div>In Year 4, children are learning about food chains to understand how energy moves through living things. They explore how plants (producers) provide food for animals (consumers), and how each link depends on the other. This helps them understand the balance of nature and the role of predators and prey. Through fun activities and discussions, children begin to see how all living things are connected.</div>		<div>In Year 4 science, children are learning about the three main states of matter: solids, liquids, and gases. They explore how materials can change from one state to another through heating or cooling, such as melting, freezing, or evaporating. This topic helps them understand everyday processes like boiling water or melting ice. Through hands-on experiments, they develop their observation and investigation skills.</div>	
<div></div>		<div>Ancient Civilizations and Ancient Egypt</div> <div>In Year 4, children are exploring Ancient Civilizations, with a special focus on Ancient Egypt. They will learn about the key achievements of the Egyptians, such as the construction of the pyramids, their system of writing (hieroglyphics), and their daily life. The children will also discover how the Egyptians worshipped gods and goddesses, and how the Nile River played a vital role in their civilization's success. Through stories, artifacts, and activities, they will gain an understanding of how this ancient society influenced the world. This topic encourages curiosity about the past and helps children</div>			

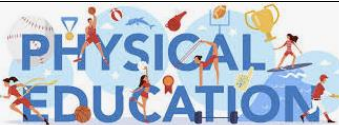

	connect history to the present. They will also compare Ancient Egypt to other early civilizations to see how different cultures developed	
 <p>Religion and World Views</p> <p>Nobody stands nowhere.</p>	<p>Term 1- In Year 4, pupils continue to develop their understanding of spirituality by exploring the concept of religious pilgrimage. They will study case studies from various faiths, learning about the significance of pilgrimage in the lives of believers and how it helps deepen their spiritual connection. By using tools from social sciences, theology, and philosophy, children will examine how the act of pilgrimage can contribute to personal growth, reflection, and a sense of community. This inquiry encourages them to think critically about the ways in which pilgrimage impacts both the individual and the wider faith community, fostering a deeper appreciation for different religious practices. Through discussion and activities, pupils will gain insights into the diverse ways people seek spiritual fulfilment. The focus on pilgrimage allows them to explore themes of faith, devotion, and inner transformation in a meaningful way.</p>	<p>Term 2 - In Year 4, pupils will continue to develop their understanding of spirituality by engaging with a historical case study of Christian pilgrimage, specifically focusing on the town of Boston and its local pilgrimage traditions. They will explore the significance of Boston as a historic center for pilgrimage, particularly in relation to St. Botolph, the town's patron saint, and how pilgrims once journeyed to visit his church. Using tools from social sciences, theology, and philosophy, pupils will investigate how pilgrimage in this local context influenced the spiritual growth of believers, fostering a deeper connection with their faith and community. They will also consider the impact of pilgrimage on the local area, reflecting on how it shaped the town's culture and economy. Through written work, group discussions (oracy), and reflective activities, pupils will document their learning, considering the ways in which pilgrimage encourages both personal spiritual development and a sense of belonging within the broader community. This case study will help children appreciate how spirituality and pilgrimage are connected to both historical events and their own local environment.</p>
 <p>Art and DT</p>	<p>Term1 – In Year 4, children are learning about the history of lino block printing, a technique that dates back to ancient times. They will explore how this art form was used by different cultures, including the Egyptians, who created intricate patterns in their art to represent daily life and their beliefs. Through practical activities, the children will try their hand at lino block printing, creating their own designs inspired by Ancient Egyptian patterns. This topic helps children appreciate how art can tell stories and reflect the values of a civilization.</p>	<p>Term 2 – In Year 4, children are learning about the Ancient Egyptian Shaduf, a simple yet effective tool used to lift water from the Nile River for irrigation. They will explore how this invention helped the Egyptians grow crops in a desert environment, showcasing their ingenuity and understanding of the natural world. As part of their Design and Technology (DT) work, the children will create their own models of the Shaduf using woodwork techniques. This hands-on project will allow them to develop skills in cutting, shaping, and assembling materials. By linking history with practical work, children will gain a deeper appreciation for how tools from the past shaped daily life. The experience also fosters teamwork, problem-solving, and creativity as they work on their projects.</p>





	<p>Term 1 & 2 - In Year 4, children are excited to be learning Samba drumming, a lively and rhythmic music style that originated in Brazil. They will explore the history of Samba, understanding how it evolved from African influences and became a vibrant part of Brazilian culture. As part of their music lessons, the children will focus on learning to read musical notation, helping them follow patterns and beats as they play. They will also develop their understanding of rhythm, coordination, and teamwork as they drum together in groups. This hands-on experience allows them to connect music with cultural history while improving their listening and concentration skills. Through Samba drumming, the children will discover how music can tell a story and bring people together.</p>			
	<p>Term1 – Data Logging In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>Term 2 - Programming B — Repetition in games Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>		
	<p>Block 1 SWIMMING</p>	<p>Block 2 Outdoor Adventurous Activities</p>	<p>Block 3 SWIMMING</p>	<p>Block 4 - Athletics- Running, Jumping and Throwing technique</p>
	<p>Please see our Jigsaw PSHE and RSE webpages. https://www.carltonroadacademy.net/page/?title=Personal%2C+Social%2C+Health%2C+Relationships+and+Sex+Education&pid=66</p>			

Year 4	Spring Term			2024 - 2025	
Subject	Content				
<div>English</div> <div>We are reading ...</div> <div></div>	<div>Pugs of the Frozen North</div> <div>Mable and the Mountain</div>	<div>Narnia – Lion, witch and the wardrobe.</div>	<div>Journey to the River</div> <div>The River</div>		
<div>English</div> <div>We are writing ...</div> <div></div>	<div>Non chronological report – Mountain Ranges around the world</div>	<div>Explanation text – How do you climb Mount Everest?</div>	<div>Narrative – setting description – of the Amazon</div>	<div>Narrative – A journey for Maya through the Amazon.</div>	



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	<p>Term1 - In Year 4, children will look at animals (including humans) to identify their needs for survival, life cycles and offspring. They looked at examples of mammals, birds, fish, amphibians and reptiles. In this step, children identify and sort animals into groups based on their features. It is essential that children are confident with the definitions of each animal group because they will use this information to classify animals in later steps. Make it clear to children that all animals in this step have a spine. Children should be introduced to the term “vertebrate” to describe an animal with a spine. This is a building block for Step 2, in which they will look at invertebrates. Children should be shown examples of animals that are hard to categorise, such as the platypus, to challenge thinking and reasoning skills.</p>	<p>Term 2 – In Year 4, in this small step, children build on their knowledge of animal groups, focusing on common carnivores, herbivores and omnivores. Children have been introduced to these terms in Year 1 where they grouped animals based on what they eat. They should now begin to explore how an animal’s diet influences the structure of its teeth. Children do not need to know the names of the different types of teeth as these will be introduced in the next small step. Images, videos and models of different tooth structures would be useful for children to observe during this step. Children should begin to recognise that secondary sources can help to answer questions where they cannot be answered through practical investigations.</p>
	<p>Term1 and 2 – Rivers Deep, Mountain High – This term in Year 4, Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	

	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
 <p>Religion and World Views</p> <p>Nobody stands nowhere.</p>	<p>Term 1</p> <ul style="list-style-type: none"> - Being connected to the natural world is important to human physical and mental health - Non-religious people can be spiritual - Humanism is an example of a non-religious worldview - Caring for the natural world is one way in which non-religious people can grow spiritually <p>Drawing on previous learning about different spiritual capacities, pupils will explore a specific case study that explores how a person's beliefs and values can shape their response to environmental issues and how this, in turn, can impact on their spiritual growth.</p>	<p>Term 2</p> <ul style="list-style-type: none"> - Spirituality involves developing a deeper and richer sense of yourself, others, the world and God (the Beyond) - Religious people can be spiritual# - Interfaith organisations support religious people to develop their spirituality - Interfaith organisations can contribute to making the world a better place <p>Pupils continue to deepen their understanding of spirituality as a concept by looking at the ways in which spirituality can motivate and be affected by interfaith work; this unit will also provide opportunities for pupils to ask theological questions of religious sources of authority.</p>
 <p>Art and DT</p>	<p>Term 1 – George Sauret –</p> <ul style="list-style-type: none"> • To know about the work of Georges Seurat and what it was about his approach that make him famous. • To know how to create different effects with paint (pointillism) • To recall which primary colours make secondary colours. • To recall and use specific colour language (primary/secondary colour) • To know what is meant by the term 'scale' and 'scaling up/down'. • To know how images can be scaled up/down in preparation for painting. • To be able to select appropriate tools to match the scale of the painting to be undertaken. 	<p>Term 2 – Cable Cars – Pulleys and Levers</p> <p>A cable car is a type of car that runs on cables above the car, and the cables are driven by something called a "winding house" where there are two. One at the bottom and one at the top. The cable car vehicles are motorless and engineless. It is used a lot in areas where there are a lot of mountains.</p> <p>What makes a cable car successful? What are mechanisms and how do they work? How can I design a cable care system using pulley system? How can I evaluate cable car using a pulley system against the design brief? (Investigative and Evaluative Activities) What makes a cable car successful?</p>
 <p>MUSIC</p>	<p>Term 1 & 2 - Ukulele</p> <p>Pupils will be developing facility in playing tuned percussion or a melodic instrument. They will identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Pupils will be recognising the style of music that we are listening to (The Beatles-pop).</p>	
 <p>COMPUTING</p>	<p>Term 1</p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and</p>	<p>Term 2</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices</p>

	testing commands to create shapes and patterns. They will use Logo, a text-based programming language.		called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	
	Block 1 Gymnastics	Block 2 Tri-golf	Block 3 Dance	Block 4 Football
	Please see our Jigsaw PSHE and RSE webpages. https://www.carltonroadacademy.net/page/?title=Personal%2C+Social%2C+Health%2C+Relationships+and+Sex+Education&pid=66			

Year	Autumn Term		2024 - 2025	
Subject	Content			
English We are reading ... 	-Beowulf -	Speak Up! -Invisible	-Toro-Toro -	Farm Boy
English We are writing ... 	-Character Description	-Beowulf's diary entry - Diary entry of Rocket	-Instructional writing	-Discussion writing
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	Term1 Electricity - Children are introduced to the concept of electricity for the first time. They should understand that electricity is a way of moving the energy needed to power appliances. They should identify common appliances that use electricity. Children learn that appliances can either be plugged into the mains at a socket or powered by cells or batteries. As well as looking into insulators and conductors.		Term 2 Sound -children learn that sounds are made when objects vibrate. This is the first time that children have explored sound, and they may have some common misconceptions about sound and how it is produced. By the end of this step, children should understand that we hear sounds because an object vibrates. These vibrations then travel through the air (or another medium) to our ears	

 <p>History & Geography</p>	<p>Term1</p> <p>Anglo-Saxons – In Year 4, we study Britain’s settlement by Anglo-Saxons and Scots - exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today. This could include: 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 and Christian conversion – Canterbury, Iona and Lindisfarne.</p>	<p>Term 2</p> <p>Lincolnshire Farming - – In year 4, we continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of time. We note connections, contrasts and trends over time and develop the appropriate use of historical terms. We delve into how farms have changed over time, how they have been structured and how they help the local environment. We look at how food is grown, where and what seasonality we have in the UK and contrast it with other places.</p>
 <p>Religion and World Views</p>	<p>Term1</p> <p>Introduction to Sociologist, Philosopher & Theologian</p> <p>What is religion? What is spirituality? In Y4, we shall be looking into whether Everyone has (or occupies) a worldview, whether they are religious or not ‘Worldview’ describes the way in which a person encounters, interprets, understands and engages with the world. Worldviews can change over time and are affected by context; they can be 'organised' (e.g. Christianity, Humanism, Sikhi) or 'individual' There are different ways in which we can understand the word 'religion' There are different ways in which we can understand the word 'spirituality'</p>	<p>Term 2</p> <p>Are all homes spiritual places? – In Y4, we will be exploring the concept of spirituality in more depth, considering ways in which individuals and groups express their spirituality at home. Using skills from the human and social sciences, pupils explore what it looks like to 'be spiritual' for both religious and non-religious people.</p>
 <p>Art and DT</p>	<p>Term1</p> <p>Dying & Weaving - This unit provides children with the opportunity to explore a range of textile-related techniques that would have been needed to be an Anglo-Saxon living in Britain a thousand years ago including dying wool, weaving yarn on wooden looms / branches and felting their own fabric. (Option to include spinning if seek support from guild of weavers and spinners)</p>	<p>Term 2</p> <p>Cooking - we will research, design, make locally sourced foods to create a hearty meal using cooking, weighing, measuring and chopping skills as well as food hygiene.</p>
 <p>MUSIC</p>	<p>Term1&2 - Toots</p> <p>In Y4, in music, we will learn to be able to talk about the words of a song and think about why the song or piece of music was written and learn the Lyrics. We will revise and learn - Use the ‘NUVO Windstar’ Method, health and safety and care of the instrument, recorder techniques - How to hold the instrument, Posture, Breathing, articulation, control, warmups and rhythm games to reinforce pulse, elements of music - pitch, tempo and Dynamics.</p>	
 <p>COMPUTING</p>	<p>Term1</p> <p>Computing Systems & Networks – Internet</p> <p>In Y4, we apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and</p>	<p>Term 2</p> <p>Creating Media – Audio Production</p> <p>In Y4, we will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their</p>

	understand the consequences of false information.		peers. This unit uses ‘school news’ as a context for the podcasts, but this can be changed to suit your curriculum.	
	Basketball	Hockey	Volleyball	Fitness
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