

CURRICULUM MATRIX YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Eager Egyptians		We are European Explorers		Rotten Romans	
History	What ancient Egyptian civilisation did that influence us today i.e. developing/ inventing writing papyrus/paper monumental stone architecture irrigation monotheism (belief in one God) medicine mummification				-Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites within North of UK and the impact of technology, -culture and beliefs, including early Christianity. Trip to Summerhill. Unit 4.5 – We are co-authors. Producing a wiki. (Literacy.) Link to Romans – creating wiki for mythical creature.	
Geography			<p align="center"><u>We are Explorers</u></p> -identify well known rivers and mountains. Where they are, why they are there, how they have formed. Study of Europe -countries within Europe -major cities -human and physical features* Google maps		Study of a non-local area. -Hexham. Link to Hadrian's Wall.	

<p>Art and Design</p>	<p>Key focus - Painting Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> <p>Drawing focus - – Observational drawing of a friends facial features – ears, eyes, nose, mouth</p> <p>Draw a someone else’s face Paint face in Egyptian style. Egyptian hieroglyphics/modern Egyptian art Paintings based on Egyptian work – use of gold. Key people Andy Warhol Egyptian inspired art Egyptian art</p> <p>Create paintings using facial features practised. Use their drawing of faces as a basis for a stylised painting</p>		<p>Key focus - Drawing Further matching of their work to the natural and man-made world concentrating line, tone, size, proportion and detail. A range of pencils, coloured pencils or other drawing tools. White paper. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Using a variety of drawing tools to draw a composition of a landscape Look at trees, flowers and placing them beside one another – juxtaposing objects beside, behind etc. Key people Vincent Van Gogh John Constable JM Turner Caspar David Friedrich Alfred Sisley Jean Baptists Camille Carot Claude Monet</p>		<p>Key focus - Sculpture Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material</p> <p>Drawing focus– observational drawing of people sitting and standing. Juxtapose figures against each other in still poses. Sculpture – model figures using plasticine (use pencil for rigidity in the body) .Creature a scene using figures (based on Roman sculptures)</p> <p>Key people Michelangelo Roman sculpture Alberto Giacometti – 20th Century sculptor</p>	
<p>Science</p>	<p>Digestive System and Teeth</p>	<p>Food Chains ICT: Poplet creating keys</p>	<p>States of Matter</p>	<p>Water Cycle</p>	<p>Sounds as Vibrations</p>	<p>Electricity – link to chariot</p>
<p>Computing</p>	<p>Unit 4.1 – We are software developers. Developing a simple educational game – Link to ancient Egyptians. Creating a game based on ancient Egyptian civilisation. Kodu Kodable, Daisy the dinosaur, studiocode.org – to practise giving instructions and demands.</p>		<p>Unit 4.6 – We are meteorologists. Presenting the weather. Collect temperature on a daily basis and record onto Excel. Children to analyse during Maths sessions and then predict and create weather report for the next 3 days using PowerPoint.</p>		<p>Unit 4.4 – We are HTML editors. Editing and writing HTML. Outcome: To create a private page on the school website.</p>	

Languages	Talking about likes and dislikes Using er verbs (yo, tu, el/ella)	Survival Kit Using tener (yo, tu, el/ella)	Describing yourself Understanding adjectival agreement	Talking about other people Understanding adjectival agreement - plural	Describing a musician Using the present tense (yo, tu, el/ella)	Revision – including grammar work.
PE	Outwitting opponents – netball	Outwitting opponents - badminton	Leadership	HAL - Aerobics – skipping (train for skipping festival).	Outdoor Adventure	Outwitting opponents - football
	Creative movement – gym (dance with gymnastics)	Gymnastics – control and balance.	HAL – Cross Country training (train for cross country competition).	Creative movement – linked to skipping	Leadership - athletics	HAL - Zumba
Music	Ancient Egypt – www.musicalcontexts.co.uk -Using untuned percussion to explore rhythm, texture, timbre, dynamics and melody. -Exploring scales/ reading music (non-notation) Pieces from Bach, Mozart and Schubert with harmonic minor scales. Sing up songs to sing and learn – Tutankhamun, The Mummy Rag and Cleopatra.		Water Music – www.musicalcontext.co.uk Using tuned/ untuned instruments to explore pitch, timbre, dynamics, melody and harmony. Children to create their own music based on knowledge from above. Handel – Water music Sing up song – River Journey		Just like a Roman – Suzy Davies (bloomsbury.com) Children to explore song and lyrics and how to add in instruments with tuned and untuned instruments. Children to write, compose and perform their own song/ extend song with another verse about the Romans using the above as a model. Horrible history songs as inspiration. Unit 4.3 – We are musicians. Producing digital music. LMMS/Garageband/ Sketchasong.	
Design and Technology	<u>Textiles</u> Design, make and embellish an Egyptian bracelet/ arm cuff. Children to use strengthening techniques/ bondaweb. They will have to measure, cut and pin fabric before adding embellishments. Stitch focus – back stitch but recap running stitch from previous year. Van Cleef and Arpels		<u>Food Technology</u> Children to design and make a healthy kebab. Look at different areas within Europe and where different foods originate. Children to use these ingredients in their kebab.		<u>Mechanisms</u> Children to design, make and evaluate their own Roman chariot. The chariot should be constructed from Jynx modelling and have wheels/ axels.	
Forest School	See separate curriculum matrix.					