


Downsell Primary School's Creative Curriculum


Year 4

Autumn 1 Dashing Bunnies

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
|---|--------------------------------|--|---|--|---|---|---|--|
|  | | | | | | | | |
| Guided Reading | Class naming activities | Fiction Varjak Paw | | | Non-Fiction Rabbits | | | |
| Writing | | Varjak Paw To write an adventure story To write a non-chronological report | | | | | | |
| Maths | | Number and Place Value | Number and Place Value | Addition and Subtraction | Multiplication and Division | Fractions | Time – linked to time zones | |
| Science | | Recognise that living things can be grouped in a variety of ways. | Explore the health and dietary needs of rabbits | To create and share rabbit information with the community | To create and share rabbit information with the community | | | |
| History | | | | | | | | |
| Geography | | To investigate the Australian outback. | To investigate the impact of rabbits on the Australian outback. | I can explore the impact of wild rabbits on the Australian outback. | I can explore the impact of unsustainable farming methods. | I can identify physical and man –made features on a map. | | |
| Computing | | Owning a rabbit spreadsheet | Owning a rabbit spreadsheet – calculating | Owning a rabbit spreadsheet – budget | Owning a rabbit spreadsheet – auto sum | Owning a rabbit spreadsheet – creating | Online safety – acceptable use | |
| Religious Education | | What does the word ‘inspiring’ mean? Who is inspiring? | What do we know about Jesus’ life story? Is his story inspiring for some people? | Was Jesus inspiring because of his actions? | What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? | Did Jesus’ teachings inspire people? How and why? | Who did Jesus say he was? Why is he so important to Christians? | |
| Physical Education | | Outside: Tag Rugby Inside: Static balance | | | | | | |
| Design and Technology | | | | | To research existing products and design a controllable mechanical system | To research existing products and design a controllable mechanical system | | |
| Art | | | | | | | | |
| PHSE | | Keeping / Staying Safe | | | | | | |
| Music | | Charanga – Mamma Mia | | | | | | |
| French | | To introduce French as a subject and France as a country. Introduce the numbers 1-10. Enable pupils to ask and answer questions on how they are. | To learn how to say your name and ask somebody their name in French. To consolidate numbers 1-10 and introduce numbers 11-20. | To revise and consolidate numbers 1-20 with a listening activity and practice further their role play with the introduction of the new target question quel âge as tu? | To revise numbers 1-20 and practice further their role play and introduce a new question où habites-tu? and answer with j’habite... | Revising all previous knowledge including the language regarding nationality in French in preparation for ID card activity. | | |


Autumn 2

Greece

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|---|--|---|--|--|---|--|---|---|
|  | | | | | | | | |
| Guided Reading | Fiction The Iron Man | | | Non-Fiction Robotics | | | Poetry Week | Poetry Week |
| Writing | The Iron Man To write a guide To write a setting | | | | | | Poetry Week | Poetry Week |
| Maths | Number and place value | Multiplication and division | Multiplication and division | Shape | Statistics – importing and exporting link | Measures, length and mass | Measures – money | Maths Madness Week! |
| Science | To be able to recognise that sounds get fainter as the distance from the sound source increases. | To be able to recognise that sounds get fainter as the distance from the sound source increases. | To be able to identify how sounds are made, associating some of them with something vibrating | To be able to recognise that vibrations from a sound travel through a medium to the ear. | To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it. | To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it. | To be able to find patterns between the pitch of a sound and features of the object that produced it. | To be able to find patterns between the pitch of a sound and features of the object that produced it. |
| History | | | | | | | | |
| Geography | To explore Greece | To identify landmarks in Greece | To explore Mount Olympus | To understand how natural disasters can impact human and physical vulnerability | | | | |
| Computing | Sphero Robots – intro to robotics | Sphero Robots –through mazes | Sphero Robots – loops | Sphero Robots – if, then, else | Sphero Robots – lights | Sphero Robots – variables | Online safety – showing kindness | |
| Religious Education | How do Muslims show their faith? Faith in what? | What is important in a Muslim life? Is this the same for all Muslims? | What are some ways that Muslims follow the Prophet Muhammad (pbuh)? | How do British Muslims follow the Prophet? | What does it mean to be a Muslim in Britain today? Is this different depending on where your Muslim family originated from? | What is 21 st century life like for Muslims? | | |
| Physical Education | Outside: Invasion games Inside: Static balance | | | | | | | |
| Design and Technology | | | | | To use wire to construct mythological animals | | | |
| Art | | | | | | To use the medium of chalk to create a portrait | | |
| PHSE | Keeping / Staying Healthy Being Responsible | | | | | | | |
| Music | Charanga – Glockenspiel Stage 2 | | | | | | | |
| French | To start the unit La Famille and introduce the nouns in French for family members. | To continue and consolidate the nouns and definite articles for members of the family. Introduce the target question elle/il s'appelle comment? | To consolidate il/elle s'appelle and introduce new target question as-tu un frère/as-tu une soeur? | To consolidate j'ai un frère/j'ai une soeur and il/elle s'appelle | To introduce numbers 10-100 to enable children to work towards being able to say how old their siblings/family members are. | To introduce the concept of the possessives mon, ma and mes allowing the children to introduce their family (factual or fictitious). | | |


Spring 1

Vikings

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|--|---|--|---|---|
|  | | | | | | |
| Guided Reading | Fiction How to Train a Dragon | | | Non-Fiction Everything Vikings | | |
| Writing | How to Train a Dragon To write a fantasy story | | | | | |
| Maths | Number and place value | Addition and Subtraction | Multiplication and division | Multiplication and division | Fractions | Decimals |
| Science | To be able to compare and group materials together, according to whether they are solids, liquids or gases. | To be able to compare and group materials together, according to whether they are solids, liquids or gases. | To be able to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). | To be able to provide a written explanation about my observations. | To be able to set up a simple test. To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | To be able to use straightforward scientific evidence to answer questions or to support their findings. |
| History | To understand that history can present people as stereotypes | To know where the Vikings came from and why | To investigate the importance of trade to the Vikings | To discuss the different opinions on Viking raids | | |
| Geography | | | | | | |
| Computing | Digital music – using sequencing software | Digital music – editing tracks | Digital music – adding effects | Digital music – mixing tracks | Digital music – coding dancers for a music video | Online safety – going ‘viral’ and popularity |
| Religious Education | What does a journey mean to us? | What is the significance of Baptism to Christians? | How do Jewish people mark becoming an adult? | What ceremonies do Hindus mark in the journey of life? | Why do people choose to get married? | Are all journeys similar? Can we compare the journeys of Christians, Muslims, Jewish people and Hindus? |
| Physical Education | Outside: Dynamic balance Inside: Gymnastics | | | | | |
| Design and Technology | | | | | | |
| Art | | | | | To explore the features of portraits | To explore the features of portraits |
| PHSE | Feelings and Emotions Life Skills | | | | | |
| Music | Charanga – Stop! | | | | | |
| French | To introduce the aim of the unit “Chez moi” (‘Chez moi’ is the French for ‘my home’).To say they live in a house or an apartment and will be given a choice of where their home or apartment is located. They key structure used is “J’habite...” (I live). | Consolidation of last week’s language connected to “J’habite...” plus the first five nouns for rooms of the home | To learn another five nouns for rooms. To further consolidate the language covered so far – especially ‘Chez moi il y a...’ (‘In my home there is... / there are) using these ten articles and nouns. | Develop further linguistic progression by learning how to use the negative structure “Chez moi il n’y a pas de...” | The children will be encouraged to put all their new language into context by integrating it with previously learnt language (je m’appelle..., j’ai ... ans) in a role play activity. | |

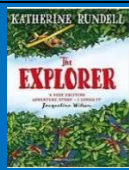
Spring 2

Rainforests

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|---|--|--|--|--|
|  | | | | | | |
| Guided Reading | Fiction Krindlekrax | | | Non-Fiction Amazon Basin | | |
| Writing | Krindlekrax To write a suspense story To write a newspaper report | | | | | |
| Maths | Statistics – rainfall linked to topic | Decimals | Decimals | Measures – money | Shape | Position and direction |
| Science | To be able to recognise that living things can be grouped in a variety of ways. | To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | To be able to recognise that environments can change and that this can sometimes pose dangers to living things | To be able to gather, record, classify and present data in a variety of ways to help in answering questions. | To be able to report on findings from enquiries, including oral and written explanations. | |
| History | | | | | | |
| Geography | To analyse trends across South America | To explore tropical rainforests and its layers | To investigate cultures and tribes in the rainforest | | | |
| Computing | Coding a catch the critter game – create algorithm | Coding a catch the critter game – use timer / score | Coding a catch the critter game – create levels | Coding a catch the critter game – create game screens | Coding a catch the critter game – debug | Online safety – taking back control |
| Religious Education | Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible? | The Bible is a big book. How is it put together? Why is it so popular? | What does the Bible teach Christian people about God, life, the universe and everything? | How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? | Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? | Is Jesus still important today? Why? Who to? How does it show? |
| Physical Education | Outside: Dynamic balance Inside: Dance | | | | | |
| Design and Technology | | | | To use quilling techniques to construct an eco-friendly campaign tool | To test my product with the intended user and consider the views of others in the evaluation process | |
| Art | | | | | | |
| PHSE | Computer Safety Life Skills | | | | | |
| Music | Charanga – Lean on Me | | | | | |
| French | Introduce the new unit Les Habitats. To learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English). | Learn about some of the key habitats in our world. | To learn in French which plants grow in specific habitats. | To learn about which animals live in specific habitats and look at some of their adaptations. | Consolidate which animal and which plant lives in a particular habitat. | |

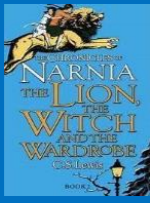
Summer 1

Coasts and Rivers

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---|--|--|---|--|---|
|  | | | | | |
| Guided Reading | Fiction The Explorer | | | Non-Fiction Rivers and Coasts | |
| Writing | The Explorer To write own version of The Explorer To write a report about the Amazon Rainforest | | | | |
| Maths | Addition and Subtraction | Multiplication and Division | Fractions | Fractions | Geometry – shape |
| Science | To be able to identify common appliances that run on electricity. | To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. To be able to set up a simple practical enquiry. | To be able to recognise some common conductors and insulators, and associate metals with being good conductors. To be able to record findings using drawings. | To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To be able to use results to make predictions. |
| History | | | | | |
| Geography | To identify coastlines around the world and explore how and why they need to be protected | To understand how the sea shapes the coastline | | | |
| Computing | Data Security – cracking codes | Data Security – encryption keys | Data Security –deciphering and decrypting | Data Security – password protection | Online Safety – digital citizenship |
| Religious Education | How do Hindus sow their faith? Faith in what? | A Hindu life; what is important? | Why is Mahatma Gandhi a Hindu Hero? | What is it like to be a Hindu in Britain today? | Does being inspired by Jesus make a person stronger? Who is inspiring for me? Who is inspiring for other in my class? |
| Physical Education | Outside: Athletics Inside: Co-ordination and counter balance | | | | |
| Design and Technology | | | To research existing products and design a controllable mechanical system | To use a range of tools to construct a mechanical system and evaluate against design specification | |
| Art | | | | | |
| PHSE | The Working World A World without Judgement | | | | |
| Music | Charanga – Blackbird | | | | |
| French | To start the unit En Classe by introducing the first set of new vocabulary for classroom objects. | To revise the classroom objects from the last lesson and integrate the next five objects. | To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de. | To consolidate new language j'ai and je n'ai pas de. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case | To quickly revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French. |

Summer 2

Normans

| Book Link | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|--|---|--|---|
|  | | | | | | | |
| Guided Reading | Fiction The Lion, The Witch and The wardrobe | | | Non-Fiction The Normans and the Battle of Hastings | | | Poetry Week |
| Writing | The Lion, The Witch and The Wardrobe To write an introduction using emotive language Describing the setting to create an informative guide for others. | | | | | | Poetry Week |
| Maths | Decimals | Decimals | Shape – area | Addition and Subtraction | Multiplication and division | Measures | Investigation |
| Science | To be able to describe the simple functions of the basic parts of the digestive system in humans. | To be able to identify the different types of teeth in humans and their simple functions. | To be able to record findings using labelled diagrams. | To be able to use written explanations to report on findings from an enquiry. | To be able to identify the correct type of enquiry to answer a question. | To be able to set up a comparative test. | To be able to use evidence to support findings. |
| History | To explore the features of Norman castles | To explore the role of feasting in Norman society | To assess what we can learn about the Battle of Hastings from original sources | To understand what happened during the battle of Hastings and why it is considered an important part of Broths History | | | |
| Geography | | | | | | | |
| Computing | Creating content for our own website | Building a website | Adding pages and links to a website | Adding content to a website | Embedding video and media in a website | Creating a website URL | Online safety – online friends |
| Religious Education | What rules are important? How is the Golden Rule important? | What important messages are in the Ten Commandments? How do they help Jewish people know how to live? | What does Christianity say about how to live a good life? | How do people decide what is right and wrong without God's help? | What do religious stories tell believers about temptation? | How have religious teachings helped to affect somebody's actions? | |
| Physical Education | Outside: Hockey Inside: Co-ordination and counter balance | | | | | | |
| Design and Technology | | | | | To design a coat of arms against a design brief | To use stitching techniques to sew a coat of arms and evaluate against design criteria | |
| Art | | | | | | | |
| PHSE | Growing and Changing | | | | | | |
| Music | Charanga – Reflect, Rewind and Replay | | | | | | |
| French | To listen attentively to a longer piece of French and learn how to decode and break down language by looking out for cognates (words that are similar in English). | To decode French text by looking out for verbs, adjectives and nouns | To try and find particular words in longer text based on the key facts of Henry VIII and his six wives in French. | To revise and consolidate the language and text from last week and complete a true false activity on Henry's wives | To revise and consolidate all this new knowledge with a storyboard and a presentation to the class. | | |

