Nantwich Primary Academy Curriculum Map

Last updated: September 2023

Teacher: Ellie Lawton

Maths Links
English Links
Outdoor Learning Links

YEAR 4	Link Opportunities	Autumn	Spring	Summer
		Roaming Romans (Roman Empire)	**Extreme Earth** (Looking at natural disaster around the world)	**The Sneaky Settlers** (The Viking invasion of the Anglo Saxons)
	The Hook / Enquiry Question	Were the Romans clever or cruel?	Can we control the weather?	The Vikings: ruthless killers or peaceful settlers?
	Local / Community	How has Nantwich been affected by the Romans (local walk) Can the museum help us understand how the Romans affected Nantwich?	Is a natural disaster likely in our town?	What Viking influences can we see in our local area? Can the museum help us understand how the Vikings affected Nantwich?
	Possible Trips / Guests	Nantwich Roman Museum Potteries Museum Roman Kitchen Workshop	Chester Zoo (animals from America)	Tatton Park Living History Day Potteries Museum (Anglo-Saxon Battle game workshop, Staffs Hoard Helmets)
	Parental Involvement	Historical walk around town with parents	Oral geography / homework projects	Exploring local areas linking to Viking settlements (parents involve) Family trees.
	I am 'Happy!' (EHWB)	Promoting resilience and supporting social, emotional and mental health. Enable students to voice their opinions respectfully and listen to others ideas'. Support for wellbeing of the children. Working with parents and carers. Targeting and supporting appropriate referral.		
	I am a 'Philosopher!' (P4C)	**Thinkers' Games**: Physical activities to kick off discussions. Everyone shows their thinking at once by committing to moving themselves, or some stuff, and then justifying their choices. **Spot and Stripe:** 1 minute videos in which we start a debate, and hand it over to the children to argue out. **Session Plans**: 30 minute sessions to embed philosophy into the classroom. Each plan follows the Philosophy Circles method to get maximum thinking with minimum teacher-effort. **(From thephilosophyman.com/)**		

My Happy Mind:

- Meet Your Brain
- Celebrate, Appreciate, Relate, Enjoy

	I am a 'Good Citizen!' (PSHCE)			
	I am 'British!' (British Values)	**Democracy**: Pupils will be voted onto the school council. Pupils will apply to the Principal for Y6 responsibilities. Pupils will vote for who has shown learning powers each week. Pupils take part in a weekly Votes for Schools vote on current affairs. Pupils can compare current British values to those present during the hard times of WW2. **Rule of Law:** Pupils follow the coloured behaviour zones system. School rules and Happy Classroom Rules are followed consistently. Pupils attend whole school assemblies and are reminded of their rights via Votes for Schools assemblies each week. School assemblies and visits from e.g. PCSOs help pupils remember laws to keep them safe. **Individual Liberty:** Pupils show independence in learning and think for themselves. Pupils are offered a broad and balanced curriculum. Pupils make sensible choices at break and lunchtimes. School assemblies and PSHCE lessons remind pupils of their rights and how to keep safe. 100% attendance awards are won. Pupils represent school. **Mutual Respect & Tolerance:** Respect taught through Assemblies, RE and PSHCE to be used in and out of school. Pupils learn to respect cultural diversity and recognise the richness diversity brings. Links with SBMAT schools enhances this. Inter-school competitions teach humility and respect to others. Displays in school remind pupils how to stay safe, including Year 6 pupil monitors e.g. digital leaders / road safety officers. Pupils are supported by the school inclusion team.		
	I am an 'Engineer!' STEM / STEAM	- Creating a model aqueduct (history) - Creating a model network (computing) - Creating a habitat (science) Considering French landmarks (MFL) Examining structures / designs of ancient Roman architecture (history)	- Examining the materials available to build natural disaster shelters (History) - How does electricity travel across water? (Science) - Sound boxes, microphones (Science) - How can we protect ourselves from the weather? (History)	- Viking huts and settlements (History) - Maps of Viking UK (History - Environmental studies (Science) - Cultural influences on art/textiles (Art)
	I am a 'Scientist!' (Science)	**States of Matter** • Compare and group materials together, according to whether they are solids, liquids or gases • 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) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Living Things and their habitats**	**Electricity** • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	**Animals including Humans** • 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. • Construct and interpret a variety of food chains, identifying producers, predators and prey.

		• 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 their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things	• Recognise some common conductors and insulators, and associate metals with being good conductors. **Sound** • Identify how sounds are made, associating some of them with something vibrating • 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 sound source increases.	
	I am a 'Linguist!' (MFL: Francais)	**Colours and Numbers** • Name and recognise up to ten colours in French. • Count from 1-10 in French **Minibeasts** • Recognise and recall 10 minibeasts in French. • Recall greetings more easily in French. • Recognise and follow instructions in French. • Follow an animated story in French.	**Season** • Recognise, recall and remember the four seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. **Transport** • Recognise and recall 7 modes of transport in French. • Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in French.	**I can….** • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux… **Musical Instruments** • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.

	I am a 'Coder!' (Computing)	**The Internet** • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Data Logging** • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	**Audio Production** • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Repetition in Shapes** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,	**Photo Editing** • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Repetition in Games** • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

			analysing, evaluating and presenting data and information	
	I am a 'Historian!' (History)	• Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives. *(Hi 23,24,25,28,29)* • Understands where, when and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British Life. (Anglo-Saxons and Scots) *(Hi 21,22,23,24,25,26,28,29)* • Place events, people and changes into correct periods of time.*(Hi 21,22)* • Shows an understanding of BC time *(Hi23)*	Relevant history elements identified on MTP	• Can explain the sequence of events caused by Viking invasions, English resistance and how the Anglo Saxons finally gained power in England. *(Hi 28,29)* • Place events, people and changes into correct periods of time. *(Hi 21,22)* • Use dates and vocabulary relating to the passing of time *(Hi 23)* • Describe and make links between the main events, situations and changes within and across the different period. *(Hi 24)* • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this. *(Hi 25,26)*
	I am a Geographer! (Geography)	Relevant geography elements identified on MTP	• Can explain volcanoes, earthquakes and geography of mountains. *(Ge 27,28)* • Recognises climate zones and biomes and can explain vegetation belts. *(Ge 26,27,28,32)* • Recognises the signs of human geography, including settlements and the use of natural resources, and how these resources are distributed. *(Ge 27,29)* • Can use maps to research and then describe the features of an area. *(Ge 30,32)* • Use secondary sources to draw maps *(Ge 31,32)*	Relevant geography elements identified on MTP

			• Investigate places and themes at more than one scale (Ge 33)	
	I am an 'Artist!' (Art)	**Storytelling Through Drawing** • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery.	**Explaining Pattern** • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes.	**Sculpture, Structure, Inventiveness and Determination** • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
	I am a 'Designer!' (Design & Technology)	**Structures: Pavilions** • Produce a range of free-standing frame structures of different shapes and sizes. • Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure.	**Electrical systems: Torches** • Identify electrical products and explain why they are useful. • Help to make a working switch. • Identify the features of a torch and how it works. • Describe what makes a torch successful. • Create suitable designs that fit the success criteria and their own design criteria.	**Textiles: Fastenings** • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are comfortable with.

		• Select appropriate materials and techniques to add cladding to their pavilion. **Mechanical Systems: Slingshot Chariots** • Work independently to produce an accurate, functioning car chassis. • Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results.	• Create a functioning torch with a switch according to their design criteria. **Food: Adapting a Recipe** • Follow a recipe, with some support. • Describe some of the features of a biscuit based on taste, smell, texture and appearance. • Adapt a recipe by adding extra ingredients to it. • Plan a biscuit recipe within a budget.	**Digital world: Mindful moments timer** • State and/or describe the advantages and disadvantages of existing products (timers). • Understand how Micro:bit features could be used as part of a design idea. • Write a program that displays a timer on the Micro:bit based on their chosen seconds/minutes. • Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. • State key functions in the program editor (e.g. loops). • Cut out a box net carefully, assembling it securely into a box using tape or glue and tabs and ensuring it has a slot for the Micro:bit display. • Evaluate the immediate appeal of the Micro:bit timer and how it might function. • Express which stages of the project they enjoyed or found more challenging. • Explain the need for a company to stand out against competition and/or state the importance of logos in business. • Recall and describe the name and use of key tools used in Sketchup (CAD) software. • Fulfil the design requirements of the logo.

	I am a 'Musician!' (Music)			
	I am a 'athlete' (P.E)	Football • Improve dribbling skills (Ga 23) • Contact the ball with different parts of the foot (Ga 23, 24) • Consolidate dribbling skills (Ga 23, 24) • Improve passing technique (Ga 23, 24) • Shoot using the correct technique with power and accuracy. (Ga 23,24) • Attack through combining previously taught techniques. • Make decisions as to what the best option is. (Ga 22,26) • Understand the different positions in football. (Ga 25) • Take part in a small sided game, with goals. (Ga 27,26) • Play a mini football tournament (Ga 24,25,26,27) Athletics (Aa 24, 23) • Improve running technique (Aa 19) • Develop speed and stamina (Aa 19) • Improve agility (Aa 19) • Work on power exercises for speed (Aa 19) • Improve technique for jumping further and higher. (Aa 20) • To improve power of upper legs (Aa 20) • Learn triple jump in year 4 (Aa 20) • Improve distance of their triple jump (Aa 20) • Learn the baton exchange for relay racing (Aa 22,23,19)	Gymnastics • Develop bridges and bunny hops. (Gy 18) • Work with a partner to create different shapes and balances. (Gy 19) • Develop headstands and v sits. (Gy 19) • Combine movements at varying speed and levels (Gy 19) • To plan, perform and repeat sequence. (Gy 22,19,20,18) • Show changes in speed and level in a performance. (Gy 20) • Refine movements in a sequence. (Gy 21,22) • Work in small groups to create interesting body shapes. (Gy 19,20,18) Dance • Learn simple moves and repeat them (Gy 18) • To move in a clear, fluent and expressive manner. (Gy20) • Create dances and develop sequences which convey a definite idea. (Gy20) • Develop sequences with a change of speed and levels. (Gy 21, 20) • Evaluate their own and others' performance. (Gy 22) • To move in a clear and expressive manner in a group, showing a variety of formations. (Gy 18, 19, 20) • Rehearse and remember sequences and phases to build towards a performance. (Gy 18, 19, 20)	Netball/ Basketball • Control the ball (Ga 23) • Move with the ball under control (Ga 23) • To control the ball at speed (Ga 23, 24) • Use skills/ deception when traveling with the ball (Ga 23, 24) • To pass with accuracy and control in a variety of situations (Ga 22, 24) • Combine dribbling and passing skills. (Ga 24) • Bring taught skills into game situations (Ga 24, 25, 26,27) • To use correct basketball shooting technique. (Ga 22, 23, 24) • Shoot with accuracy and consistency. (Ga 22, 23, 24) • Develop understanding of own role within a team. (Ga 25, 26, 27) Cricket • Use the correct grip and stance for batting (Ga 22, 23) • To be introduced to cricket vocabulary – batter bowlers, fielder, runs, wicket. (Ga 25) • Improve catching ability (Ga 23) • To improve over arm throwing technique. (Ga 23) • Move feet in response to length of ball. (Ga 23, 22) • Consolidate grip and stance for batting. (Ga 23, 25)

		• Time their start in order to maximize effect (Aa 22,19) • Learn a correct throwing technique (Aa 21) • Consolidate taught techniques (Aa 21) • To carry out an intra-school athletics competition (Aa 23,22,19)	• Evaluate and critique the performance of others. (Gy 22, 21) • Perform with competence and competence over a longer sequence (Gy 18, 19, 20)	• Use long arm barrier fielding technique. (Ga 23) • To consolidate taught batting skills (Ga 24, 25) • Perform the forward defence shot and prevent being bowled. (Ga 24, 25) • To recap taught skills and consolidate both fielding and batting techniques. (Ga 24, 26, 27, 25) • Apply skills as well as thinking tactically in a competitive situation. (Ga 24, 26, 27, 25) Outdoor/Adventure (Oa 13,14,15,16) All skills are covered in: • Break and lunch time activities • Maths of the day • Outdoor Adventure Day • Year 3 and 4 planning

This is a working plan and can be subject to change as opportunities arise or reflections are made.

Last updated: October 2022