CHERRY TREE PRIMARY SCHOOL CURRICULUM

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Who are we?	Where are we in place and time?	How does the world work?	How we express ourselves?	How we organise ourselves around the world?	How do we share the planet?
	LOCAL GEOGRAPHY AND HISTORY	HISTORY	SCIENCE	ART, D&T, MUSIC & DRAMA	GEOGRAPHY – COMPARISON STUDY	ENVIRONMENT – CROSS CURRICULAR
Year 4 Topic Focus	**WHY IS ST ALBANS A CITY?**	**WHAT CAN THE TITANIC REVEAL ABOUT LIFE IN EDWARDIAN ENGLAND?**	**HOW DOES WATER CHANGE FORM?**	**HOW DID THE ROMANS FORM SUCH A LARGE EMPIRE?**	**WHAT THRIVES IN A CITY?**	**WHAT IS GLOBAL WARMING?**
						

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Lines of Enquiry 	What is our nearest city of St Albans famous for? Where is St Albans? Who was St Alban? Why is St Albans a city? What river flows through St Albans? Which royalty has visited St Albans? Why is St Albans a market town? Why was St Albans Abbey built?	What is transatlantic travel? Why do people choose to take a transatlantic crossing? Why did European people emigrate to America? Why is the Titanic story so well known? Why was the Titanic called 'unsinkable'? How and why did Titanic sink? What changes have been made to ship building over the last 500 years? Is sea travel safer in current times? Are some boats safer than others? What role does the RNLI play?	How many forms does water take? What is the water cycle? How does the physical landscape affect the weather? What mountain ranges can be found in the UK and around the world? How does temperature affect the state of water? Why is water the source of life? Does everyone have access to clean water?	How did the Romans form such a large Empire? What did the Romans invent and build? What materials did they use? How were mosaics and clay used in ancient civilisations? How are mosaic patterns created? What is clay used for? What materials are used for sculpture? How does clay change when it is fired?	What thrives in a city landscape? What are the famous landmarks in New York? How do people manage in over-populated areas? Why is New York called the city that never sleeps? What are the benefits of living in a busy city? How does living in a busy city compare to living in a rural area like Watford?	What is global warming? Why is the world heating up? Is everyone trying to help prevent this? How does air pollution contribute to global warming? Why has the air been clearer in Corona Virus lockdown? Is there such a thing as a green city? What can we do to prevent global warming? How are animals affected by global warming? Can we make a difference?

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Reading to support topic learning 	Harry Millar's Run How to Drive a Roman Chariot by Caryl Hart and Ed Eaves The Roman Quests: Escape from Rome (UKS2) by Caroline Lawrence Queen of Darkness by Tony Bradman	Sensational poems The Titanic Detective Agency by Lindsay Littleton Atlas of Ocean Adventures by Emily Hawkins Dougal's Deep-Sea Diary by Simon Bartram Titanic, I was there by Margi McAllister Escape this book – Titanic by Bill Doyle	Mountains of the World: by **Dieter Braun** Where the Mountain meets the Moon by Grace Lin Asha & The Sprit Bird by Jasbinder Bilan The Girl of Ink & Stars by Kiran Millwood Hargrave The Tin Forest Wind in the Willows by Kenneth Grahame Why is Water Worth it by Lori Harrison	Tiger Tiger by Lynn Reid Banks Escape from Pompeii by Christina Balit The Code of Romulus by Caroline Lawrence	The Arrival by Shaun Tan The Bear and the Piano by Indian in the Cupboard by Lynn Reid Banks The Street Beneath my Feet by Charlotte Guillian A Nest Full of Stars A World of Cities by James Brown Red and the City by Marie Voigt Big City Atlas by Maggie Li Trouble in New York by Sylvia Bishop	Way Home By Libby Hathorn The Wild Robot by The Journey Home by Frann Preston-Gannon Oi Get off our Train by John Burningham
Writing outcomes 	Traditional Tales - Myths (quests)	Reports Poetry Structure – riddles	Story settings Structure– narrative poetry	Writing and performing a play	A story/stories with a theme	Take one poet – poetry appreciation

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Maths 	**4LS1:** Place value- ordering and comparing numbers beyond 100 **4LS2:** Rounding, estimation and magnitude **4LS3:** Securing addition and subtraction mental fluency **4LS4:** Securing addition and subtraction writer fluency **4LS5:** Counting in multiples of 6, 7, 9, 25 and 100. **4LS6:** Times tables- multiplication and division facts **4LS7:** Factor pairs, integer scaling and correspondence problems **4LS8:** Problem solving inc, measures to apply place value, mental strategies and Arithmetic laws.	**4LS9:** Multiplying/ Dividing a two-digit number by 10 and 100 **4LS10:** Converting units of measure **4LS11:** Comparing, estimating and calculating measures **4LS12:** Discrete and continuous data (time graphs) inc. application of scales and division **4LS13:** Perimeter	**4LS14:** Properties of shape **4LS15:** Symmetry **4LS16:** Decimal numbers **4LS17:** Calculating with decimals **4LS18:** Money **4LS19:** Problem solving with decimals (10ths and 100ths) **4LS20:** Adding and subtracting fractions with the same denominator	**4LS21:** Finding fractions of quantities **4LS22:** Fractions of measures **4LS23:** Ordering and comparing equivalent fractions **4LS24:** Formal written method for multiplication (HTO x O and HTO x TO) **4LS25:** Formal written method for division (HTO ÷ O and HTO÷ TO)	**4LS26:** Reading, writing, calculating and converting time **4LS27:** Interpreting and presenting continuous and discrete data **4LS28:** Roman Numerals to 100 **4LS29:** Negative numbers, counting through zero in context **4LS30:** Angles **4LS31:** Properties of triangles **4LS32:** Co-ordinates in the first quadrant and translations	**4LS33:** Position and direction, incorporating angles and plotting points of a shape **4LS34:** Reviewing multiplication and division methods **4LS35:** Area **4LS36:** Fractions review **4LS37:** Developing operation sense through application of methods and problem solving

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History 	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality **St Albans & Roman links** The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, The impact of technology, culture & beliefs, including early Christianity	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Ship building, social class and engineering over time (Titanic)** **Crossing the Atlantic over time**	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - sanitation	The Roman Empire and its impact on Britain – architecture, engineering & settlement Julius Caesar's attempted invasion in 55-54 BC The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Emigration from the UK** **The Mayflower voyage to America** **The purpose of Ellis Island**	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – global warming + traffic pollution
Geography 	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – **Maps of Hertfordshire**	Use the eight points of a compass, four - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world **Which cities in the Uk were known for ship building?**	Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied – **The Water Cycle** Describe and understand key aspects of physical geog – **Rivers and mountains**	Name and locate counties and cities of the United Kingdom connected with Roman settlements **Why did the Romans settle in St Albans and other UK cities?**	Understand geographical similarities & differences through the study of human & physical geog of a region within North America **– New York** Describe and understand key aspects of: human geography	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Complete air pollution survey/traffic survey from A41**

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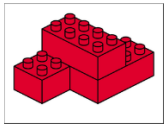
Art & Design 	Create sketch books to record observations and use them to review and revisit ideas – **Still Life fruit and vegetables** Learn about great architects and designers in history – **Roman Arches, Verulamium & amphitheatres**	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great architects and designers in history – **lifeboats**	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials **Ice and nature baubles**	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials **Clay products** **Mosaics tiles using a variety of materials**	Learn about great artists, **architects** and designers in history **Empire State Building** **Brooklyn Bridge** **Statue of Liberty** **Cityscapes - James Green** **Andy Warhol – pop art**	Learn about great artists, architects and designers in history - **L S Lowry** Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials **Air pollution inspired art**
Design & Technology 	Understand and apply the principles of a healthy and varied diet	Understand and use mechanical systems in their products **pulleys & levers** – **linked to rescues at sea**	**Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials **Ice baubles**	**Design & make mosaic tile coasters and vases** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – **construction challenge (bridges)**	**Design & make an air freshener** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

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Music 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – **I am Alban commissioned piece of music**	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **My Heart will go on – Celine Dion Hymns played on the Titanic (traditional & religious music) Inspector Morse theme music**	Improvise and compose music for a range of purposes using the inter-related dimensions of music **Inspired by Bedrich Smetana – *The Moldau***	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – **School Production**	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – **New York inspired songs (modern popular music)**	Develop an understanding of the history of music. Use and understand staff and other musical notations

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Science 	**HUMANS – Digestion & teeth** 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	**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. **Use Morse code**	**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.	**STATES OF MATTER** 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)	**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 & 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 Recognise some common conductors and insulators, and associate metals with being good conductors. Understand and use electrical systems in their products	**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 their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. **An investigation of air pollution in cities and towns. Use pictures from lockdown compared to before for clean air** FOOD CHAINS Construct and interpret a variety of food chains, identifying producers, predators and prey.

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Computing 	Coding Links Using online mapping services and Google Streetview to explore the local area to gain a greater understanding of local landmarks. Use digital archive resources from local libraries to bring to life local history. Schedule a video call with a member of the Verulanium museum to discuss the rich Roman connection that the local area has, especially in St Albans.	Online Safety Spreadsheets Links Create an “interview” with the crew on the Titanic exploring how they felt when the ship was in danger. Use video editing and audio recording software to capture this. Use Google Street View to explore the dockyards of Belfast. Use the National Archives to see if they can find some interesting news articles or government reports about the Titanic. Use interactive tools online to plan circuits children wish to build in science class.	Spreadsheets Writing for different audiences Links Use Google Maps to explore local area. Use OS digital resources to understand how maps are created.. Use websites such as WordWall to create interactive starters or plenaries that focus on increasing knowledge of European countries, capitals, cities and other geographical features. Train chn on how to create their own quizzes to encourage greater engagement with the areas of the world they are learning about	Writing for different audiences Logo Links Children use apps such as Google Drawings or apps on PM to create their own Ancient Greek shield or Roman shield inspired by their learning. Use 2Create a Story or 2Animate to create a comic strip or animation inspired by the story of Odysseus or other Greek or Roman mythical tales. Explore the collections at the British Museum virtually to bring some of the artefacts that they have to life. Create quizzes based on their learning use the quiz creation tools on PM or other websites such as WordWall, Quizizz or Kahoot!	Animation Effective searching Links Using paint tools on PM to create their own Andy Warhol-esque digital pieces of artwork. Effectively search for examples of Warhol’s work using safe search engines such as Kiddle image search or Swiggle image search.	Effective searching Hardware investigators Links Using presentation apps to create a slide show or some kind of presentation raising awareness of the climate crisis. Looking at traffic conditions in the local area and using spreadsheets or database tools to record and analyse data of traffic in the local area. Produce graphs and present to others in the school as to what the findings of the traffic survey is. Perhaps further links with mathematics tools that can be found PM.onelik

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Physical Education 	Handball Daily Mile Outdoor Learning	Fitness & Circuits Training: Stamina, Speed, Agility Daily Mile Orienteering	Tennis Daily Mile	Golf Daily Mile Gymnastics	Cricket Athletics Daily Mile Outdoor Learning	Rounders Athletics Daily Mile Outdoor Learning
Spanish	This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.		This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).		During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).	
Religious Education 	Refer to separate Religious Education document We follow the Hertfordshire Scheme of work					

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PSHE 	**Being Me in My World** Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	**Celebrating Difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Dreams and Goals** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Healthy Me** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Relationships** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Changing Me** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change