









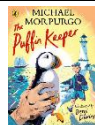
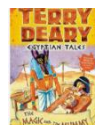


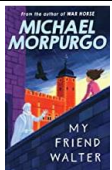
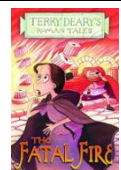
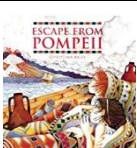


**Year 4 – Michael Morpurgo
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<p>Vision statement Churchwood is an academy where everyone can:</p> <ul style="list-style-type: none"> • achieve their own personal excellence • have high expectations and the confidence to reach their goals • develop spiritually, morally and culturally • support each other and works together as a team • celebrate achievements with each other. 		<p>School Motto At Churchwood Everyone Can</p>				
<p>Curriculum Intent At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be:</p> <ul style="list-style-type: none"> · Respectful · Empathetic · Ambitious · Resilient · Independent · Co-operative 		<p>Core Values At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence.</p> 				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	Egyptologists / investigation		Scavenger hunt		A trip to 'Rome'	
Marvellous Middle	Building a Shaduf		Hever Castle / Michelham Priory		Re-enactment – Boudicca's rebellion	
Fantastic Finish	Egyptian museum		Play company		A taste of Italy!	
Coverage						
						
Topic	Walk like an Egyptian 		Terrible Tudors 		Ciao Churchwood! 	
Reading and Writing Genres	Author study Stories in historical settings Information texts	Myths and Legends Poetry – rivers Recount – diary writing	Stories in historical settings Biography	Poetry Information text Recount – newspaper report	Adventure stories Non-chronological reports	Persuasive writing Instructions
Core text/s	 					

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<p>Science</p> <p>Substantive knowledge Disciplinary knowledge</p>	<p>Biology – Living things and their habitats</p> <p>Knowledge that living things can be grouped in a variety of ways. Children gather, record and begin to classify and present data in a variety of ways to help in answering questions. Children begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Knowledge of how classification keys can be used to group, identify and name a variety of living things in their local and wider environment. Children gather, record and begin to classify and present data in a variety of ways to help in answering questions. Children begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Knowledge of how environments can change and how this can pose dangers to living things. Children begin to explore everyday phenomena and the relationships between living things and familiar environments.</p>	<p>Biology – animals including humans</p> <p>Knowledge of the main body parts associated with the digestive system (mouth, tongue, teeth oesophagus, stomach, intestine).</p> <p>Knowledge of the simple functions of the basic parts of the digestive system in humans.</p> <p>Knowledge of the different types of teeth in humans. Children begin to compare and group according to behaviour or properties, based on testing.</p> <p>Knowledge of the functions of different types of teeth in humans. Children begin to compare and group according to behaviour or properties, based on testing.</p> <p>Knowledge of a variety of food chains.</p> <p>Knowledge of the meaning and examples of producers, predators and prey.</p>	<p>Physics – Sound</p> <p>Knowledge that sounds are made when an object vibrates. Children ask relevant questions and use different types of scientific enquires to answer them.</p> <p>Knowledge that vibrations from sounds travel through a medium to the ear.</p> <p>Knowledge of patterns between the pitch of a sound and features of the object that produced it.</p> <p>Knowledge of patterns between the volume of a sound and the strength of vibrations that produced it. Children begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including data loggers. Children set up some simple practical enquiries, comparative and fair tests. Children begin to think of more than one variable factor. Children begin to record findings using simple scientific language, bar charts and tables.</p> <p>Knowledge that sounds get fainter as the distance from the sound source increases.</p>	<p>Physics – Electricity</p> <p>Knowledge of some common appliances that run on electricity.</p> <p>Knowledge of how to construct a simple series electrical circuit.</p> <p>Knowledge of simple components within an electrical circuit, including cells, wires, bulbs, switches and buzzers.</p> <p>Knowledge that a series circuit needs to be a complete loop with a battery in order to work. Children begin to report findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Knowledge that a switch opens and closes in a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Knowledge that some materials conduct electricity (conductors) and some do not (insulators). Children begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Knowledge of some common conductors (metals) and insulators (rubber/plastic, dry wood, glass, paper) of electricity. Children begin to use results to draw simple conclusions,</p>	<p>Chemistry – States of matter</p> <p>Knowledge of the meaning of solid, liquid and gas. Knowledge of some examples of solids, liquids and gases.</p> <p>Knowledge that some materials can change state when heated or cooled (eg, ice-water-vapour). Knowledge that water freezes (becomes a solid) at 0°C. Knowledge that water boils (starts to become a gas) at 100°C. Children begin to make some decisions about which types of enquiry will be the best way of answering questions. Children begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers. Children help to make decisions about what observations to make, how long to make them for and the type of equipment that might be used. Children begin to observe and measure accurately using standard units, including time in minutes and seconds. Children begin to use notes, simple tables and standard units and help to decide how to record and analyse data.</p> <p>Knowledge of the water cycle. Knowledge that within the water cycle, water evaporates (changes from a liquid to a gas) and condenses (changes from a gas to a liquid). Children begin to research when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>
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				<p>make predictions for new values, suggest improvements and raise further questions.</p> <p>Knowledge that most metals are good electrical conductors. Children begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	
Key scientists	Joean Beauchamp Procter (Zoologist)	Ivan Pavlov (Digestive System Mechanisms)	Alexander Graham Bell (Invented the telephone)	Thomas Edison (Lightbulb)	Anders Celsius (Temperature Scale) Daniel Fahrenheit (Temperature Scale / Invention of the Thermometer)
History	<p style="text-align: center;">Ancient Egypt</p> <p><i>NC – The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth of Ancient Egypt.</i></p> <p>Substantive knowledge Knowledge that the Ancient Egyptian period was from 3,500 BC to 30 BC. Knowledge that Ancient Egypt was in Egypt, North Africa.</p> <p>Knowledge that civilisation mainly developed along the River Nile. Knowledge that people settled around the River Nile partly due to annual flooding which ensured reliable, rich soil for growing crops.</p> <p>Knowledge that the Ancient Egyptians developed farming techniques, including using oxen to pull ploughs and irrigation systems to help grown crops.</p> <p>Knowledge that homes were rectangular and made from mud bricks using a wooden mould.</p> <p>Knowledge that there were also pyramids and temples.</p> <p>Knowledge that Ancient Egyptians developed many construction elements that we still see today - rope, glass making, bricks of same size, scaffolding, mortar, copper pipe.</p> <p>Knowledge of the importance and power of Pharaohs.</p> <p>Knowledge of how the life of a Pharaoh was different to the lives of everyday people.</p> <p>Knowledge of the influence Pharaohs had.</p> <p>Knowledge that Tutankhamun was a Pharaoh. Knowledge of the importance of Tutankhamun, his tomb and what historians learnt from it.</p>		<p style="text-align: center;">The Tudor period</p> <p><i>Not NC</i> <i>Focus:</i> <i>The impact of the Tudor period on Britain - dissolution of the monasteries.</i></p> <p>Substantive knowledge Knowledge that on 22nd August 1485 the Battle of Bosworth Field ended the War of the Roses (1445 – 1487). Knowledge that the house of Lancaster (red rose) defeated the house of York (white rose). Knowledge that King Richard III (York) was killed and Henry VII (Lancaster) became king.</p> <p>Knowledge that Henry VII married Elizabeth of York, daughter of Henry IV, uniting the two houses and creating the Houses of Tudor (red and white rose).</p> <p>Knowledge of who the Tudor monarchs were and when they reigned: Henry VII (reigned 1485 -1509) Henry VIII (1509-1547) Edward VI (1547-1553) - Son of Henry VIII and Jane Seymour Mary I (1553-1558) – Daughter of Henry VIII and Catherine of Aragon Elizabeth I (1558-1603) – Daughter of Henry VIII and Anne Boleyn. Knowledge that Henry VIII was the son of Henry VII. Knowledge that Henry VIII was married six times: Catherine of Aragon – Divorced / annulled as could not bear him a male heir. Anne Boleyn – Beheaded. Accused of adultery and treason. Jane Seymour – Died shortly after childbirth. Anne of Cleves – Marriage annulled Catherine Howard – Beheaded on grounds of treason and adultery. Katherine Parr – Outlived Henry VIII.</p> <p>Knowledge that the Catholic church was wealthy and Henry VIII needed more money, he wanted to divorce Catherine of Aragon and marry Anne Boleyn.</p>		<p style="text-align: center;">Ancient Romans</p> <p><i>NC – The Roman Empire and its impact on Britain – the successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance (eg. Boudicca), Romanisation of Britain. Britain's settlement by Anglo-Saxons and Scots – Roman withdrawal from Britain in circa AD410 and the fall of the western Roman Empire.</i></p> <p>Substantive knowledge Knowledge that the Roman Empire was founded when Augustus Caesar proclaimed himself the first Emperor of Rome in 31BC. Knowledge that the Romans occupied Britain from 43AD to 410AD.</p> <p>Knowledge that the Roman Empire covered much of Europe, North Africa and the Middle East. Knowledge of why the Romans wanted to occupy Britain. Knowledge that the Romans made 3 attempts to conquer Britain (their third and final attempt was successful).</p> <p>Knowledge that the Romans first attempt to conquer Britain was in August 55BC, the second attempt was in Summer of 54BC and the final successful event was in 43AD. Knowledge that Emperor Claudius organised the final and successful Roman invasion of Britain.</p> <p>Knowledge that over 25,000 men crossed the Channel in 3 divisions landing at Richborough, Dover and Lympe.</p> <p>Knowledge that it took about four years for the invaders to gain control over Southern England. Knowledge that the battle for Yorkshire and the remainder of Northern England was still going on in 70AD. Knowledge that some people resisted the invasion of the Romans.</p> <p>Knowledge of a significant person (Boudicca) and how she resisted the Roman invasion.</p>

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		<p>Knowledge that the dissolution of the monasteries was one of the most revolutionary events in English History. Knowledge that the Act of Supremacy, passed by Parliament in 1534, made Henry VIII Supreme Head of the Church in England.</p> <p>Knowledge that Thomas Cromwell helped Henry VIII to dissolve the monasteries</p> <p>Knowledge that this was when the monarch first became head of the Church of England and that this allowed divorce.</p> <p>Knowledge that people explored the wider world during Tudor times. Knowledge of how they explored and why they explored the world.</p> <p>Knowledge of the lives of significant explorers (Sir Walter Raleigh and Sir Francis Drake). Knowledge of what was discovered and how this has influenced the future.</p>	<p>Knowledge of how the Romans changed Britain and the legacy this has had.</p>
	<p>Disciplinary knowledge Children learn about the developments and change during Ancient Egypt through looking at different forms of evidence, including archaeologists exploring Tutankhamun's tomb. They learn about the historical significance of the Ancient Egyptians (farming, construction).</p>	<p>Disciplinary knowledge Children learn about the Tudor period through examining different forms of evidence. They learn about the changes during the period and the cause of the changes. They learn about the historical significance of the period and the legacy it has for Britain.</p>	<p>Disciplinary knowledge Children learn about the Roman Empire and its impact on Britain from looking at different evidence. They learn about the cause and significance of the Roman invasion of Britain; how it changed Britain and the legacy it left behind.</p>

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<p>Geography</p>			<p>European country study – Italy <i>NC – Study of similarities and differences between an area of the UK and a region in a European country – Italy</i></p> <p>Substantive knowledge Knowledge of the location of the countries of Europe (including Russia). Knowledge of the eight compass points (N, NE, E SE, S, SW, W, NW). Knowledge of how symbols and keys on maps give us more information about an area (focus on Europe).</p> <p>Knowledge of the location of key physical features within Europe:</p> <ul style="list-style-type: none"> • Mediterranean Sea • The Alps • Mount Etna and Mount Vesuvius • River Danube <p>Knowledge of the location of key human features within Europe:</p> <ul style="list-style-type: none"> • The Eiffel Tower • The Colosseum • The Acropolis • The Leaning Tower of Pisa <p>Knowledge of the location of Paris, Berlin, Madrid, Rome and Athens. Knowledge of human and physical geographical similarities and differences between East Sussex and a region of Italy (European country).</p> <p>Knowledge that a volcano is an opening in the Earth’s crust that allows magma, hot ash and gases to escape. Knowledge of that volcanic eruptions can be very dangerous. Knowledge that during an eruption volcanoes can produce pyroclastic flows (fast moving clouds of hot ash, gas and rock), ash clouds (small pieces of rock and glass that can be carried in the air for many kilometres) and volcanic bombs (large bits of very hot rock blown out of a volcano).</p> <p>Knowledge of the impact of a volcanic eruption (Pompeii).</p>			
<p>Art and Design</p>		<p>3D art Knowledge that hieroglyphics were used to communicate during ancient Egyptian times. Knowledge of key symbols and images used within hieroglyphics. Knowledge of the key colours used</p>	<p>Drawing and Painting To know how to develop further drawings featuring the third dimension and perspective. To know how to create familiar objects with correct proportions.</p>		<p>Collage (mosaics) Knowledge that a mosaic is a picture or pattern created by arranging small pieces of materials. Knowledge of how Antoni Gaudi uses a range of textures and</p>	

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		<p>within hieroglyphics.</p> <p>Knowledge that each of the colours used had meaning (red-power, victory, anger and fire; green – new life, growth, fertility; blue – creation and rebirth; yellow – eternal, such as sun and gold).</p> <p>Knowledge of how to create a slip to join pieces of clay.</p> <p>Knowledge of how to use tools to carve and shape clay.</p> <p>Knowledge of how to fix paint on clay using a PVA glaze.</p>	<p>To know how to create mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>To know how to use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Knowledge of what portraits and self-portraits are.</p> <p>Knowledge of the proportions and positioning of facial features using close observation.</p> <p>Knowledge of how to create depth within a drawing.</p> <p>Knowledge of the artwork of Hans Holbein and Andy Warhol.</p> <p>Knowledge of the similarities and differences between Hans Holbein's and Andy Warhol's portraits.</p> <p>Knowledge of how to use digital technology to create artwork.</p> <p>Knowledge of how to create artwork in the style of a given artist.</p>		<p>shades of colour to create effects.</p> <p>Knowledge of how Emma Biggs uses complementary colours to create effects in her mosaic.</p> <p>Knowledge of symbolism used within Roman mosaics.</p> <p>Knowledge of different textures of materials (shiny, dull, patterned, embossed, glittery) and the effect they can have.</p> <p>Knowledge of how natural materials (eg dried beans and pulses) can be used to create mosaics. Knowledge of how to create depth within a mosaic.</p>	
Design Technology	<p>Levers and linkages – storybooks</p> <p>Design</p> <p>Knowledge that research is used to inform designs of functional, appealing products that are fit for purpose and aimed at a particular group. Knowledge of a range of products (storybooks) with</p>			<p>Electrical systems – alarms</p> <p>Design</p> <p>Knowledge that research is used to inform designs of functional, appealing products that are fit for a particular purpose. Knowledge that ideas can be communicated through diagrams</p>	<p>Cooking and nutrition – seasonal food (fruit tarts / stuffed peppers)</p> <p>Knowledge that different foods are available at different times of the year. Knowledge of a range of foods available during the four different seasons.</p>	

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	<p>levers and linkages in them.</p> <p>Knowledge that ideas can be communicated through diagrams and prototypes.</p> <p>Technical knowledge / Make Knowledge that a lever is a rigid bar that moves around a pivot. Knowledge that linkages are strips are card joining one or more levers to create a desired movement.</p> <p>Evaluate Knowledge that the views of others can be used when evaluating products.</p>			<p>using symbols / key.</p> <p>Technical knowledge / Make Knowledge that electrical systems can be used in products (eg. series circuits incorporating switches, bulbs, buzzers and motors). Knowledge of a range of products and the electrical systems they use.</p> <p>Knowledge of different types of switches and how they can be activated.</p> <p>Evaluate Knowledge that designs can be trialled to ensure they work. Knowledge that products can be modified to improve how well they function / meet the design criteria.</p>		<p>Knowledge of the advantages and disadvantages of eating seasonal food.</p> <p>Knowledge of where some foods that are 'out of season' come from.</p> <p>Knowledge of the impact of eating foods which are not in season locally.</p> <p>Knowledge of how a variety of ingredients are grown, reared, caught and processed.</p> <p>Knowledge of why vegetables form an important part of a healthy and varied diet.</p> <p>Knowledge of how to safely prepare a dish (hygiene, safe use of equipment).</p>
Key artists / designers		Ancient Egyptian art	Hans Holbein and Andy Warhol		Antoni Gaudi, Emma Biggs and Ancient Roman art	
PSHE	<p>Being me in my world Knowledge that my attitudes and actions make a difference to the class team. Knowledge of how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>Knowledge of who is in my school community, the roles they play and how I fit in. Knowledge how democracy works through the school council.</p> <p>Knowledge that my actions affect myself and others.</p> <p>Knowledge of how rewards and consequences motivate people's behaviour.</p> <p>Knowledge of how groups come</p>	<p>Celebrating difference Knowledge that, sometimes, we make assumptions based on what people look like. Knowledge that it is important to accept people for who they are. Knowledge of what influences me to make assumptions based on how people look.</p> <p>Knowledge that sometimes bullying is hard to spot and knowledge of what to do if I think it is going on but I'm not sure. Knowledge of how it might feel to be a witness to and a target of bullying. Knowledge of why witnesses sometimes join in with bullying and sometimes don't tell. Knowledge of how to problem-solve a bullying situation with others.</p>	<p>Dreams and goals Knowledge of how it feels to have hopes and dreams. Knowledge that sometimes hopes and dreams do not come true and that this can hurt. Knowledge of how disappointment feels and knowledge of times when I have felt that way. Knowledge that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>Knowledge of how to cope with disappointment and how to help others cope with theirs. Knowledge of that I can make a new plan and set</p>	<p>Healthy me Knowledge of how different friendship groups are formed, how I fit into them and the friends I value the most. Knowledge of situations which make people feel embarrassed, hurt or inadequate and how these feelings can be managed.</p> <p>Knowledge of changing dynamics between people in different groups, e.g. leader, follower. Knowledge of the roles I take on in different situations. Knowledge of how different people and groups impact on me and how this influences who I most want to be friends with.</p> <p>Knowledge of the facts about</p>	<p>Relationships Knowledge of the web of relationships that I am part of, starting from those closest to me and including those more distant. Knowledge of how it feels to belong to a range of different relationships and what I contribute to each of them.</p> <p>Knowledge of someone I love and can why they are special to me. Knowledge of how most people feel when they lose someone or something they love. Knowledge that we remember people even if we no longer see them.</p> <p>Knowledge different points of view on an animal rights issue.</p>	<p>Changing me Knowledge that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>Knowledge name and location of the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Knowledge that having a baby is a personal choice.</p> <p>Knowledge of how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p>

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	together to make decisions. Knowledge of how democracy and having a voice benefits the school community.	Knowledge of what is special about me. Knowledge of a time when my first impression of someone changed when I got to know them. Knowledge of why it is good to accept people for who they are.	new goals even if I have been disappointed. Knowledge of what it means to be resilient and to have a positive attitude. Knowledge of how to work out the steps to take to achieve a goal. Knowledge of the contributions made by myself and others to the group's achievement. Knowledge of how to share in the success of a group and how to store this success experience in my internal treasure chest.	smoking and its effects on health, and also some of the reasons some people start to smoke. Knowledge of the feelings of shame and guilt. Knowledge of how to act assertively to resist pressure from myself and others. Knowledge of the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. Knowledge of some situations when people are putting others under pressure and can explain ways to resist this.	Knowledge of how people feel when they love a special pet. Knowledge that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet. Knowledge of how to show love and appreciation to the people and animals who are special to us.	Knowledge of some strategies to help me cope with the physical and emotional changes I will experience during puberty. Knowledge of how the circle of change works. Knowledge of changes that have been and may continue to be outside of my control. Knowledge of ways to manage feelings, fears and concerns positively.
RE East Sussex Agreed Syllabus 2022	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity and why is it important to Christians	L2.7 What do Hindus believe God is like?	L2.5 Why did Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
French	Numbers and Days Knowledge of days of the week in French. Knowledge of numbers from 0-31 in French.	Months and Birthdays Knowledge of months of the year in French. Knowledge of how to ask somebody when their birthday is in French. Knowledge of how to say when your birthday is in French. Knowledge of how to wish somebody happy birthday in French. Knowledge of some birthday songs in French.	Today Knowledge of how to ask what the day is today in French. Knowledge of how to say what the date is in French. Knowledge of traditional French festivals.	Weather Knowledge of different weather vocabulary in French. Knowledge of how to ask what the weather is like and respond in French. Knowledge of Claude Monet and his work. Knowledge of the Kite festival in Calais. Key person: Claude Monet	Places Knowledge of the words town and countryside in French. Knowledge of how to ask where somebody lives and respond in French. Knowledge of the location of key towns / cities in France. Knowledge of some key characteristics of towns / cities in France	Places in town Knowledge of key town landmarks or buildings in French. Knowledge of how to ask what something is in French. Knowledge of some key aspects of everyday life in France.
Music Charanga scheme	Mamma Mia ABBA	Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles	Stop! Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me Gospel	Blackbird	Reflect, Rewind and Replay Western Classical Music and your choice from Year 4
PE Twinkl scheme	OAA Gymnastics: Movement	Invasion Games Gymnastics: Shape and Balance – Ancient Egyptians	Invasions Games: Tag Rugby Circuit Training	Net and Wall Games: Badminton Dance: Carnival of the Animals	Striking and Fielding Games: Cricket Dance: Romans	Dance Led by Funk Fusion Fitness Athletics
Computing	Unit 4.2 Online safety 4 sessions Unit 4.5 Logo	Unit 4.1 Coding 6 sessions	Unit 4.3 Spreadsheets 6 sessions	Unit 4.4 Writing for different audiences 5 sessions	Unit 4.6 Animation 3 sessions	Unit 4.8 Hardware Investigators 2 sessions

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	4 sessions				Unit 4.7 Effective Search 3 sessions	Unit 4.9 Making Music 4 sessions
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