

## YEAR 4 ANNUAL CURRICULUM – THE MEDIEVAL YEAR

Michaelmas term			Lent term		Trinity term	
<b>History</b>	The Vikings: King Alfred, Erik Bloodaxe, St Brice's Day, Ethelred and danegeld. Age of Discovery: maps, Marco Polo, Henry the Navigator	Christopher Columbus, life at sea, the Columbian Exchange, piracy	Geography	Geography	The end of Medieval England: Henry VII, Henry VIII, the dissolution of the monasteries	The Reformation, Mary Tudor, Drake, Elizabeth I
<b>English</b>	<i>The Lion, the Witch, and the Wardrobe</i> , CS Lewis  Poetry by Ahlberg, Updike and Rossetti	<i>The Lion, the Witch, and the Wardrobe</i> , CS Lewis  Poetry by Kipling, Farjeon and Belloc	<i>The Sword in the Stone</i> , TH White  Poetry by Lear, Kipling and de la Mare	<i>The Sword in the Stone</i> , TH White  Poetry by Shakespeare and Chesterton	<i>The Adventures of Robin Hood</i> , Roger Lancelyn Green  Poetry by Wordsworth and Jonson	<i>The Adventures of Robin Hood</i> , Roger Lancelyn Green  Poetry by Barrett Browning and Louis Stevenson

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<b>RS</b>	An introduction to Catholicism and the New Covenant The Medieval Year – medieval Christmas traditions, the medieval Church & medieval pilgrimage traditions Understanding Islam					
	The New Covenant  The Kingdom of God  Christianity, paganism and the Dark Ages in Britain and Europe	The Medieval Church  Missionaries in the Age of Exploration  Understanding Islam  Medieval Christmas traditions	Lent – the forty days Importance of pilgrimage in the medieval church  The spread of Islam, and <i>hajj</i>  Miracles  The Last Supper  Arrest, betrayal & trial of Jesus	Passion & death of Jesus  Stations of the Cross  The Resurrection  Understanding the Mass	Ascension  Prayer and Mary  Pentecost  The Holy Spirit  Acts of the Apostles	Saint Paul  The structure of the Church  Medieval monasticism
<b>Computing</b>	Rights and Responsibility – Digital Citizenship & Digital Footprints  Cyberbullying  Search Engines plagiarism, information sharing	Word Processing skills and digital literacy  Excel & Data Handling  Coding  Touch typing	<i>Reasoning</i>		<i>Reasoning</i>	

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Art	<b>Celtic and Viking Ornamentation</b>  Project: Study medieval patterns and decoration. Create your own Celtic or Viking ornament  Skills: drawing skills including proportion and symmetrical shapes. Sewing and weaving	<b>Gargoyles</b>  Project: design a Modroc gargoyle inspired by beasts and creatures from <i>The Sword in the Stone</i> and medieval Gothic architecture  Skills: modelling and papier mâché technique	<b>Discoveries/Maps</b>  Project: to discover the findings of the early explorers. History of cartography. Painting an explorer's map  Skill: map-making and watercolours	<b>The importance of Religion in Medieval Art</b>  Project: drawing one station of the cross in the medieval style  Skills: drawing skills including proportion and illustration. Mixing colours and making paints	<b>Heraldry</b>  Project: how heraldry changed identity in the medieval times. Design your own coat of arms and paint using watercolours  Skills: the colour wheel and painting techniques	<b>Medieval Inventions</b>  Project: to design a medieval pattern design of your initials and print it using the printing press  Skills: pattern design and mono-printing

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<b>Music</b>	<p style="text-align: center;"><b>Music History</b> <b>Classical and Romantic Periods</b></p> <p style="text-align: center;"><b>Music theory</b> Note names and values Time signatures Major scales</p> <p style="text-align: center;"><b>Music history</b> Instruments of the Orchestra Development of music</p> <p style="text-align: center;"><b>Composer focus</b> Joseph Haydn Wolfgang Amadeus Mozart Ludwig van Beethoven Pyotr Ilyich Tchaikovsky</p> <p style="text-align: center;"><b>Performance opportunities</b> Junior Choir Junior String Band/Junior Wind Ensemble Performance class Instrumental recitals</p> <p style="text-align: center;"><b>Project</b> Composer factfile poster</p>	<p style="text-align: center;"><b>Musicals</b></p> <p style="text-align: center;"><b>Music theory</b> Major and minor Minor scales Pentatonic scales Composing a musical song</p> <p style="text-align: center;"><b>Listening and watching</b> <i>Into the Woods</i> – Steven Sondheim <i>Matilda</i> – Tim Minchin <i>Prince of Egypt</i> – Stephen Schwartz</p> <p style="text-align: center;"><b>Singing</b> Songs from musicals, including: <i>Into the Woods</i> <i>Matilda</i> <i>Prince of Egypt</i></p> <p style="text-align: center;"><b>Performance opportunity</b> Junior choir School musical Junior String Band/Junior Wind Ensemble WCCS music competition</p> <p style="text-align: center;"><b>Project</b> Writing a musical song to go with a scene</p>	<p style="text-align: center;"><b>Folk and National Music</b></p> <p style="text-align: center;"><b>Music theory</b> Modes Pentatonic and Persian scales Intervals Composing a folk song melody</p> <p style="text-align: center;"><b>Singing</b> Folk songs including: <i>Londonderry Air</i>, <i>Loch Lomond</i>, <i>The Lincolnshire Poacher</i>, <i>Ar Hyd Y Nos</i>, <i>Country Roads</i>, <i>Au Claire de la Lune</i></p> <p style="text-align: center;"><b>Performance opportunities</b> Junior Choir Junior String Band/Junior Wind Ensemble Performance class Instrumental recitals</p> <p style="text-align: center;"><b>Project</b> Writing a folk song</p>

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<b>French</b>	Greetings, introductions, tu/vous	Animals	House and home –ER verbs	Reflexive verbs	Verbs - ‘faire’ ’mettre’ and ‘sortir’	Weather
	Numbers Classroom objects Colours Joan of Arc	Verbs – avoir and être Asking someone’s age Months, days, birthdays	Basic prepositions Voici / voilà Charlemagne Medieval French knights	Routine Telling the time Guillaume le Conquérant	Negatives Verb: Aller Great French explorers	Transport Guillaume le Conquérant
<b>Latin</b>	Introduction to Latin and English derivations ‘sum’ – I am Nouns and adjectives Present tense verbs Adverbs	Prepositions Conjunctions The nominative and accusative cases Imperatives	‘Subject object verb’ Adjectives Adverbs Personal pronouns Impersonal verbs Infinitives	Imperatives Prohibitions The vocative case Subordination	The imperfect tense The imperfect of ‘sum’ Participles	Interrogatives Prepositions
	Medusa & Perseus Food and meals Daedalus& Icarus Pandora’s Box School Echo and Narcissus Diana and Actaeon	The Roman army Roman baths Odysseus and the Cyclops Procrustes Midas Pyramus and Thisbe	Bellerophon and Pegasus Odysseus at Sea Roman Roads Roman trade Heracles and the Hydra Tombstones Demeter and Persephone	Saturn and the Golden Age Romulus and Remus Roman seafaring Oceanus and Tethys	The Calydonian Boar The Judgement of Paris Odysseus and the Cyclops Manumission The Marriage of Peleus and Thetis	

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<b>Maths</b> ISEB Year 4	Arithmetic – consolidating foundation skills and fractions Geometry – measurement in 2D shapes The Medieval Year – Zero & Arabic numerals, the abacus, navigation & the sextant, negative numbers from India Copernicus & Galileo: maths, science, religion & belief		
	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Counting</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Addition and subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Scales, estimation and rounding</li> <li>• Introduction to decimals</li> <li>• Decimal addition and subtraction</li> <li>• Decimal multiplication and division</li> <li>• Functions</li> <li>• Inequalities</li> <li>• Time</li> <li>• Functions</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions to decimals conversion</li> <li>• Mixed numbers and improper fractions</li> <li>• Adding and subtracting fractions</li> <li>• Fractions of amounts</li> <li>• Lines</li> <li>• Negative Numbers</li> <li>• Sequences</li> <li>• Position – co-ordinates</li> <li>• Angles and direction</li> <li>• 2D shapes 2</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Money 2</li> <li>• Metric conversion</li> <li>• 3D shapes 2</li> <li>• Symmetry and reflection</li> <li>• Translation</li> <li>• Perimeter and area</li> <li>• Problem-solving</li> </ul>

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Science	<b>Introduction to science</b> Safety concerns, laboratory equipment, symbols, planning experiments, how to make a fair test	<b>Sound and hearing</b> Vibrations, volume, travelling sounds, spreading sound, how we hear, protecting our ears	<b>Properties of materials</b> What are the different properties in different materials? Comparing materials	<b>Food chains</b> Producers and consumers, predators and prey, building food chains	<b>The variety of living things</b> Classification keys	<b>Parts of the body</b> Names and function of different bones, muscles and digestion
	<b>The atom and states of matter</b> Solids, liquids and gases, parts of an atom, changes of state, evaporation and condensation, the water cycle  A medieval peasant's winter	<b>Compounds and chemicals</b> Learning chemical symbols and spotting them in the world around us  <b>Acoustics and music</b> medieval cathedrals	<b>Electricity</b> The history of electricity, static electricity, series circuits, conductors and insulators, electricity safety  <b>Scientist study</b> Jean Buridan (1295-1363) history of medieval physics  The difference between science and magic	<b>Teeth and digestion</b> Different kinds of teeth, tooth decay, food in the body  Comparing medieval and modern diets	<b>Caring for the environment</b> Habitats, changing environments, pollution, endangered species, different organisms, camouflage  <b>Scientist study</b> Albertus Magnus (1200-1280) writings on zoology  Vikings trading mammal furs for silk	

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<b>Geography</b>	The Medieval Year – The advance of geographical knowledge				
	History	Where in the world are we?  The importance of scale: local, regional, national, global, universal	The advance of geographical knowledge, medieval cartography  Ferdinand Magellan and Antarctica  Arctic exploration: from the Vikings to Barents' survival  Medieval trade routes: Marco Polo		History



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Reasoning	<i>Computing</i>	<p><b>Non-verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Similarities, odd one out</li> <li>• Analogies, series</li> <li>• Hidden pictures, reflected pictures</li> <li>• Matrices, combined pictures</li> <li>• Nets of cubes, codes</li> <li>• Similarities, analogies</li> </ul> <p><b>Verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Synonyms, missing three-letter words, number sequencing, sorting information</li> <li>• Missing numbers, antonyms, match the codes, true statements</li> <li>• Analogies, letters for numbers, letter sequencing, time problems</li> <li>• Antonyms, missing letters, letter codes, maths problems</li> <li>• Spot the word, anagrams, number connections, date problems</li> <li>• Missing three-letter words, join two words to make one, missing numbers, true statements</li> </ul> <p><b>Non-verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Series, hidden pictures</li> <li>• Reflected pictures, odd one out</li> <li>• Combined pictures, codes</li> <li>• Matrices, nets of cubes</li> <li>• Reflected pictures, analogies</li> <li>• Codes, similarities</li> </ul>	<p><b>Non-verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Odd one out, series</li> <li>• Hidden pictures, matrices</li> <li>• Nets of cubes, combined pictures</li> <li>• Series, reflected pictures</li> <li>• Codes, matrices</li> <li>• Similarities, analogies</li> </ul> <p><b>Verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Number sequencing, join two words to make one, match the codes, true statements</li> <li>• Synonyms, analogies, letter sequencing, date problems</li> <li>• Word categories, letters for numbers, letter codes, sorting information</li> <li>• Odd ones out, synonyms, analogies, complete the word</li> <li>• Number connections, anagrams, complete the sentence, position problems</li> <li>• Word chains, join two words to make one, alphabetical order, Maths problems</li> </ul> <p><b>Non-verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Revision of core skills using Atom Learning</li> </ul>

		<p><b>Verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Alphabetical order, odd ones out, make a word from two words, sorting information</li> <li>• Synonyms, word chains, word codes, time problems</li> <li>• Word connections, missing numbers, letter sequencing, sorting information</li> <li>• Odd ones out, missing three-letter words, word codes, complete the word</li> <li>• Move a letter, letters for numbers, make a word from two words, maths problems</li> <li>• Antonyms, missing letters, word codes, position problems</li> </ul>	<p><b>Verbal reasoning</b></p> <ul style="list-style-type: none"> <li>• Spot the word, move a letter, missing letters, sorting information</li> <li>• Antonyms, missing three-letter words, Complete the sentence, time problems</li> <li>• move a letter, odd ones out, number sequencing, true statements</li> <li>• spot the word, join two words to make one, analogies, date problems</li> <li>• Letter sequencing, missing numbers, make a new word, date problems</li> <li>• Letter codes, jumbled sentences, synonyms, maths problems</li> </ul>
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<b>English ISEB Pre-Test Preparation</b>	<p>In the Pre-Test, questions will assess a boy's grasp of the grammar and literacy skills included in the National Curriculum Programme of Study up until the end of Year 5.</p> <p><b>Comprehension</b>            In the Pre-Test, the extracts boys are given are from novels, non-fiction writing and poetry and boys become familiar with all three. Questions assess boys' ability to:</p> <ul style="list-style-type: none"> <li>• Find and recall information contained in a passage</li> <li>• Summarise main ideas</li> <li>• Make comparisons (between different moments in a text, between contrasting characters, between formal language and informal language)</li> <li>• Draw inferences and read between the lines, especially when understanding characters' motivations</li> <li>• Explain the meaning of words in the context they are used in a passage</li> <li>• Comment on the effects of language choices e.g. adjectives and literary devices (alliteration, similes, metaphors, onomatopoeia, imagery, irony, rhetorical questions and personification)</li> </ul> <p><b>Grammar</b>            In the Pre-Test, boys are assessed on the following areas:</p> <ul style="list-style-type: none"> <li>• Vocabulary – prefixes and suffixes; their ability to find synonyms and antonyms for given words; common idioms</li> <li>• Punctuation – correct use of commas (in a list, after an adverbial phrase, to separate clauses, within dialogue punctuation) full stops, exclamation marks, apostrophes (of possession and omission/contraction), speech marks, hyphens and dashes, question marks and colons</li> <li>• Grammar – their knowledge of what is grammatically correct, rather than complex terminology (pupils will be expected to be able to identify nouns, verbs, adjectives, adverbs and prepositions); clauses; formal and informal language; verb agreement; sentence structure. In most questions, boys will be asked 'What is grammatically correct?' rather than having to recall the names of specific tenses</li> <li>• Spelling – homophones e.g. their / there / they're and near homophones e.g. conscience / conscious; their knowledge of spelling patterns and common exception words e.g. for 'T' before 'e' except after 'c', leisure, foreigner, weird, seize, height</li> </ul> <p>In Year 4, we begin the process of building and consolidating the fundamentals in each of the elements listed above. The overriding priority in Year 4 is to build competence and confidence in a wide range of skills which will be assessed in the Pre-Test.</p>	

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<b>Maths ISEB Pre-Test Preparation</b>	<p>In the Pre-Test, questions will assess a boy's knowledge of mathematics topics from the National Curriculum Programme of Study up until the end of Year 5:</p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Calculations (addition, subtraction, multiplication, division)</li> <li>• Fractions, decimals and percentages</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> </ul> <p>Some questions will assess mathematical fluency in the form of arithmetic questions, others will require solving mathematical problems, possibly including more than one of the topics.</p> <p>In Year 4, we begin the process of building and consolidating the fundamentals in each of the elements listed above. Boys are taught the processes they will be expected to execute accurately in the Pre-Test (e.g. decimal calculations, fractions of amounts, and transformations). They are also given opportunities to solve problems which encourage them to think flexibly and strategically within the various topics they learn about.</p> <p>The overriding priority in Year 4 is to build competence and confidence in a wide range of skills which will be assessed in the Pre-Test.</p>	