



# The Learning Challenge

## Curriculum

2024-2025

Year 4



*Class: Dragonfly*

Autumn Term Curriculum Map Year 4

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|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| English      | <ul style="list-style-type: none"> <li>Legends – King Midas/Trojan Horse</li> <li>Drama through LKS2 performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Holiday Brochure – Greece</li> <li>Drama through LKS2 performance</li> </ul> |
| Maths<br>WRM | <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Measure: time/money</li> <li>Fractions</li> <li>Decimals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |
| Science      | <b>Working scientifically</b> <ul style="list-style-type: none"> <li>planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment , with increasing accuracy and precision</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul>                                                                                                                 |                                                                                                                     |
|              | <b>Biology – Sound</b><br>Vibrations<br>The ear<br>Volume investigation<br>Pitch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Chemistry – Electricity</b><br>Common appliances<br>Series circuits<br>Faults<br>Conductors and insulators       |
| History      | 1. Place events on a timeline chronologically using BCE and CE - <i>Understanding chronology</i><br>2. Explore the significance of the Olympics - <i>Explaining the historical significance</i><br>3. Identify key events which took place to shape the Ancient Greek Empire and its leaders <i>Understanding cause and consequence</i><br>4. Use a variety of sources to establish the importance of Greek Gods - <i>Interpreting sources and evidence</i><br>5. Use artefacts to identify the life of Ancient Greeks <i>Interpreting sources and evidence</i><br>6. Evaluate Greek influences on our world today (democracy, philosophers) - <i>Describing change and continuity</i><br>7. Compare Athens and Sparta - <i>Identifying similarity and difference</i>                                                                                                                                      |                                                                                                                     |
| Geography    | <b>Geography: Greece</b> <ul style="list-style-type: none"> <li>Locate Greece and it's neighbouring countries, seas and continents using an atlas, making reference to Tropics of Cancer and Capricorn, hemispheres - <i>Locational Knowledge/map skills</i></li> <li>Confidently describe physical features of Greece including Peninsula of Attica - <i>Physical Geography</i></li> <li>Contrast similarities and differences in human features between UK and Greece (jobs, population, tourism, food, economic activity) - <i>Human geography features</i></li> <li>Explain why Greece is a popular holiday destination? <i>Human and Physical Geography</i></li> <li>Explain what a place might be like in the future, taking account of issues impacting on human features linked to tourism <i>Human and Physical Geography</i></li> <li>Begin to use 4 grid reference <i>Map skills</i></li> </ul> |                                                                                                                     |

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| Computing                       | <b>Databases (Spreadsheets) – Purple Mash Unit 4.3</b> <ul style="list-style-type: none"> <li>To explore how the numbers entered into cells can be set to currency or decimal</li> <li>To find out how to add formulae to a cell</li> <li>To explore how tools can be combined to use 2Calculate to make number games</li> <li>To explore the use of the timer, random number and spin button tools</li> <li>To use the line graphing tool with appropriate data and to interpret line graphs</li> <li>To use the currency formatting tool</li> <li>To use 2Calculate to create a model of a real-life situation</li> <li>To use the functions of allocating value to images in 2Calculate to make a resource to teach place value</li> </ul> | <b>Graphics (Animation) – Purple Mash Unit 4.6</b> <ul style="list-style-type: none"> <li>To decide what makes a good animated film or cartoon and discuss favourite animals</li> <li>To learn how animations are created by hand and in a similar way using technology</li> <li>To learn about onion skinning in animation</li> <li>To add backgrounds and sounds to animations</li> <li>To introduce 'stop motion' animation</li> </ul> |
| Design & Technology<br>Spring 2 | <b>Cooking and Nutrition: Ancient Greek recipes</b><br><b>Working with tools, equipment, materials and components</b> <ul style="list-style-type: none"> <li>Show good level of experience when using a range of tools and equipment</li> <li>Be conscience at what is need to produce something that is liked by others</li> </ul> <b>Developing planning and communicating ideas</b> <ul style="list-style-type: none"> <li>Suggest an idea how to create their product</li> </ul> <b>Cooking and nutrition:</b> <ul style="list-style-type: none"> <li>Know what to do to be hygienic and safe</li> <li>Thought how to present their product in an interesting way</li> </ul>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Art<br>Spring 1                 | <b>Printing: Greek designs, architecture based on Greek pots – Monoprint, relief print and stencil print</b><br><b>Knowledge</b> <ul style="list-style-type: none"> <li>explain art from other periods of history</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>print using at least four colours</li> <li>create an accurate print design</li> <li>print onto different materials</li> </ul> <b>Sketch books</b><br>use their sketch books to adapt and improve their original ideas                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Music                           | <b>Spring 1</b><br><br><b>Charanga scheme</b><br>Stop!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Spring 2</b><br><br><b>Charanga scheme</b><br>Lean on me                                                                                                                                                                                                                                                                                                                                                                               |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| PE                            | <p><b>Dance skills</b></p> <ul style="list-style-type: none"> <li>Physical: actions, dynamics, space, relationships</li> <li>Social: co-operation, communication, inclusion, collaboration</li> <li>Emotional: confidence, empathy, determination</li> <li>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</li> </ul> <p><b>Football skills</b></p> <ul style="list-style-type: none"> <li>throw and catch accurately</li> <li>hit/kick/pass a ball accurately and with control</li> <li>keep possession of the ball</li> <li>move to find a space when they are not in possession during a game</li> <li>vary tactics and adapt skills according to what is happening</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending.</li> <li>Core skills (strength, control)</li> </ul> | <p><b>OAA skills</b></p> <ul style="list-style-type: none"> <li>follow a map in a more demanding familiar context</li> <li>move from one location to another following a map</li> <li>use clues to follow a route</li> <li>follow a route accurately, safely and within a time limit</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity</li> </ul> <p><b>Tennis Skills</b></p> <ul style="list-style-type: none"> <li>use forehand and backhand with a racquet</li> <li>Develop consistency in their skills</li> <li>Develop a broader range of techniques</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate)</li> <li>Core skills (strength, control, balance)</li> </ul> |
| RE                            | <p>Saffron Academy</p> <p>Unit 4.2 - What do we mean by truth?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| PHSE<br>Jigsaw scheme of work | <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>plan and set new goals even after a disappointment</li> <li>explain what it means to be resilient and have a positive attitude</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>recognise when people are putting me under pressure and can explain ways to resist this when I want to</li> <li>identify feelings of anxiety and fear associated with peer pressure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Ancient Greece Key Vocabulary

temple

modern

ancient

religion

Olympics

messenger

City-state

honour

empire

citizen

Acropolis

Pathenon

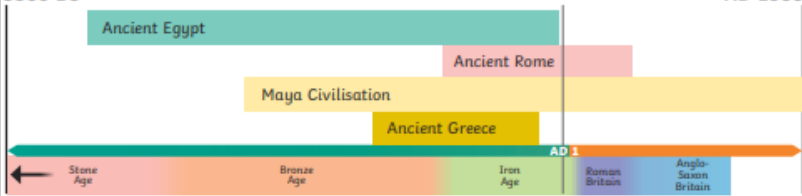
democracy

artefacts

archaeologists

## Ancient Greece Knowledge Organiser

| Key Vocabulary |                                                                                                                         |
|----------------|-------------------------------------------------------------------------------------------------------------------------|
| ancient        | Something from a very long time ago.                                                                                    |
| civilisation   | A human society with well-developed rules and government, often where technology and the arts are considered important. |
| city states    | Small areas that ancient Greece was divided into, each with their own governments, laws and army.                       |
| empire         | A group of countries or states that are ruled by one ruler or country.                                                  |
| legacies       | Things that exist after someone dies or after a civilisation or event ends.                                             |
| democracy      | A system where the citizens of a country or state are involved in the way it is run.                                    |
| myth           | A story from ancient times about something that happened long ago that some people believed to be true.                 |

| Timeline                                                                           |         |
|------------------------------------------------------------------------------------|---------|
| 3500 BC                                                                            | AD 1500 |
|  |         |

| Ancient Greek City States                                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta.</p> |  |

| Alexander the Great's Empire                                                                                                                                                                                                                                                                                                                                                           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Independent city states existed for most of the ancient Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Following his death, his son, Alexander the Great, took over the empire along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the empire.</p> |  |

| Enslaved People in Ancient Greece                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>There were many enslaved people in ancient Greece. They made many objects and goods to be sold.</p> <p>Many ancient Greek pots that survive today would have been made by enslaved people.</p> |  |



| Historical Skills Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                             | Ancient Greek Gods and Goddesses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                     | Myths                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| primary source                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Information and objects that come from the time being studied.                              | <p>The <b>ancient</b> Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.</p> <ul style="list-style-type: none"><li>• Festivals were held to celebrate the gods and goddesses.</li><li>• It is believed that the 12 most powerful gods lived on Mount Olympus.</li><li>• Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.</li></ul>                                                                                                                 |  | <p>The Trojan War is a very famous <b>ancient</b> Greek <b>myth</b>.</p>                                                                                                                                                                                                                                                                                                                   |  |
| secondary source                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Interpretations of information and objects which are produced after the time being studied. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <h3>The Olympics</h3> <p>The Olympics were first held in <b>ancient</b> Greece in 776 BC. This is one of the <b>legacies</b> of <b>ancient</b> Greece.</p>  <p>Events included boxing, wrestling, running and chariot racing.</p> <p>Women were not allowed to compete in the Olympics. This was because <b>ancient</b> Greek women were not treated as equals to men and had fewer freedoms.</p> <p>The idea for the marathon also originates from this time.</p> |                                                                                             | <h3>The Spartans and the Athenians</h3>  <p>Much of what we see of the Spartans on television and in films is based on <b>myth</b> and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight.</p> <p>The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.</p> |                                                                                     | <h3>Democracy</h3> <p><b>Ancient</b> Athens is where <b>democracy</b> began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the <b>ancient</b> Athenians would vote. At that time, the only people allowed to take part in <b>democracy</b> were adult males who were citizens of Athens. The <b>legacy</b> of <b>democracy</b> still exists today in many parts of the world.</p> |  |