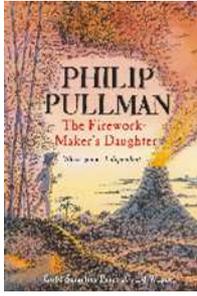
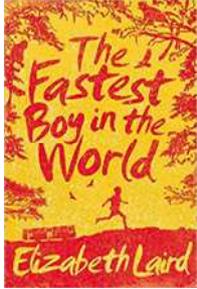


Year 4 Curriculum and Class Reading Books



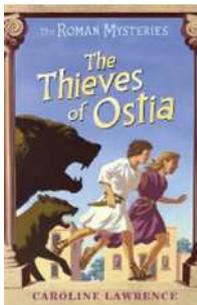
In the Autumn term, we begin the year reading *The Firework Maker's Daughter* by Philip Pullman and we learn about the importance of varying descriptive vocabulary when setting a scene in a story. In our geography lessons, we look at the formation processes of volcanoes and other tectonic activity and link this to a history investigation into the impacts of the eruption of Mount Vesuvius on the landscape of Pompeii in 79 A.D.



After the October half-term, we read *The Fastest Boy in the World* by Elizabeth Laird which introduces us to Africa. We look at what life may be like in an Ethiopian village, relating it to our lives in Milton Keynes. We continue to develop our coding skills through Kodu, eventually building our own City. Towards the end of the term, we take part in an African inspired day, exploring African traditions, including popular dishes and tribal art.



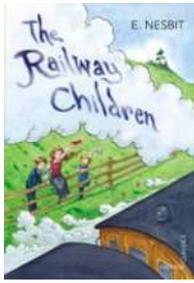
Following the Christmas holidays, we start off the new term reading *The Wreck of the Zanzibar* by Michael Morpurgo which links to our topic, Oceans. We start the topic exploring the depths of the ocean and researching different ocean explorers. In our art lessons, we use inspiration from different sea creatures to design and create wire sculptures, comparing our work to similar artists including Alexander Calder. In Science, through investigation, we explore food chains and food webs, beginning to recognise the ecosystem that exists in the ocean environment.



When we come back from the February half-term, we read *The Thieves of Ostia* by Caroline Lawrence. At the beginning of the term, we take part in a Roman Day, where we explore some of the activities that Romans would have taken part in, such as banquets and shield making. We investigate what life was like as a Roman, how the Roman invasion of Britain shaped our country and we link back to our topic in first term, Pompeii. We also have an RE day, which focuses on the beliefs and practices of Hindus and Sikhs, taking time to compare these to the religions which we already know.



When we return from the Easter break, we move onto our habitats topic and read *Charlotte's Web* by E.B. White. During our topic lessons, we look at how our local area has developed over time using a variety of resources and field work and look at the building of Oakgrove through the eyes of the animals who lived here. In Computing, we discuss the importance of online safety, risk and prevention and learn about positive online behaviour.



In school in the summer term, we read *The Railway Children* by Edith Nesbit as inspiration for some STEM learning about bridges. Children have the opportunity to research how different bridges work, how design features give a bridge structure and then use this knowledge to construct their own stable designs. During our science topic, we refer back to our trip to Caldecotte and learn about different forces and investigating the impact of friction on moving objects. This links brilliantly to maths learning about measuring.

