

## Year 4 Curriculum Map

Theme and subject Focus	Chocolate History, Science Geography and Art	Bright Sparks Science, Computing and DT	Roman Britain History, Geography and DT	Eurovision Geography, Music, and Art	Dazzling Digestion Science, Computing and Art	Classifying Critters Science, DT and Music
Enrichment opportunities		Think Tank		Residential	Samba Drumming	Samba Drumming  Stanwick Lakes  Field study – local walk
Literacy Text with writing outcome	Charlie and The Chocolate Factory  Setting Description  The Water Cycle  Explanation	Iron Man- Ted Hughes Story Writing  Information text  Christmas	Boudicca  Diary writing  Non-Fiction Instructions (Honey Cake)	The Pied Piper of Hamelin Michael Morpurgo  Character description  Postcard from Scilly Persuasive writing	Film Unit Feast  The Digestive System  Explanation Text	Fables Animal Tales  Poetry Animal Haikus
Outdoor Learning		Shelter Building Design and build varying sized shelters using tarpaulin and materials found in a woodland. Work successfully as a group, having		Using Tools In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are	Using Fire for Cooking Roast food on a fire with support.	

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		considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.		physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling.		
<b>PSHE</b>	MMR FF 3/4 Myself and my relationships 11 Family and friends GOFO WB Written outcome: Recipe for good friend	CRRR ¾ Citizenship 8 Rights, rules and responsibilities  WB Written outcome: Matching rights with responsibilities activity	H and SL DE 3/4 Healthy and safer lifestyles 15 Drug education Written outcome: questions to answer	H and SL PS ¾ Healthy and safer lifestyles 16 personal safety  Written outcome: description of a safe place	MMR AB ¾ Myself and my relationships 12 Anti bullying (SNTB) WB  Written outcome: mind map of bullying	MMR MC ¾ Myself and my relationships 13 Managing change (RC) WB  RSE  Written outcome: fortune teller
<b>Science</b>	<b>States of Matter</b>  • 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 the	<b>Electricity</b>  • Identify common appliances that run on electricity.  • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.		<b>Sounds</b> • Identify how sounds are made, associating some of them with something vibrating.  • Recognise that vibrations from sounds travel through a medium to the ear.	<b>Digestive system, teeth</b> • 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.	<b>Living things and their habitats</b>  • Recognise that living things can be grouped in a variety of ways.  • Explore and use classification keys, identify and name a variety of living things in their local

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	<p>temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Investigation:</b> Conductors and insulators.</p> <p>Working scientifically – set up simple, practical enquiries and comparative and fair tests.</p>				<p>and wider environment</p> <ul style="list-style-type: none"> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> </ul>
<b>History</b>	Understand the concept of change		Describe different accounts of a historical			

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	<p>over time, representing this, along with evidence, on a timeline</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p>Use appropriate historical vocabulary to communicate, including:</p>		<p>event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>			
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	dates, time period, era, change chronology.					
<b>Geography</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>(Incidental learning linked to the Mayans) Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>		<p>Recap: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Human geography – including settlements and land use.</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe geographical similarities and</p>		<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>

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				<p>differences between countries.</p> <p>Describe geographical similarities and differences between countries</p>		
<p><b>Religious Education</b></p> <p><a href="#">Knowledge Organiser</a></p>	<p>Buddhism</p> <p>Enquiry Question: Is it possible for everyone to be happy?</p> <p>In this enquiry, the children talk about the story of the Buddha. They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist's point of view as well as their own.</p>	<p>Christianity</p> <p>Enquiry Question: What is the most significant part of the nativity story for Christians today?</p> <p>This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today.</p>	<p>Buddhism</p> <p>Enquiry Question: Could the Buddha's teachings make the world a better place?</p> <p>This enquiry focusses on key teachings given by the Buddha and the children have the opportunity to consider how they could apply some of these to their own life</p>	<p>Christianity</p> <p>Enquiry Question: Is forgiveness always possible for Christians?</p> <p>This enquiry investigates how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness.</p>	<p>Buddhism</p> <p>Enquiry Question: What is the best way for a Buddhist to lead a good life?</p> <p>In this enquiry, the children talk about how Buddhists try to lead a good life according to the Buddha's teachings. They reflect on how this may impact on their own lives if they chose to follow these teachings themselves.</p>	<p>Christianity</p> <p>Enquiry Question: Do people need to go to church to show they are Christians?</p> <p>This enquiry looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home).</p>
<b>Computing</b>	<p><b>E-safety/</b></p> <p><b>1 x project evolve lesson</b></p>	<p><b>Communicating and</b></p> <p><b>Understanding Technology</b></p>	<p><b>Coding</b></p> <p><b>1 x project evolve lesson</b></p>	<p><b>To communicate</b></p> <p><b>E-safety/</b></p> <p><b>1 x project evolve</b></p>	<p><b>To collect</b></p> <p><b>Databases</b></p> <p><b>1 x project evolve</b></p>	<p><b>Programming</b></p> <p><b>2 x project evolve lesson</b></p>

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	Gooseberry Street (Lesson 6 & Gooseberry app game)	<b>1xproject evolve lesson</b>  Powerpoint ( <b>Slides</b> )  <b>E-safety/</b>  Gooseberry street (Lesson 7 & Gooseberry app game)	Espresso Coding  (Block Coding/Unit 4a:  <b>E-safety/</b>  Gooseberry street (Lesson 8 & Gooseberry app game)	<b>lesson</b>  Gooseberry street (Lesson 9 & Gooseberry app game)	<b>lesson</b>  <b>E-safety/</b>  Gooseberry street (Lesson 10 & Gooseberry app game)	Espresso Coding  (Block Coding/Unit 4b:  <b>E-safety lesson &amp; Gooseberry app game</b>
<b>Design Technology</b>		Kapow: Electrical systems, torches • Create series and parallel circuits  Electricals and electronics – create series and parallel circuits.	Kapow: Adapting a recipe  • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).			Kapow – Structure: Pavilions  • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.  • Choose suitable techniques to construct products or to repair items.

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						• Strengthen materials using suitable techniques.
<b>Art and Design</b>	<p>Kapow Art: Sculpture and 3D Mega materials (Linked to the Maya)</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>			<p>Painting and mixed media – light tone</p> <p>Use layers of two or more colours.</p> <ul style="list-style-type: none"> <li>• Replicate patterns observed in natural or built environments</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul>	<p>Kapow Art – Drawing</p> <p>Drawing – Powder prints</p> <ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> </ul>					
<b>Physical Education</b>	<b>Dance</b>  <b>Fundamentals 3/4 (PPA)</b>	<b>Gymnastics</b>  <b>Ball Skills (PPA)</b>	<b>Swimming</b>  <b>Fitness (PPA)</b>	<b>Netball</b>  <b>Hockey (PPA)</b>	<b>Athletics</b>  <b>Football (PPA)</b>	<b>Rounders</b>  <b>Basketball (PPA)</b>
<b>Music</b>	Music Express: Around the World (4)	Music Express: Recycling (4)	Music Express: Into the past (4)	Music Express: Sounds (4) Learning how sounds are produced and how instruments are classified Learning about aerophones Understanding musical conversation structure	Samba Drumming  Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion	Samba Drumming  Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion
<b>Italian</b>	<b>Y4: Greetings &amp; Conventions extended/Times of the Day</b>  <b>Reading:</b> Read and understand the main	<b>Y4: Numbers 15-31 Roman Numerals Days/Months Family.</b>  <b>Writing:</b> Write a few short sentences using familiar expression <b>Speaking/Listening:</b> Ask	<b>Y4: Weeks/Seasons Weather/Clothes Colours</b>	<b>Y4: School Objects</b> <b>Writing:</b> Express personal experiences and responses.  <b>Speaking/listening:</b> Take part in discussions and tasks <b>Culture:</b> Il Carnevale La Pasqua	<b>Y4: Food/Parts of the day Spatial awareness (extended)</b>  <b>Reading:</b> Use a translation dictionary or glossary to look up new words <b>Speaking/listening:</b> Demonstrate a growing vocabulary <b>Culture: Italian</b>	<b>Y4: Environment/animals House and furniture</b>  <b>Writing:</b> Write short phrases from memory with spelling that is readily understandable <b>Speaking/ listening</b> :Demonstrate a growing vocabulary <b>Culture:</b> Italian National Day

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	<p>points in short written texts.</p> <p><b>Speaking/Listening:</b> Understand the main points from spoken passages</p> <p><b>Culture:</b> Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>Halloween/Day of the dead</p>	<p>others to repeat words or phrases if necessary</p> <p><b>Culture:</b> Il Natale/ La Befana</p>	<p><b>Reading:</b> Read short texts independently</p> <p><b>Speaking/Listening:</b> Ask and answer simple questions and talk about interests</p> <p><b>Culture:</b> Make comparisons between life in countries or communities where the language is spoken and this country.</p> <p><b>Culture:</b> San Valentino</p>		<p><b>Geography/landmarks</b></p>	
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