

Year 4 Curriculum Map

Theme and subject Focus	Roman Britain History, Geography and DT	Bright Sparks Science, Computing and DT	Chocolate History, Science and Art	Eurovision Geography, Music, and Art	Dazzling Digestion Science, Computing and Art	Classifying Critters Science, DT and Music
Enrichment opportunities	History off the Page – Roman Britain Day			Residential	Samba Drumming	Samba Drumming Stanwick Lakes Field study – local walk
Literacy Text with writing outcome	Boudicca Diary writing Non-Fiction Instructions (Honey Cake)	Iron Man- Ted Hughes Story Writing (with dialogue) Information text Christmas in the UK	Charlie and The Chocolate Factory Setting Description/Chapter opening The Water Cycle Explanation	Poetry Cinquain Holiday Brochure Scilly Persuasive writing	Film Unit (Narrative) Feast The Digestive System Explanation Text	Fables Animal Tales Information Text Animals
Outdoor Learning						
PSHE	MMR FF 3/4 Myself and my relationships 11	CRRR ¾ Citizenship 8 Rights, rules and responsibilities	H and SL DE 3/4 Healthy and safer lifestyles 15 Drug education	H and SL PS ¾ Healthy and safer lifestyles 16 personal safety	MMR AB ¾ Myself and my relationships 12 Anti bullying (SNTB) WB	MMR MC ¾ Myself and my relationships 13 Managing change (RC) WB

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	Family and friends GOFO WB Written outcome: Recipe for good friend	WB Written outcome: Matching rights with responsibilities activity	Written outcome: questions to answer	Written outcome: description of a safe place	Written outcome: mind map of bullying	RSE Written outcome: fortune teller
Science		<p>Electricity</p> <ul style="list-style-type: none"> 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. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 	<p>States of Matter</p> <ul style="list-style-type: none"> 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 temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sounds</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. <p>Investigation: Sound proofing</p>  	<p>Animals incl. humans</p> <p>Digestive system, teeth</p> <ul style="list-style-type: none"> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.  	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 and wider environment Recognise that environments can change and that this can sometimes pose dangers to specific habitats.  

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		<ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. <p>Investigation: Conductors and insulators.</p> <p>Working scientifically – set up simple, practical enquiries and comparative and fair tests.</p>  	<p>Investigation: evaporation</p>  			
<p>History</p>	<p>Describe different accounts of a historical 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>Understand the concept of change 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,</p>			

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	<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>		<p>beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <p>dates, time period, era, change, chronology.</p>			
Geography	<p>Human geography – including settlements and land use.</p> <p>Describe key physical aspects of geography: Volcanoes, positives and negatives.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>The Water Cycle</p>	<p>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>Name and locate the</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>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 differences between countries.</p> <p>Describe geographical similarities and differences between countries</p>		
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<p>Religious Education</p> <p>Knowledge Organisers</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>
<p>Computing</p>	<p><i>CODING: Refresher 3 Lessons this term.</i> EXP-Just recap Level 3</p> <p>Lesson 1: Stepping through Space Lesson 2: Space Maze Lesson 3: Hungry snake</p> <p>Gooseberry Street People online- Online Gaming</p>	<p><i>COMMUNICATE: 5 Lessons this term.</i></p> <p>Design a PP on Google Slides to show learning.</p> <p>Gooseberry Street People online- Online Bullying</p>	<p><i>CODING: Introduction to Variables 6 Lessons this term.</i></p> <p>Lesson 1: Pop Game Lesson 2: Catch the coconuts Lesson 3: Healthy Eating Lesson 4: Tablet Till Lesson 5: Pirate Gold Lesson 6: Debugging: Variable</p> <p>Gooseberry Street People online- Chatting Online</p>	<p><i>COMMUNICATE: 6 Lessons this term.</i> Photo Editing Teachcomputing.org unit</p> <p>Gooseberry Street People online- Keeping Healthy</p>	<p><i>COLLECT: 6 Lessons this term.</i> Data Logging Teachcomputing.org unit</p> <p>Gooseberry Street People online- Phishing</p>	<p><i>CODING: Repetition and Loops 4 Lessons this term.</i></p> <p>Lesson 1: Bugs in the garden Lesson 2: Driving me loopy Lesson 3: Astronaut orbit Lesson 4: Hot air balloon show</p>

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Design Technology	<p>Kapow: Adapting a recipe</p> <ul style="list-style-type: none"> • 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). 	<p>Kapow: Electrical systems, torches</p> <ul style="list-style-type: none"> • Create series and parallel circuits <p>Electricals and electronics – create series and parallel circuits.</p>				<p>Kapow – Structure: Pavilions</p> <ul style="list-style-type: none"> • 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. • Strengthen materials using suitable techniques.
Art and Design			<p>Kapow Art: Sculpture and 3D Mega materials (Linked to the Maya)</p> <ul style="list-style-type: none"> • Create and combine shapes to create 	<p>Painting and mixed media – light tone</p> <p>Use layers of two or more colours.</p>	<p>Kapow Art – Drawing</p> <p>Drawing – Powder prints</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. 	

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			<p>recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Make printing blocks (e.g. from coiled string glued to a block). 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments • Use watercolour paint to produce washes for backgrounds then add detail. 	<ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	
Physical Education	Dance Fundamentals 3/4 (PPA)	Gymnastics Ball Skills (PPA)	Swimming Fitness (PPA)	Netball Hockey (PPA)	Athletics Football (PPA)	Rounders Basketball (PPA)
Music	Music Express: Into the past (4)	Music Express: Recycling (4)	Music Express: Around the World (4)	Music Express: Sounds (4) Learning how sounds are produced and how instruments are classified Learning about aerophones	Samba Drumming Exploring combinations of different timbres to accompany a song	Samba Drumming Exploring combinations of different timbres to accompany a song

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				Understanding musical conversation structure	Learning how to accompany a song with drone and ostinato on tuned percussion	Learning how to accompany a song with drone and ostinato on tuned percussion
Italian	<p>Y4: Greetings & Conventions extended/Times of the Day</p> <p>Reading: Read and understand the main points in short written texts.</p> <p>Speaking/Listening: Understand the main points from spoken passages</p> <p>Culture: Describe with some interesting details some aspects of countries or communities where the language is spoken.</p>	<p>Y4: Numbers 15-31 Roman Numerals Days/Months Family.</p> <p>Writing: Write a few short sentences using familiar expression</p> <p>Speaking/Listening: Ask others to repeat words or phrases if necessary</p> <p>Culture: Il Natale/ La Befana</p>	<p>Y4: Weeks/Seasons Weather/Clothes Colours</p> <p>Reading: Read short texts independently</p> <p>Speaking/Listening: Ask and answer simple questions and talk about interests</p> <p>Culture: Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>Y4: School Objects Writing: Express personal experiences and responses.</p> <p>Speaking/listening: Take part in discussions and tasks</p> <p>Culture: Il Carnevale La Pasqua</p>	<p>Y4: Food/Parts of the day Spatial awareness (extended)</p> <p>Reading: Use a translation dictionary or glossary to look up new words</p> <p>Speaking/listening: Demonstrate a growing vocabulary</p> <p>Culture: Italian Geography/landmarks</p>	<p>Y4: Environment/animals House and furniture</p> <p>Writing: Write short phrases from memory with spelling that is readily understandable</p> <p>Speaking/ listening :Demonstrate a growing vocabulary</p> <p>Culture: Italian National Day</p>

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	Halloween/Day of the dead		Culture: San Valentino			
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