

Year 4

Year 4 Curriculum Map 2019 - 20	Autumn			Spring			Summer		
	Domestic Church People	Baptism/ Confirmation Called Judaism	Advent/Christmas Loving	Local Church Community	Eucharist Giving and Receiving	Lent/Easter Self-discipline	Pentecost New Life Islam	Reconciliation Building Bridges	Universal Church God's People SRE
Religion									
Learning challenge Big Questions	Autumn topic1 <i>Why do we still talk about WW2? (History driver)</i> <i>Could we cope without electricity for one day? (Science driver)</i>	Autumn topic 2 <i>Why do we still talk about WW2? (History driver)</i> <i>Why do we live here? (Physical Geography skills)</i>	Spring topic1 <i>What did the Romans ever do for Britain? (History driver)</i> <i>Why is water so amazing? (Science driver)</i>	Spring topic2 <i>What did the Romans ever do for Britain? (History driver)</i> <i>How do we know which 'Rock Star' makes the biggest noise? (Science driver)</i>	Summer topic 1 <i>Why is London such a cool place to live? (Human Geography driver)</i> <i>How do we make poo? (Science driver)</i>	Summer topic 2 <i>Why is London such a cool place to live? (Human Geography driver)</i> <i>Do animals and plants really like living in the city?</i>			
Science Skills/Knowledge	<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 • recognise some common conductors and insulators, and associate metals with being good conductors. 		<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 or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<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 • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<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 	<ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, 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 living things. • interpret a variety of food chains, identifying producers, predators and prey. 			

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<p>Science Skills/Knowledge</p>	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
<p>History Skills/Knowledge</p>	<p>WW2</p> <ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives. • research two versions of an event and say how they differ. • research what life was like in a given period from the past and use photographs and illustrations to present their findings. 		<p>Romans</p> <ul style="list-style-type: none"> • recognize that the lives of wealthy people were very different from those of poor people. • appreciate how items found belonging into the past are helping us to build up an accurate picture of how people lived in the past? • explain how events from the past have helped shape our lives. • research two versions of an event and say how they differ. 			
<p>History Skills/Knowledge</p>	<p>plot recent history on a timeline using centuries. place periods of history on a timeline showing periods of time. Use mathematical skills to round up time differences into centuries and decades.</p>					

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<p>Geography Skills/Knowledge</p>	<p>(linked - History WW2)</p> <ul style="list-style-type: none"> label the same features on an aerial photograph as on a map. 	<p><i>Why do we live here? (Physical Geography skills)</i></p> <ul style="list-style-type: none"> use appropriate symbols to represent different physical features on a map. describe the main physical differences between cities and villages. explain why people may choose to live in a village rather than a city. suggest different ways that a locality could be changed and improved. link this to understanding of the UK OS map symbols 	<p>(linked - History Romans)</p> <ul style="list-style-type: none"> plan a journey to a place in England? (Roman roads) <p>(linked - Science Water)</p> <ul style="list-style-type: none"> accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) 	<p>(linked - Science Sound)</p> <ul style="list-style-type: none"> accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) 	<p><i>Why is London such a cool place to live? (Human Geography driver)</i></p> <ul style="list-style-type: none"> describe the main features of a well-known city. explain why people are attracted to live in cities. explain how a locality has changed over time with reference to human features. carry out a survey to discover features of cities and villages. 	<p><i>Why is London such a cool place to live? (Human Geography driver) Continues...</i></p> <p>(linked - Science habitat)</p> <ul style="list-style-type: none"> find different views about an environmental issue.
<p>Geography Skills/Knowledge</p>	<p><u>Geographical Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. The Prime/Greenwich Meridian and time zones (including day and night). Name geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass (by end lower KS2), 4-figure grid- (by end Y4) and 6-figure grid reference (by end Y6), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Continuous topic What is in the news in Europe and the Americas?</p>					

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<p>Texts</p>	<p>Fiction</p> <p>The Lion and the Unicorn by Shirley Hughes (links to WW2)</p> <p>The Little Ships by Louise Borden (links to WW2)</p> <p>Non-Fiction - Usbourne introduction to the 2WW. Research using primary and secondary sources (links to WW2)</p> <p>Shared class book Letters from the Light House - Emma Carroll</p>	<p>Fiction</p> <p>The Ice Palace - Robert Swindells (PoR core text)</p> <p>Poetry - Window by Jeannie Baker</p> <p>Shared class book Continues...</p>	<p>Fiction</p> <p>KindleKrax - Philip Ridley (PoR core text)</p> <p>Africa's not a country - Margy Burns Knight</p> <p>Non-Fiction - What the Romans did for us - Alison Hawes. Research using primary and secondary sources (links to Romans)</p> <p>Shared class book The Eagle of the Ninth - Rosemary Sutcliff</p>	<p>Fiction</p> <p>The Captive Celt - Terry Deary</p> <p>Poetry - Colonel Fazackerley Butterworth-Toast</p> <p>Shared class book Continues...</p>	<p>Fiction</p> <p>How to train a dragon - Cressida Cowell</p> <p>Non-Fiction - Biography of Ole Kirk Christiansen (Lego)</p> <p>Shared class book The London Eye Mystery' by Siobhan Dowd</p>	<p>Fiction</p> <p>Bee and Me - Alison Jay</p> <p>Poems to Perform: A Classic collection, chosen by Julia Donaldson</p> <p>Shared class book Continues...</p>
<p>English Writing</p>	<p>Linked to topic</p> <p>Recount - chronological retelling of events</p> <p>Narrative - (Fiction WW2)</p>	<p>Linked to topic</p> <p>Report - description of the characteristics of something. (Settlements)</p> <p>Poetry</p> <p>Narrative - (Fiction Ice Palace)</p>	<p>Linked to topic</p> <p>Discussion - reasoned argument (Boudicca)</p> <p>Narrative - (Fiction Kindlekrax)</p>	<p>Linked to topic</p> <p>Recount - chronological retelling of events (Romans)</p> <p>Narrative - (Fiction Captive Celt)</p> <p>Poetry</p>	<p>Linked to topic</p> <p>Explanation - Sequential technical explanation (Digestion)</p> <p>Narrative - (Fiction How to train a dragon)</p> <p>Report - Famous inventors</p>	<p>Linked to topic</p> <p>Report - description of the characteristics of something. (London)</p> <p>Narrative - (Fiction Bee & Me)</p> <p>Poetry</p>

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Mathematics	<i>Linked to topic</i> Timeline	<i>Linked to topic</i> Linear measure Perimeter and area	<i>Linked to topic</i> Timeline Roman numerals Measuring temperature Data/Statistics	<i>Linked to topic</i> Roman numerals Measuring sound Data/Statistics	<i>Linked to topic</i> Linear measure Perimeter and area	<i>Linked to topic</i> Data/Statistics
Computing	Communication/ Collaboration We are co-authors Producing a wiki About Linconsfield NC - Follow rules for polite and appropriate online behaviour. Be aware of how to report concerns when in school and out of school. (e-safety)	Computer Networks Search Engines NC - Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction. Understand that the internet is a connection of computers. Understand how the world wide web is a connection of documents. (e-safety)	Productivity To create a video using Green Screen connected to Topic (e.g. a news report) NC - Use services to connect and collaborate with other children within the school. Combining software for a purpose. (e-safety)	Computational Thinking Writing procedures NC - Use sequence, selection, and repetition in programs. (e-safety)	Programming Programming an animation with conditions. NC - Design and debug programs that accomplish specific goals. Write programs that accomplish specific goals. Explain how a simple algorithm works. (e-safety)	Creativity Producing augmented reality displays and/or children's book NC - Use services to connect and collaborate with other children within the school. Combining software for a purpose. (e-safety)
Online Safety curriculum	Information literacy- searching information for ww2, recording it on google documents,	Friendship Week: Online relationships and communications- fun experiences and social environments	Health, wellbeing and lifestyles- linked to healthy week.			Privacy and security linked with computing presentation.
MFL	Portraits Body parts, describing oneself, adjectival agreement, physical description, colours. ça pousse ! (Growing things) Plants, life cycles, fruit and veg, at the market, Jack and the beanstalk.		On y va (All aboard) Travel, transport, Francophone countries (link to the weather) L'argent de poche (Pocket money) Pocket money, toys, likes/dislikes, numbers to 40, toy adverts		Raconte -moi une histoire! (Tell me a story!) Sleeping beauty, giving instructions, counting in multiples of 10 -100, descriptions Vive le sport ! (Our sporting lives) Talking about sports, healthy living, more healthy eating, diary of activities.	

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<p>Creative arts Art</p>	<p>Painting Linked to WW2 - Blitz London skyline painting.</p> <ul style="list-style-type: none"> • identify and draw simple objects and use marks and lines to produce texture. <p>Drawing - WW2</p> <ul style="list-style-type: none"> • begin to show facial expressions and body language in their sketches and paintings. 	<p>Textile Linked to WW2 topic - designing a doll for an evacuee</p> <p>Printing Linked to Christmas art - making cards, wrapping paper</p> <ul style="list-style-type: none"> • print onto different materials using at least four colours. 	<p>Collage Linked to Roman art - making mosaic using card, paper and clay.</p> <p>Drawing - Roman</p> <ul style="list-style-type: none"> • organise line, tone, shape and colour to represent figures and forms in movement. • show reflections in their paintings and drawings. 	<p>3d model making Linked to history topic - making clay pots</p> <ul style="list-style-type: none"> • begin to sculpt clay and other mouldable materials. • explain art from other periods of history. 	<p>3d model making Linked to Science - making a model of the digestive system</p> <ul style="list-style-type: none"> • keep notes about the purpose of their work in their sketch books. • use their sketch books to express their feelings about various subjects and outline likes and dislikes. 	<p>Drawing Drawing and sketching wild animals and plants</p> <ul style="list-style-type: none"> • use their sketch books to adapt and improve their original ideas. • experiment with different styles which artists have used?
<p>Creative Arts DT</p>	<p>Mechanisms Linked to Science electricity board game (using switches)</p> <ul style="list-style-type: none"> • suggest some improvements and say what was good and not so good about their original design. • continue to work at their product even though their original idea might not have worked. 	<p>Mouldable Material - Textile Linked to WW2 topic - designing a doll for an evacuee</p> <ul style="list-style-type: none"> • produce a plan and explain it to others. • begin to explain how they can improve their original designs. • evaluate their product, thinking of both appearance and the way it works. 	<p>Cooking Linked to Romans - cooking honey cakes</p> <ul style="list-style-type: none"> • know what to do to be hygienic and safe. 	<p>Materials Linked to history topic - making clay pots</p> <ul style="list-style-type: none"> • take account of the ideas of others when designing. 	<p>Construction Linked to Science - making a model of the digestive system</p> <ul style="list-style-type: none"> • Have they thought what they can do to present their product in an interesting way? • measure carefully so as to make sure they have not made mistakes. 	<p>Cooking London topic - Multi cultural</p> <ul style="list-style-type: none"> • know what to do to be hygienic and safe.
<p>Expressive Arts Music</p>	<p>Soundstart</p> <p>Musical show (LENT charity)</p>					
<p>Expressive Arts Dance</p>		<p>WW2 dances</p>		<p>Gymnastics</p>	<p>Streetdance - linked to London topic</p>	<p>Dancing in different cultures - linked to London topic.</p>

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P.E.	Games (Invasion) Handball	Games (Invasion) Netball	Net Games Badminton	Net Games Short tennis	Striking & fielding Golf Rounders	Athletics Throwing Running Jumping
PSHE	Relationships: family; belonging Black history month Healthy schools' week	Relationships: Special people Friendship week Firework safety	Wider world: Self-sacrifice Staying Safe Life bus - drugs and alcohol	Relationships: Being sorry	Health and Wellbeing: Keeping safe Health and Wellbeing: 5-a- day	Wider world: Neighbours (CAFOD) SRE
Trips / Visits	Linconsfield - WW2	Art - Tate Show	Museum of London	Music	London Tour	Hornimans - habitats