

## Year 4

Year 4 Curriculum Map 2021 - 22  Religion	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	
<b>Learning challenge Big Questions</b>	<b>Autumn topic1</b>  <i>What is the legacy of the Ancient Greeks? (History driver)</i>  <i>Could we cope without electricity for one day? (Science driver)</i>		<b>Autumn topic 2</b>  <i>What is the legacy of the Ancient Greeks? (History driver)</i>  <i>Why do we live here? (Physical Geography skills)</i>	<b>Spring topic1</b>  <i>What did the Romans ever do for Britain? (History driver)</i>  <i>Why is water so amazing? (Science driver)</i>		<b>Spring topic2</b>  <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>		<b>Summer topic 1</b>  <i>Why is London such a cool place to live? (Human Geography driver)</i>  <i>How do we make poo? (Science driver)</i>		<b>Summer topic 2</b>  <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? (Science driver)</i>
<b>Science Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <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>			<ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		<ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> </ul>		<ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>

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<p><b>Science</b> <b>Working scientifically</b></p>	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>			
<p><b>History</b> <b>Skills/Knowledge</b></p>	<p><b>Ancient Greece</b> Chronological understanding Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades. <b>Knowledge and Interpretation</b> Explain how events from the past have helped shape our lives. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. <b>Historical enquiry</b> Research two versions of an event and say how they differ. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	<p><b>Romans</b> <b>Chronological understanding</b> Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades. <b>Knowledge and Interpretation</b> Explain how events from the past have helped shape our lives. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. <b>Historical enquiry</b> Research two versions of an event and say how they differ. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>		

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<p>Can they plot recent history on a timeline using centuries?                  Can they place periods of history on a timeline showing periods of time?                  Can they use their mathematical skills to round up time differences into centuries and decades?</p>						
<p><b>Geography Skills/Knowledge</b></p>	<p><b>Geographical Enquiry</b>                  Label the same features on an aerial photograph as on a map.</p>	<p><i>Why do we live here?</i> <b>Physical Geography</b></p> <p>Use appropriate symbols to represent different physical features on a map. Describe the main features of a village.</p> <p>Describe the main physical differences between cities and villages.</p> <p><b>Human Geography</b></p> <p>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.</p> <p><b>Geographical enquiry</b>                  Find the same place on a globe and in an atlas.</p> <p><b>Geographical knowledge</b>                  Locate and name some of the main islands that surround the UK. Locate the Tropic of Cancer and the tropic of Capricorn.</p>	<p>(linked - History Romans)</p> <p><b>Geographical Enquiry</b>                  Plan a journey to a place in England? (Roman roads)</p> <p>(linked - Science Water)</p> <p>Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p>		<p><i>Why is London such a cool place to live?</i> (Human Geography driver)</p> <p><b>Physical Geography</b>                  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> <p><b>Geographical knowledge</b>                  Know the difference between the British Isles, Great Britain and UK. Know the countries that make up the European Union. Name up to six cities in the UK and locate them on a map.</p>	<p><i>Why is London such a cool place to live?</i> (Human Geography driver) Continues...</p> <p>(linked - Science habitat)</p> <p><b>Human Geography</b>                  Find different views about an environmental issue.</p> <p><b>Geographical knowledge</b>                  Name the areas of origin of the main ethnic groups in the UK and in their school.</p>

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### Geographical Knowledge

Can 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.

### Geographical skills and fieldwork

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><b>Texts</b></p>	<p><b>Fiction</b> - The Lion and the Unicorn by Shirley Hughes</p> <p><b>Linked to topic</b> <b>Fiction</b> - Medusa's Curse by A.J Hunter</p>	<p><b>Fiction</b> - The Ice palace by Robert Swindells (PoR core text)</p> <p><b>Poetry</b> - Window by Jeannie Baker</p>	<p><b>Fiction</b> - KrindleKrax by Philip Ridley (<b>PoR core text</b>)</p> <p><b>Linked to topic</b> <b>Non-Fiction</b> - What the Romans did for us - Alison Hawes. Research using primary and secondary sources (links to Romans)</p>	<p><b>Linked to topic</b> <b>Fiction</b> - The Captive Celt by Terry Deary</p> <p><b>Poetry</b> - Colonel Fazackerley Butterworth-Toast</p>	<p><b>Fiction</b> - How to train a dragon by Cressida Cowell</p> <p><b>Non-Fiction</b> - Biography of Ole Kirk Christiansen (Lego)</p>	<p><b>Linked to topic</b> <b>Fiction</b> - Bee and Me by Alison Jay</p> <p><b>Poems to Perform:</b> A Classic collection, chosen by Julia Donaldson</p>
<p><b>English Writing and Drama</b> <b>For detail see English Curriculum map</b></p>	<ul style="list-style-type: none"> <li>• Recount - chronological retelling of events</li> <li>• Narrative - Discrete</li> <li>• Letters/Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Report - Settlements</li> <li>• Poetry</li> <li>• Narrative - (Fiction Ice Palace)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion - reasoned argument (Boudicca)</li> <li>• Narrative - (Fiction Krindlekrax)</li> </ul>	<ul style="list-style-type: none"> <li>• Recount - chronological retelling of events (Romans)</li> <li>• Narrative - (Fiction Captive Celt)</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation - Sequential technical explanation (Digestion)</li> <li>• Narrative - (Fiction How to train a dragon)</li> <li>• Biography - Famous inventors</li> </ul>	<ul style="list-style-type: none"> <li>• Report - description of the characteristics of something. (London)</li> <li>• Narrative - (Fiction Bee &amp; Me)</li> <li>• Poetry</li> </ul>

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<p><b>Mathematics</b> For detail see Maths Curriculum map</p>	<p><b>Linked to topic</b> Timeline</p>	<p><b>Linked to topic</b> Linear measure Perimeter and area</p>	<p><b>Linked to topic</b> Timeline Roman numerals Measuring temperature Data/Statistics</p>	<p><b>Linked to topic</b> Roman numerals Measuring sound Data/Statistics</p>	<p><b>Linked to topic</b> Linear measure Perimeter and area</p>	<p><b>Linked to topic</b> Data/Statistics</p>
<p><b>Computing</b></p>	<p><b>Communication/ Collaboration</b> We are co-authors Producing a Google slides about Ancient Greece  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)</p>	<p><b>Computer Networks</b> 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)</p>	<p><b>Productivity</b> 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)</p>	<p><b>Computational Thinking</b> Writing procedures - Logo  NC - Use sequence, selection, and repetition in programs. (e-safety)</p>	<p><b>Programming</b> Programming an animation with condition - J2Code  NC - Design and debug programs that accomplish specific goals. Write programs that accomplish specific goals. Explain how a simple algorithm works. (e-safety)</p>	<p><b>Creativity</b> 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)</p>
<p><b>Online Safety</b></p>	<p>Information literacy- searching information for ww2, recording it on google documents,</p>	<p>Friendship Week: Online relationships and communications- fun experiences and social environments</p>	<p>Health, wellbeing and lifestyles- linked to healthy week.</p>			<p>Privacy and security linked with computing presentation.</p>
<p><b>MFL</b></p>	<p><b>Portraits</b> Body parts, describing oneself, adjectival agreement, physical description, colours. <b>ça pousse ! (Growing things)</b> Plants, life cycles, fruit and veg, at the market, Jack and the beanstalk.</p>	<p><b>On y va (All aboard)</b> Travel, transport, Francophone countries (link to the weather) <b>L'argent de poche (Pocket money)</b> Pocket money, toys, likes/dislikes, numbers to 40, toy adverts</p>	<p><b>Raconte -moi une histoire! (Tell me a story!)</b> Sleeping beauty, giving instructions, counting in multiples of 10 -100, descriptions <b>Vive le sport ! (Our sporting lives)</b> Talking about sports, healthy living, more healthy eating, diary of activities.</p>			

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<p><b>Creative arts</b> <b>Art</b></p>	<p>Collage Linked to Ancient Greece art - making mosaic using card, paper and clay.</p> <p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p>	<p>Printing Linked to Christmas art - making cards, wrapping paper</p> <p>Can they print using a number of colours? Can they create an accurate print design that meets a given criteria?</p>	<p>Drawing/ painting Figures and forms in movement</p> <p>Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling</p>	<p>Linked to history topic - making clay pots (Romans)</p> <p>3D/textiles Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?</p>		
<p><b>Creative Arts</b> <b>DT</b></p>	<p>Mechanisms Linked to Science electricity board game (using switches)</p> <ul style="list-style-type: none"> <li>Can they suggest some improvements and say what was good and not so good about their original design?</li> <li>Do they continue to work at their product even though their original idea might not have worked?</li> </ul>	<p>Link to art -wrapping paper design</p> <ul style="list-style-type: none"> <li>Can they produce a plan and explain it to others?</li> <li>Can they begin to explain how they can improve their original designs?</li> <li>Can they evaluate their product, thinking of both appearance and the way it works?</li> </ul>		<p>Materials/ 3D Linked to history topic - making clay pots (Romans)</p> <p>Do they take account of the ideas of others when designing? Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?</p>	<p>Cooking and nutrition Make a healthy sandwich</p> <p>Can they produce a plan and explain it to others? Can they begin to explain how they can improve their original designs? Can they evaluate their product, thinking of both appearance and the way it works?</p>	
<p><b>Expressive Arts</b> <b>Music</b></p>	<p><b>Soundstart</b></p> <p>Musical show (LENT charity)</p>					

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<p><b>P.E.</b> For detail see <i>Get Set</i> scheme and PE progression map</p>	<p>Games (Invasion) Football  Fitness (teachers)</p>	<p>Games (Invasion) Tag Rugby  Swimming (teachers)</p>	<p>Games (Invasion) Basketball Gymnastics (teachers)</p>	<p>Games (Invasion) Hockey Rounders (teachers)</p>	<p>Striking &amp; fielding Tennis Rounders Athletics (teachers)</p>	<p>Striking &amp; fielding Rounders OOA (Outdoor Adventurous activities) (teachers)</p>
<p><b>PSHE</b></p>	<p>TenTen Resources  <b>Module 1 Created and Loved by God</b> Unit 1 Session 1: <i>Get Up</i>      NSPCC Speak out Stay SAFE</p>	<p>Friendship week/ Anti bullying  Firework safety  Multicultural week</p>	<p>TenTen Resources  <b>Module 1 Created and Loved by God</b> Unit 2 Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies   Safer internet Day Life Bus visit</p>	<p>TenTen Resources  <b>Module 1 Created and Loved by God</b> <b>Unit 3</b> Session 1: What am I feeling?  Session 2: What am I looking at?  Session 3: I am thankful!</p>	<p>TenTen Resources  <b>Module 1 Created and Loved by God</b> <b>Unit 4</b> Life cycles  Science • 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</p>	<p>TenTen Resources  <b>Module 3 Created to live in a community</b> <b>Unit 1</b> Session 1: A community of Love  Session 2: What is the church?  Unit 2 Session 1: How do I love others?  Road safety</p>