

Curriculum map

Year 4

Year 4 Curriculum Map	Autumn			Spring			Summer		
Religion	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
Learning challenge Big Questions	<p><b>Autumn topic1</b></p> <p><i>What is the legacy of the Ancient Greeks? (History driver)</i></p> <p><i>Could we cope without electricity for one day? (Science driver)</i></p>		<p><b>Autumn topic 2</b></p> <p><i>What is the legacy of the Ancient Greeks? (History driver)</i></p> <p><i>Why do we live here? (Physical Geography skills)</i></p>	<p><b>Spring topic1</b></p> <p><i>What did the Romans ever do for Britain? (History driver)</i></p> <p><i>Why is water so amazing? (Science driver)</i></p>		<p><b>Spring topic2</b></p> <p><i>What did the Romans ever do for Britain? (History driver)</i></p> <p><i>Do animals and plants really like living in the city? (Science driver)</i></p>	<p><b>Summer topic 1</b></p> <p><i>Why is London such a cool place to live? (Human Geography driver)</i></p> <p><i>How do we make poo? (Science driver)</i></p>		<p><b>Summer topic 2</b></p> <p><i>Why is London such a cool place to live? (Human Geography driver)</i></p> <p><i>How do we know which 'Rock Star' makes the biggest noise? (Science driver)</i></p>

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<p><b>Science Skills/Knowledge</b></p>	<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>• recognise that sounds get fainter as the distance from the sound source increases.</li> <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>	<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>• 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>•</li> </ul>
<p><b>Science 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>					

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<p><b>History</b> <b>Skills/Knowledge</b></p>	<p><i>Ancient Greece</i></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what life was like in a given period from the past and use photographs and illustrations to present their findings?</li> </ul>		<p><i>Romans</i></p> <ul style="list-style-type: none"> <li>• Do they recognize that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging into the past are helping us to build up an accurate picture of how people lived in the past?</li> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Can they research two versions of an event and say how they differ?</li> </ul>			
<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>						

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<p><b>Geography Skills/Knowledge</b></p>		<p><i>Why do we live here? (Physical Geography skills)</i></p> <ul style="list-style-type: none"> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> <li>• We will link this to our understanding of the UK</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• OS map symbols</li> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> </ul>	<p>(linked - History Romans)</p> <ul style="list-style-type: none"> <li>• Can they plan a journey to a place in England? (Roman roads)</li> </ul> <p>(linked - Science Water)</p> <ul style="list-style-type: none"> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc?)</li> </ul>	<p>(linked - Science Sound)</p> <ul style="list-style-type: none"> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> </ul>	<p><i>Why is London such a cool place to live? (Human Geography driver)</i></p> <ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> </ul> <p>Use satellite images and aerial photographs of different places. (See English - More,</p>	<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"> <li>• Can they find different views about an environmental issue?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>
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## Curriculum map

### 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 - The Adventures of Odysseus</b> by Hugh Lupton</p> <p>Little Leaders - Eddie Mabo (Aboriginal) biography) / multicultural poems for Black History Month</p>	<p><b>Fiction - The Ice palace</b> by Robert Swindells (PoR core text)</p> <p>Coming Home (Picture Book poetic narrative) by Michael Morpurgo</p>	<p><b>Fiction - KrindleKrax</b> by Philip Ridley (<b>PoR core text</b>)</p> <p><b>Linked to topic Non-Fiction - What the Romans did for us</b> - Alison Hawes. Research using primary and secondary sources (links to Romans)</p>	<p><b>Linked to topic Fiction - The Captive Celt</b> by Terry Deary</p> <p><b>Poetry - Colonel Fazackerley</b> Butterworth-Toast</p>	<p><b>Fiction - How to train your dragon</b> by Cressida Cowell</p> <p><b>Non-Fiction - Biography of Ole Kirk Christiansen</b> (Lego)</p> <p>Poetry - More, more, more! By Linda Newbery poem)</p>	<p><b>Linked to topic Fiction - Bee and Me</b> by Alison Jay</p> <p><b>Poems to Perform: A Classic collection</b>, chosen by Julia Donaldson</p>
<p><b>English Writing and Drama For detail see English Curriculum map</b></p>	<p>Recount - chronological retelling of events Narrative - Discrete Letters/Diary</p>	<p>Report -Settlements Poetry Narrative - (Fiction Ice Palace)</p>	<p>Discussion - reasoned argument (Boudicca) Narrative - (Fiction Krindlekrax)</p>	<p>Recount - chronological retelling of events (Romans) Narrative - (Fiction Captive Celt) Poetry</p>	<p>Explanation - Sequential technical explanation (Digestion) Narrative - (Fiction How to train a dragon)</p>	<p>Biography - Famous inventors Recount of trip to London Narrative - (Fiction Bee &amp; Me) Poetry</p>

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<p><b>Mathematics</b> For detail see <b>Maths Curriculum map</b></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/Online Safety</b></p>	<p><b>The Internet</b> appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p><b>Audio production</b> identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others.</p>	<p><b>Repetition in shapes</b> create programs by planning, modifying, and testing commands to create shapes and patterns</p>	<p><b>Data logging</b> consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data</p>	<p><b>Photo editing</b> develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices</p>	<p><b>Repetition in games</b> look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p><b>Online safety</b></p>	<p>Health, wellbeing and lifestyle Information Literacy</p>	<p>Privacy and Security Online bullying</p>	<p>Online relationship and communications Self-image and self-identity</p>	<p>Online reputation Digital footprint</p>	<p>Copyright and ownership</p>	
<p><b>MFL</b></p>	<p>3 stories will be covered: J'ai un chat, Luc adore les serpents and Dimanche c'est mon anniversaire. The stories are based on being able to understand and say if they have a pet, ask someone if they have a pet, to understand when asked and say I like, love, hate an animal, to say which animal they would like. They will also recognise the days of the week, say them and link it to their birthday.</p>	<p>2 stories will be covered: Trente et un invités and Quelle est la date de ton anniversaire? The first story is based on numbers from twenty to thirty one. We cover the question: Combien?, the important phrase il y a: there is... New Adjectives, feminine and masculine, possessive pronouns are introduced. The second story is based on understanding the question: When is your birthday? And being able to reply. We will look at months of the year linking this to all the celebrations of the French calendar, we will also revise on numbers to 31 and introduce the accents. Being able to ask someone else's birthday.</p>	<p>2 stories will be covered: J'ai mal and Où est ma trousse? The first story is based on having parts of their body aching. Parts of the body will be taught and also the children will learn on what to say: "j'ai mal.." We will also look at irregular plurals (Ex: un oeil, les yeux...), preposition "at": (à la, à l', au and aux) The second story is based on learning objects used in a classroom. The children will learn the gender of nouns, learning that the adjectives agree with nouns. They will be able to describe the colour of a classroom object and ask where something is.</p>			

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<p><b>Creative arts</b> <b>Art</b></p>	<p><b>Drawing: Exploring tone, texture and proportion</b></p> <p>Create a three-dimensional effect by using contrasting tones to show light and dark. Combine lines and marks to represent different textures. Use lines and marks in different ways to represent dark and light areas (tone). Comparing the sizes of different objects to draw them in proportion. Represent the size of one object relative to another. Consider where to place each element thinking carefully about the space. Show texture in the collage.</p>		<p><b>Painting &amp; mixed media: Light and dark</b></p> <p>Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions.</p>		<p><b>Sculpture and 3D: Mega materials</b></p> <p>Drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools.</p>	
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<p><b>Creative Arts</b> DT</p>		<p>Cooking and nutrition - adapting a recipe Pupils will:</p> <p>Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients. For lesson 5, it is important that a participant is in</p>		<p>Textiles: Fastenings</p> <p>Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.</p>		<p>Structure: Pavilions</p> <p>Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</p>
<p><b>Expressive Arts</b> Music</p>	<p><b>Soundstart</b></p> <p>Musical show (LENT charity)</p>					
<p><b>P.E.</b> For detail see <i>Get Set scheme and PE progression map</i></p>	<p>Games (Invasion) Football</p> <p>Fitness (teachers)</p>	<p>Games (Invasion) Basketball</p> <p>Fundamentals (teachers)</p>	<p>Games (Invasion) Football</p> <p>Gymnastics (teachers)</p>	<p>Net and wall games (Invasion) Handball (teachers)</p>	<p>Athletics Golf (teachers)</p>	<p>Striking &amp; fielding Rounders OOA (Outdoor Adventurous activities) (teachers)</p>

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<p><b>PSHE</b></p>	<p>TenTen Resources</p> <p><b>Module 1 Created and Loved by God</b> Unit 1 Session 1: Get Up</p> <p>Multicultural week</p> <p>NSPCC Speak out Stay SAFE</p>	<p>Friendship week/ Anti bullying</p> <p>Firework safety</p>	<p>TenTen Resources</p> <p><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</p> <p>Safer internet Day Life Bus visit</p>	<p>TenTen Resources</p> <p><b>Module 1 Created and Loved by God</b> Unit 3 Session 1: What am I feeling? Session 2: What am I looking at? Session 3: I am thankful!</p>	<p>TenTen Resources</p> <p><b>Module 1 Created and Loved by God</b> Unit 4 Life cycles</p> <p>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</p> <p><b>Module 3 Created to live in a community</b> Unit 1 Session 1: A community of Love Session 2: What is the church? Unit 2 Session 1: How do I love others? Road safety</p>
<p><b>Trips Visits</b></p>		<p>The British Museum - The Greeks</p>		<p>Honiman Museum</p>		<p>Visit London sites</p>