Year 4 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | Temples, Tombs and Treasures | Bright Sparks | Different places, similar lives | Do you live around here? | Invasions | Whole School Topic |
| History | Finding out about:  Who the Ancient Egyptians were – placing the Egyptian period on a time line  What ancient hieroglyphics mean and learning to write using them  Why Egypt was considered the ‘gift of the Nile’ and why the Nile was so important  Why Egyptians built pyramids and how  Who the Egyptian Pharaohs were and why they were important  What was discovered in Tutankhamun’s tomb  What mummification was in Ancient Egypt  Who the Ancient Egyptian Gods and Goddesses were |  | Finding out about how significant individuals from the past have influenced life today e.g. Nelson Mandela |  | Placing the Roman period on a timeline, putting key events into chronological order  Explaining the spread of the Roman Empire and recalling key facts about the invasion of Britain  Understanding why the Romans wanted to invade Britain  Julius Caesar’s attempted invasion in 55-54 BC  British resistance, for example, Boudicca  Understanding how the Roman Empire affected different people and how they reacted to the changes that were being made  Understanding why Hadrian’s wall was built  Understanding when the Vikings invaded England and for what reasons  The impact of the Viking invasion on Britain |  |
| Geography | Identifying where Egypt is within Africa and the seas surrounding it  Identifying where the River Nile is on a map  Working out the length of the River Nile using a scale on a map |  | * Understanding what makes some countries rich and some countries poor * Understanding how our lives are different to others around the world * Thinking about how charities help different countries around the world * Identifying and defining the human and physical features of the UK and an African country and comparing these * Cultural Appreciation Day |  | Map work – plotting movement of and spread of the Roman Empire  Understanding why the Romans wanted to invade Britain (e.g. it had good farmland and it was rich in metals like iron, tin, copper, gold and silver) |  |
| Art and design | Exploring the element of line through drawing  Experiment with different grades of pencil and other implements to create lines and marks  Accurate drawings of pyramids using shade and perspective |  | Exploring the element of tone through painting  Work with one colour against a variety of backgrounds  Use colour to reflect mood (Matisse)  Use different methods, colour and a variety of tools and techniques to express mood | Exploring pattern using printing and tessellation  Look at various artists creation of pattern and discuss effect (e.g. aboriginal art) | Exploring texture through textiles including batik and collage  Use a variety of techniques, e.g. printing, dyeing, and weaving to create different textural effects |  |
| Science | What is bad for our teeth?  What are the functions of different types of teeth?  What happens when we chew food?  What is the digestive system?  Describe the simple functions of the basic parts of the digestive system in humans  What are food-chains? | * Explain the journey electricity travels on to reach our homes * Discover how to be safe around electricity * Identify what is powered by electricity * Construct simple circuits and use problem solving skills to work out which circuits will work * Identify how a switch works in a circuit * Identify insulators and conductors and use this to make own switches | 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)  To plan an investigation into evaporation and to use results to make conclusions  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | How can we group living things?  How do classification keys identify and group living things?  What plants can we find in our environment?  What invertebrates can we find in our environment?  How can we find out which conditions different animals prefer?  How are habitats threatened in different ways?  What habitats are within the school grounds? | Understand that sound gets fainter as the distance from the sound source increased  Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from a sound travel through a medium to the ear  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Find patterns between the pitch of a sound and features of the object that produced it |  |
| Physical Education | **Games**  **Invasion games**  **(Rugby/Basketball)**  Play competitive games  Apply basic principles suitable for attacking and defending  **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve. | **Dance**  Flexibility, strength, technique control and balance, perform using range of movement patterns  Compare performance with previous. – competition  Link actions and sequences  **Gymnastics**  Develop flexibility, strength, technique, control and balance  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Games**  **Net, wall and court games**  **(Tennis/Volleyball)**  Play competitive games  Apply basic principles suitable for attacking and defending  **Dance**  **International link**  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Swimming skills**  Use a range of strokes effectively  Swim competently, confidently and proficiently over a distance of at least 25 metres  **Games**  **Striking and fielding (Rounders)**  Play competitive games  Use running, jumping, throwing and catching in isolation and in combination | **Swimming skills**  Use a range of strokes effectively  Swim competently, confidently and proficiently over a distance of at least 25 metres  **Athletics**  Play competitive games  Use running, jumping, throwing and catching in isolation and in combination | **Swimming skills**  Use a range of strokes effectively  Swim competently, confidently and proficiently over a distance of at least 25 metres  **Outdoor Adventurous Activity (OAA)**  Take part in outdoor and adventurous activity challenges both individually and within a team |
| Design and Technology |  | * Design and make a torch with a working electrical circuit * Make torches using a step-by-step plan, reflecting on designs as the product develops * Evaluate torches, explaining what went well and what could be improved |  |  | Uses plaiting, pinning and stapling techniques  (Road/map patchwork quilt) |  |
| PSHE | Goals and aspirations  Friendship  Healthy eating | Conflict resolution  Anti-bullying  Electrical safety | Online safety | Drug education | Financial capability  Road Safety | Relationships and Sex Education (RSE) |
| RE | Why do Christians share communion?  Why is praying important for Christians? | How can Artists help us understand Christmas? | What are important times for Jews? | How does Lent help Christians prepare for Easter? | What do Sikhs value? | How can we all live together in one world? |
| Computing | Use scratch to write algorithms with a focus on repetition  Design, write and debug programs that accomplish specific goals | Create a survey to collect data  Data collection in a spreadsheet  Use excel to present information about screen time usage across the school  Analyse the data to find common trends | Use google tour to create a tour of the local area. | Use the internet to research safely and present information  Learn what a network and the WWW is | Computer science using Microbits |  |
| Internet Safety | Children will be taught how to:   * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| Music - not taught every half term. | Joseph and the Amazing Technicolour Dreamcoat- Andrew Lloyd Webber and Tim Rice. A seven week plan based on this musical and looking at the different musical influences in the piece i.e. Elvis Presley | Blackbird (Charanga Unit) The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Unit based on the song by The Beatles. | Glockenspiel, Stage 2 - This is a six-week Unit of Work that a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel | The Class orchestra.  Explore the origins and development of musical styles from different cultures | Gospel - Lean on Me  Ensemble singing with glockenspiel accompaniment G,F and E.  This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |
| MFL (Spanish) | Pupils can develop his knowledge of Spanish speaking, listening, writing and reading. Children will be taught:   * Basic phrases concerning myself (emotions, where I live…) * Opinions (I like/ I don’t like…) * Shopping list * Months of the year + days of the week * Numbers 1 to 30 * Holiday greetings by short letter/postcard | | | | | |