



Year 4 Curriculum Map

SUGGESTED PROJECTS

BLUE ABYSS
FINAL STRAW
FOOD GLORIOUS FOOD
THE EASTERN EXPERIENCE

A JOURNEY TO ANCIENT EGYPT
THE LAND OF ICE AND FIRE
TRADERS AND RAIDERS
ELECTRIFYING ELECTRICITY

<p><u>Science</u> Sound Electricity States of Matter Animals & Humans Living Things & Their Habitats</p> <p><u>Significant Scientists</u> Alexander Graham Bell (Sound) Anders Celsius (States of matter) Antoine Lavoisier (States of Matter)</p>	<p><u>RSE</u> Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p><u>Geography</u> Locational Knowledge World Countries (India) Place Knowledge Compare France/UK Human & Physical Geography Volcanoes and earthquakes, the water cycle Geographical Skills & Fieldwork Maps, atlases and globes and digital mapping, eight points of a compass</p>
<p><u>PE</u> Invasion Games Net and Wall Games Striking and Fielding Swimming Dance Gymnastics Athletics Outdoor and Adventurous Challenges</p>	<p><u>History</u> Britain's settlement by Anglo-Saxons and Scots, 410-1066 AD The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (750-1060AD, 440-1066 AD) Ancient Egypt</p>	<p><u>Computing</u> E-Safety Shaping the Digital World Communicating in the Digital World Exploring the Digital World</p>
<p><u>Art</u> Drawing Painting Printing Sculptures Textiles Artist focus</p>	<p><u>Languages</u> T1: Playtime T2: At Home T3: My Town T4: Describing People T5: The Body T6: Sport</p>	<p><u>Music</u> Mozart – Horn Concerto No. 4 The Classical Period (1750-1820) Diversity Performer: Evelyn Glennie – percussionist (Glockenspiel Stage 2) Ravi Shankar – Composer (Stop!)</p>
<p><u>Design & Technology</u> Electricals & Electronics Mechanics Computing Construction Food & Nutrition</p>	<p><u>RE</u> Community – Hinduism Living Community – Islam Living Community – Christianity living Pilgrimage</p>	<p><u>PSHE</u> Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded in the map; however every objective is not recorded in this overview since they are too numerous and are therefore detailed in medium and short term planning for these subjects.

YEAR 4 CURRICULUM MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY

(our school, local and wider global communities and global dimensions)

CREATIVE THINKING

(encouraging inquisitiveness, problem solving, reasoning and enquiry based learning)

CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem, well-being and developing a growth mind-set)

English

See English Subject Progression for more details

Maths

<p><u>Number</u></p> <p>Counting</p> <p>Place Value</p> <p>Addition and Subtraction (mental methods)</p> <p>Addition and Subtraction (formal written methods)</p> <p>Use the inverse to check addition and subtraction calculations.</p> <p>Multiplication and Division (tables)</p> <p>Multiplication and Division (mental methods)</p> <p>Multiplication and Division (formal written methods)</p> <p>Fractions and Decimals</p>	<p>Measurement</p> <p>Be able to convert between different units of measure</p> <p>Use and apply measures to increasingly complex contexts</p> <p>Money - Decimal Notation</p> <p>Perimeter</p> <p>Geometry</p> <p>Describe position, direction and movement in increasingly precise ways – co ordinates and axes</p> <p>Use the properties of shapes and angles in increasingly complex and practical contexts</p> <p>Area of rectilinear shapes</p> <p>Statistics</p> <p>Gather, Organise and Interrogate data</p>
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Science

Working Scientifically

- to understand the principles of planning and preparing a range of healthy meals.
- to ask relevant questions and use different types of scientific enquiries to answer them.
- to suggest questions that can be tested
- to make predictions about what will happen, some of which are based on scientific knowledge
- to recognise when to use a fair test and design a fair test (identifying variables)
- to recognise when to use a comparative test to answer a question
- to make systematic and careful observations and comparisons of relevant features in a variety of contexts
- to make accurate measurements choosing standard units and using a range of equipment
- to gather, record and classify data.
- to present results in an appropriate way, eg. using labelled diagrams, in tables and bar graphs independently
- to report on findings from enquiries using oral or written explanation
- to draw conclusions, suggesting improvements, new questions and predictions for setting up further tests
- to identify simple trends and patterns in results presented in tables and bar graphs
- to identify differences, similarities or changes related to simple scientific ideas and processes.
- to suggest explanations for some of these
- to link the evidence to scientific knowledge and understanding to answer questions and support findings

Physics

- to observe and name a variety of sources of sound, noticing that we hear with our ears
- to identify how sounds are made, associating some of them with something vibrating
- to recognise that vibrations from sounds travel through a medium to the ear
- to recognise that sounds get fainter as the distance from the sound's source increases
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns in the volume of sound and the strength of the vibrations that produced it
- to identify common appliances that run on electricity
- to construct a simple series electrical circuit, identifying and naming its basic parts (cells, wires, bulbs, switches and buzzers)
- to 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
- to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- to recognise some common conductors and insulators and associate metals with being good conductors

Biology

- to describe the simple functions of the basic parts of the digestive system in humans
- to identify the different types of teeth in humans and their simple functions.
- to construct and interpret a variety of food chains, identifying producers, predators and prey
- to identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
- to give reasons for classifying plants and animals based on specific characteristics
- to recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

Chemistry

- to compare and group materials together, according to whether they are solids, liquids or gases
- to 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
- to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

The skills and knowledge for each subject for the whole year are listed on this year group curriculum map. The objectives chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject progressions provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

Art & Design

Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Take account of the purpose of the activity.

Use research to inspire drawings from memory or imagination.

Develop ideas using different or mixed media using a sketchbook.

Use hatching and cross hatching to show tone and texture.

Use different grades of pencils to show line, tone and texture.

Alter and refine drawings and describe changes using art vocabulary.

Annotate sketches to explain and elaborate ideas

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix tertiary colours.

Experiment with creating mood with colour

To make their own printing block from press prints in card, polystyrene etc.

To print using two or more colours by overlapping (building up layers of colour)

To experiment with using skills on a large scale.

To join using slotting, tying, pinning and weaving.

To make a hollow shape by joining two pinch pots to make a recognisable form.

To make an object from one piece of clay.

To roll out clay to make mosaic tiles.

To use basic back stitch and cross stitch

Begin to explore a range of great artists, architects and designers in history.

Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further.

Design & Technology

Use electrical and mechanical systems in their products.

Control and monitor models using software designed for this purpose.

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.

Understand the need for a seam allowance.

Join textiles with appropriate stitching.

Select the most appropriate techniques to decorate textiles.

Choose suitable techniques to construct products or to repair items.

Strengthen materials using suitable techniques.

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).

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

Improve upon existing designs, giving reasons for choices.

Disassemble products to understand how they work.

Use research to improve design.

Design with purpose by identifying opportunities to design.

Make products by working efficiently (such as by carefully selecting materials).

Refine work and techniques as work progresses, continually evaluating the product design.

Use software to design and represent product designs.

Evaluate their ideas and products against their own design criteria.

Investigate and analyse a range of products.

Computing

Identify trusted adult

Understand the Internet contains fact, fiction and opinion and begin to distinguish between them. C/C RSE

Know that the aim of many sites is to sell something or gain personal information and can be linked to from other sites. C/C RSE

Create class rules

Create blog or forum on VLE to show impact of digital footprint

Be aware that taking text or images from some sites may be stealing other people's work.

Know when an email should not be opened or messages ignored. C/C RSE

Discuss ways simulations are used to help us (e.g. simulations for flight to teach pilots, driving, weather patterns etc.).

Discuss their use of ICT simulations and compare with reality.

Use a spreadsheet to record data and produce graphs. C/C Maths

Use some basic features to design and write a program to change or move a character in an application (e.g. Scratch - see 'Getting Started' guide).

Create simple flow diagrams to control physical devices (real or screen simulations) using outputs only (e.g. Flowol, Junior Control Insight, CoCo 2 or Go).

Recognise key features of layout and use design features such as text boxes, columns and borders. C/C English

Use page setup to select different page sizes and orientations.

Use cut, copy and paste to refine and reorder content.

Select suitable text, sounds and images from electronic resources (e.g. Espresso or websites) and use it appropriately in their own work.

Create a range of hyperlinks to produce an interactive presentation.

Log on to email account, open emails, create & send appropriate replies, attach files & create address book.

Create in VLE: own pages, discussion forum, blogs and surveys for other pupils to respond to.

Begin to use video to communicate as a class (e.g. Skype or Face Time with another school).

Languages

Learn rhymes, poems and texts.

Speak clearly and confidently

Identify and compare specific sounds

Listen with care and show understanding by joining in and responding

Develop appropriate pronunciation and intonation so that others understand when they are using familiar words.

Understand a range of spoken phrases

Use physical response to show recognition or understanding of specific words or phrases

Learn to say several sentences on a topic, using familiar vocabulary, phrases and basic language structure.

Engage in conversations with a partner, ask and answer questions, express opinions and respond to those of others

Perform simple role play situations

Begin to express personal responses and opinions using common verbs such as 'J'aime'

Read aloud words and sentences and pronounce them accurately

Read carefully and show understanding of words and phrases

Match words, phrases and short sentences to pictures and themes

Make links between spoken and written words

Write labels for work on displays and in their books

Recognise and apply simple agreements, singular and plural

Use a dictionary to look up spellings

Write an email to a contact in a partner school

Engage in a French day (week) to explore cultural differences:

- Learn about festivals or celebrations in one country where language is spoken and identify similarities and differences
- Compare pastimes of children of different culture
- Exchange information with partner school

Identify route from own locality to specified destination in country/countries where language is spoken

Music

Show control of voice when singing alone and as part of a group.

Perform with control and awareness of others and the occasion.

Sing songs in a group from memory with:

- control
- diction
- expression
- accurate pitch (in tune)

Play notes on tuned percussion instruments with awareness of dynamics.

Sustain a melodic ostinato (series of repeated notes) to accompany singing.

Use digital technologies to compose, record and arrange musical compositions.

Use sound to create abstract effects.

Create accompaniments for tunes.

Use drones as accompaniments.

Choose, order, combine and control sounds to create an effect.

Recognise and create repeated patterns with a range of instruments

Recognise the notes EGBDF and FACE on the musical stave.

Know how many beats in:

- a semibreve
- a minim
- a crotchet.

Recognise the symbols for:

- - a semibreve
- - a minim
- - a crotchet
- - a rest.

Understand the duration of a quaver as half a beat.

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music.

Understand layers of sounds and discuss their effect on mood and feelings.

Talk about the tonal qualities of different musical instruments.

Recognise how musical elements and dynamics (e.g. timbre, texture) can be used together to compose music.

RE

How is Christian belief expressed collectively?

How does Christian worship and celebration build a sense of community?

Communal events: Holy Communion, regular worship and rites of passage.

How is Hindu belief expressed personally and collectively?

Worship at home and in the mandir

How does Hindu worship and celebration build a sense of community?

Arti the giving of money for the upkeep of the mandir.

Diwali- the story of Rama and Sita.

How is Muslim worship expressed collectively?

Focus on 4 of 5 pillars. Hajj covered in Pilgrimage.

How does Muslim worship and celebration build a sense of community?

Mosque at the centre of community.

Pilgrimage: What is pilgrimage? What does pilgrimage involve?

Look at religious and non-religious.

Jerusalem for Christians, Jews and Muslims.

Focus on at least 2 Christian pilgrimages.

Hinduism- the Kumbh Mela

Islam- Hajj

History

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ

Suggest causes and consequences of some of the main events and changes in history

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain from ancient until medieval times.

Understand the concept of change over time, representing this, along with evidence on a time line.

Use dates and terms to describe events some in chronological order.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Use appropriate historical vocabulary to communicate effectively.

Geography

Use a range of resources to identify the key physical and human features of a location.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Name and locate the countries of Europe and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries.

Describe key aspects of:

- physical geography, including: volcanoes, earthquakes and the water cycle
- human geography, including: settlements

Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.

PE

Use a range of techniques to pass and travel with the ball with hands, feet or stick
Use a range of tactics to keep possession and get into positions to shoot or score
Demonstrate how to pass and receive on the move and signal for the ball to retain possession
Play confidently in small sided invasion games
Explain why my team succeeded in these activities
Strike a ball over a range of high and low barriers, with accuracy and control
Understand, plan and combine skills to play 1v1 net games
Begin to understand and play a game over a net by hitting into spaces to score
Throw accurately and be a reliable bowler / feeder of the ball
Strike a ball along the ground, or through the air, in different directions with control
Demonstrate the roles of a bowler, striker, fielder and backstop/wicket keeper
Combine the skills to play small sided striking and fielding games
Swim at least 10 metres unaided on front and back with controlled arm and leg movements
Hold a float, unaided for at least 10 seconds.
Tread water, with head above water, for 10 seconds
Understand that I can swim to the side if I am finding it difficult
Demonstrate precision, control and fluency in response to stimuli
Vary levels, speed and direction when developing movements with a partner or as part of a group
Continually demonstrate rhythm and spatial awareness

Suggest ways to improve quality of performance
Show a variety of travelling, jumping, rolling and balancing skills
Identify and use a variety of body parts for supporting balance.
Balance and lead into a change of direction.
Identify and show at least two different types of rolls in different directions.
Demonstrate specific aspects of warm-up and describe effects of exercise on the body
Link ideas, skills and techniques with control, precision and fluency
Show my understanding of composition by performing more complex sequences (movements include travelling, balances, rotations, bending, stretching, twisting and linking skills)
Describe how to refine, improve and modify performances
Improve and sustain running technique at different speeds
Demonstrate accuracy and technique in a range of throwing and jumping actions (including a running jump)
Describe the changes in my body when running, jumping and throwing
Move confidently through familiar and less familiar environments
Use and adapt skills and strategies as the situation demands; prepare well for challenges, showing an awareness of safety and of others
Respond to problems in a well thought-out, planned way
Identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions.
Taken from RSE
To identify what affects their physical, mental and emotional health

PSHE Education

Understand that their actions affect themselves and others; explain how they care about other people's feelings and try to empathise with them
Understand how rewards and consequences motivate people's behaviour
Talk about a time when their first impression of someone changed as they got to know them
Explain why it is good to accept people for who they are
Know how to make a new plan and set new goals even if they have been disappointed
Know what it means to be resilient and to have a positive attitude
Explain different points of view on an animal rights issue
Express my own opinion and feelings on this
Recognise when people are putting them under pressure and explain ways to resist this when they want to
Identify feelings of anxiety and fear associated with peer pressure
Identify what they are looking forward to when they are in Year 5
Reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this

RSE

To recognise ways in which a relationship can be unhealthy.
To know who to speak to when they need support.
To recognise types of teasing and bullying and understand these are wrong and unacceptable.
To know how to report bullying and help someone who has been bullied.
To develop strategies to resolve disputes and conflict through negotiation.
To develop strategies to resolve disputes and conflict through negotiation.
To know how to recognise and report feelings of being unsafe or feeling bad about an adult.
To know how to respond safely to adults whom they encounter.
(strangers)
To know to protect their bodies from unwanted and inappropriate contact.
To know what can and cannot be shared.
To learn to constructively challenge others' point of view.
To understand the right to privacy.
To differentiate between good and not so good feelings.
To find simple, effective ways to manage their feelings.
To identify what positively, negatively affects their mental, physical and emotional health
To develop simple self-care techniques.
To know when to seek support for their mental health.
To know that energy drinks, alcohol and tobacco can damage immediate and future health
To understand the facts and science about allergies.
To identify common allergies and their symptoms.
To be aware of school rules that help keep them safe.
To know where and how to get help.