

# YEAR 4 CURRICULUM MAP

English Curriculum	Autumn	Spring	Summer
<b>Reading</b>	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Basic summary Basic use of text in support of views Develop use of skim and scan	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Basic summary Basic use of text in support of views Develop use of skim and scan	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Basic summary Basic use of text in support of views Develop use of skim and scan
<b>Writing</b>	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
<b>Spelling, punctuation and Grammar</b>	GP: All key skills noted in appendix 2 for years 3 and 4  Sp: All key rules noted in appendix 1 for year 3/4	GP: All key skills noted in appendix 2 for years 3 and 4  Sp: All key rules noted in appendix 1 for year 3/4	GP: All key skills noted in appendix 2 for years 3 and 4  Sp: All key rules noted in appendix 1 for year 3/4
<b>Speaking and Listening</b>	All 12 statements set out in NC for year 4	All 12 statements set out in NC for year 4	All 12 statements set out in NC for year 4
<b>Maths</b>	<b>Autumn</b> Place value – 4 digits Addition and Subtraction Measure – Perimeter Multiplication and Division	<b>Spring</b> Multiplication and Division Measure – area Fractions Decimals	<b>Summer</b> Decimals Money Time Statistics Geometry – angles and 2D shapes Geometry – position and direction

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Name:</b>	<b>Ancient Greece</b>	<b>The Rainforest</b>	<b>The Roman Empire</b>	<b>Exciting Explorers</b>	<b>The Celts</b>	<b>Water – lakes, oceans and waterfalls</b>
<b>Visits/Visitors:</b>	Great North Museum	Sunderland Winter Gardens	Arbeia Segedunum Housesteads and Hadrian's wall	Geography day in school	Boudicca visitor in school	High force Druridge bay lakes Kielder water (resevoir)
<b>Class book:</b>	Who Let the Gods Out?  Here Comes Hercules!  Greek Myths – Marcia Williams	Running Wild  The Great Kapok Tree  There's a Rang-tan in my Bedroom  Amazon Rainforest	Escape from Pompeii  Empire's End – A Roman Story  Avoid being a Roman Soldier	The Lion, the Witch and the Wardrobe  The Journey  Explorers: Amazing Tales of the World's Greatest Adventures	Boudicca's Army  Queen of Darkness  The Celts	The Secret Lake  Why Water's Worth It  Atlas of Ocean Adventures  A planet Full of Plastic

	So, You Think You've Got It Bad – A Kid's Life in Ancient Greece.		So, You Think You've Got It Bad – A Kid's Life in Ancient Rome.			
<b>Writing Opportunities:</b>	Description Diary Explanation text Narrative Poetry Instructions	Non -Chronological report Persuasive text Newspaper report Formal/informal letter Newspaper Report Reviews	Description Instructions Diary Newspaper report Poetry	Narrative Informal/formal letter Non-Chronological report Explanation Text Persuasive writing Reviews	Description Newspaper report Poetry Instructions Diary	Non-Chronological report Explanation text Informal/formal letter Persuasive text Reviews
<b>Math links:</b>	Counting and place value – abacus 3D shapes – Greek temples – making nets Finding Perimeter of Greek Temples	Finding angles on leaves Measuring height of trees Area – Surface area of rainforests	Symmetry – roman shields Calculations using Roman Numerals Multiplication – arrays of soldiers	Co-ordinates Describing Position and Direction – left, right	Finding circumference of Celtic Round Houses Symmetry – Celtic patterns	Measurement -finding depths Time – tides
<b>Science:</b>	<b>Working Scientifically – on going across the year</b>					
	<b>Animals including humans:</b> -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 -Learn and apply the big picture model	<b>Animals including humans:</b> -Construct and interpret a variety of food chains, identifying producers, predators and prey -To learn and use the energy transfer model to explain food chains	<b>States of matter:</b> -To learn and use the particle model to explain states of matter To compare and group materials together into solids, liquids and gases -Observe that some materials change state when they are heated or cooled -Measure or research the temperatures that some materials change state in degrees Celsius -Identify evaporation and condensation as part of the water cycle Relate the rate of evaporation with temperature	<b>Electricity:</b> -Identify common appliances that run on electricity -Construct a simple series circuit, identifying and naming basic parts -Identify whether a lamp will light based on whether it is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit -Recognise some common conductors and insulators, knowing that metals are good conductors -Explain electricity using energy transfer model	<b>Sound:</b> -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 volume of sound and the strength of vibrations -Recognise that sounds get fainter with distance from the source -Use energy transfer model to explain sound	<b>Living things and their habitats:</b> -Recognise that living things can be grouped in a variety of ways (classification) -Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment -Recognise that environments can change and that this can sometimes pose dangers to living things

Computing:	Digital Literacy	<p>Can I choose a secure password when I am using a website?</p> <p>Can I talk about the ways I can protect myself and my friends from harm online?</p>	<p>Can I use the safety features of websites as well as reporting concerns to an adult?</p> <p>Can I help my friends make good choices about the time they spend online?</p> <p>Can I identify key words to use when searching safely on the World Wide Web?</p> <p>Do I think about the reliability of information I read on the World Wide Web?</p>	<p>Do I know that anything I post online can be seen by others?</p> <p>Do I know the dangers of social media?</p> <p>Do I know the age limits of social media?</p> <p>Do I know how to report concerns about those on social media?</p>	<p>Can I choose websites and games that are appropriate for my age?</p> <p>Can I talk about why I need to ask a trusted adult before downloading files and games from the Internet?</p>	<p>Can I identify a secure connection?</p> <p>Can I identify a cybercriminal?</p> <p>What is a scam email?</p>	<p>Can I comment positively and respectfully online?</p> <p>Can I identify cyberbullying?</p> <p>Can I suggest ways to prevent cyberbullying?</p>
	Computer Science	<p>Can I use logical thinking to solve an open-ended problem by breaking it up into smaller parts?</p> <p>Can I use an efficient procedure to simplify a program?</p> <p>Can I use a sensor to detect a change which can select an action within my program?</p> <p><b>(Lego we-do)</b></p>		<p>Can I recognise that an algorithm will help me to sequence more complex programs?</p> <p>Can I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology?</p> <p><b>(Shapes and angles on scratch and probots)</b></p>		<p>Do I know that I need to keep testing my program while I am putting it together?</p> <p>Can I use a variety of tools to create a program.</p> <p>Can I recognise an error in a program and debug it?</p> <p>Can I tell you whether a resource I am using is on the Internet, the school network or my own device?</p> <p><b>(Animation)</b></p>	
	ICT		<p>Can I organise data in different ways?</p> <p>Can I collect data and identify where it could be inaccurate?</p> <p>Can I plan, create and search a database to answer questions?</p> <p>Can I choose the best way to present data to my friends?</p>		<p>Can I use photos, video and sound to create an atmosphere when presenting to different audiences?</p> <p>Can I explore new media to extend what I can achieve?</p> <p>Can I change the appearance of text</p>		<p>Can I create, modify and present documents for a particular purpose?</p> <p>Can I use a keyboard confidently and make use of a spellchecker to write and review my work?</p> <p>Can I use an appropriate tool to</p>

			Can I use a data logger to record and share my readings with my friends? <b>(Microsoft Excel)</b>		to increase its effectiveness? Can I tell you how to check who owns photos, text and clipart? Can I create a hyperlink to a resource on the World Wide Web? <b>(Powerpoint)</b>		share my work and collaborate online? Can I give constructive feedback to my friends to help them improve their work and refine my own work? <b>(Word)</b>
<b>History:</b>		-who were the Ancient Greeks? -where and when did they live? -what were their everyday lives like? -how did the Olympics begin? -what did they do for us?		-Who were the Romans? -how did they build their empire? -why did they invade other countries? -what was life like in Rome? -how were the Roman army so successful? -what did the romans do for us? Legacy, e.g. roads.		-Who was Boudicca? -what was life like for the Celts in Britain before and then after the Roman's came? -What did Boudicca do for her people? -What effect did the Roman's have on the Celts? How did life in Britain change for them? -What happened to Boudicca in the end?	
<b>Geography: (Skills and fieldwork throughout year – maps, atlases and globes)</b>		-physical geography of rainforest areas -climate in the rainforest – equator and tropics - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies - To describe and understand key aspects of physical geography – the water cycle -Human geography distribution of natural resources		-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies -Use the six points of a compass, four-figure grid references, symbols and keys, (using ordnance survey maps) to build their knowledge of the UK and wider world -Locate the world's countries, using maps to focus on Europe (including the location of		-build on year 3 topic of rivers to look at waterfalls, lakes and oceans -To understand geographical similarities and differences through the study of human and physical geography within a region of the local area – waterfalls and lakes -To describe and understand key aspects of physical geography – the water cycle -Human geography – distribution of	

		including energy, food and water		Russia) including their environmental regions, key physical and human characteristics, countries and major cities		natural resources including energy, food and water -Use fieldwork to observe, measure and record the human and physical features in the local area using sketch maps, plans and graphs independently
<b>DT:</b>	Make a chariot with moving parts  <b>Mechanisms</b>	Rainforest feast - Using food from the rainforest. <b>Food</b>	Roman weapons, make Catapults  <b>Mechanisms</b>	Make a torch  <b>Electrical Systems</b>	Make a purse for a Celt to wear. <b>Textiles</b>	Design a structure that can move an object over a river. Use pneumatics Structures <b>Mechanisms</b>
<b>Art:</b>	<b>Create sketchbooks to record observations</b>					
	Illustrating The Jabberwocky referring to <b>Cressida Cowell's</b> and <b>Quentin Blake's</b> illustrations. <b>Drawing</b>	Roots and shoots – explore <b>ARTISTS</b> Observational drawing, water colours, pastels 3d nature art <b>Drawing</b>	Miniature Gallery, {Access Arts } <b>Henry Moore, Barbara Hepworth Alexander Calder</b> <b>Photography</b>	Thoughtful drawing exercise- Birds in trees observational drawing <b>Drawing</b>	Drawing concave, hands and then nest {Access Arts} <b>Drawing Sculpture</b>	
<b>Music:</b>	Improvise and compose music using signs/symbols (link to topic of Ancient Greece)	Perform in solo and groups with increasing control and expression (songs relating to the rainforest)	Play a musical instrument with increasing accuracy, fluency, control and expression (recorder)	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from Great composers and musicians (around the world)	Listen with attention to detail and recall sounds with increasing aural memory (link to science topic of sound)	Use and understand musical notations (recorder)
<b>P.E:</b>	Football	Tag rugby	Gymnastics	Games	Cricket	Athletics
<b>R.E:</b>	<b>Theme: beliefs and practices</b> <b>Key Questions</b> How special is the relationship Jews have with God? <b>Religion: Judaism</b>	<b>Theme: Christmas</b> <b>Key Questions</b> What is the most significant part of the nativity story to Christians today? <b>Religion: Christianity</b>	<b>Theme: Passover</b> <b>Key Questions</b> How important for Jewish people is it to do what God asks them to? <b>Religion: Judaism</b>	<b>Theme: Easter</b> <b>Key Questions</b> Is forgiveness always possible?  <b>Religion: Christianity</b>	<b>Theme: Rites of passage and good works</b> <b>Key Questions</b> What is the best way for a Jew to show commitment to God? <b>Religion: Judaism</b>	<b>Theme: Prayer and worship</b> <b>Key Questions</b> Do people need to go to church to show commitment to God? <b>Religion: Christianity</b>
<b>MFL</b>	All About Me		Daily Routine and Jobs		My Town, Travel and Tourism	

<p><b>Homework opportunities:</b></p>	<p>Make a spartan Helmet.</p> <p>Design and create a shield.</p>	<p>Combine the features of 2 animals from the rainforest to create your own new animal. Make a fictional fact file for it. What name would you give it? Which features did you choose and why?</p> <p>Rainforest Habitat Design and make a rainforest model. What could you use from our natural or man-made environment? Think about the different layers in the rainforest.</p>	<p>Write a diary entry from someone working in a Roman Villa in Britain</p> <p>Research and find out about the Roman Gods. Can you design your own Roman God?</p>	<p>Create a map of an undiscovered land that an early explorer might have used. Include compass directions.</p> <p>Create a timeline showing when important discoveries were made by explorers.</p>	<p>Design ad make a Celtic Roundhouse.</p> <p>Would you rather be a Celt or a Roman? Explain in detail which one you would choose, giving at least four reasons for your answer.</p>	<p>Make a comic strip version of the water cycle. Could a water droplet be your main character?</p> <p>Using paints, pencils or pastels, recreate Houkasi's The Great Wave off Kanagawa</p>
<p><b>Outdoor Learning:</b></p>	<p>Outdoor cookery – Tzatziki dip and flat bread in clay oven</p>	<p>Nature walk</p>	<p>Build an aqueduct using crates and drainpipe</p>	<p>Woodland walk Scavenger hunt</p>	<p>Den building Weapon making</p>	<p>Pond dipping</p>