Year 4 Curriculum Map 2021-22

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
English	**Narrative: Traditional Tales – Myths** **Core text:** Arthur and the Golden Rope **Final written outcome:** write a mythical adventure story **(4 weeks)** **Poetry: kennings** **Final outcome:** write a kennings poem **(1 week)**	**Non-fiction: Persuasion** **Core text:** The King Who Banned the Dark **Final written outcome:** write speeches supporting and opposing the ban **(3 weeks)** **Narrative: Writing and performing a play** **Core text:** Peter Pan **written outcome:** write and perform a play, based on a familiar story **(2 weeks)** **Poetry: Vocabulary building (free verse)** **Final outcome:** read, write and perform free verse **(1 week)**	**Narrative: stories with a theme** **Final written outcome:** relate the theme of a story to a personal experience and write an autobiographical story reflecting that theme **(3 weeks)** **Non-fiction: Persuasion** **Core text:** Leon and the Place Between **Final written outcome:** write an advert for a circus **(1 week)** **Poetry: Vocabulary building** **Core texts:** *Overheard on a Saltmarsh* by Harold Monroe *A Small Dragon* by Brian Patten **Final outcome:** Recite some narrative poetry by heart. Read and respond. **(2 weeks)**	**Non-fiction: Report** **Final written outcome:** write a report about Ancient Egypt based on notes gather from several sources **(4 weeks)** **Poetry: Narrative poetry** **Final outcome:** Recite some narrative poetry by heart. Read and respond. **(2 weeks)**	**Narrative: story settings** **Core texts:** The Raft, The Errand Boy **Final written outcome:** write sections of narrative focusing on setting **(3 weeks)** **Non-fiction: Discussion** **Final written outcome:** consider different sides of an argument and decide on a course of action, summarising reasons in a letter **(2 weeks)** **Poetry: Vocabulary building (free verse)** **Final outcome:** read, write and perform free verse **(1 week)**	**Non-fiction: Explanation** **Core text:** Charlie Small: Gorilla City **written outcome:** create a flowchart to explain how a new invention works. Use the notes to write an explanation **(2 weeks)** **Poetry: poetry appreciation** **Final outcome:** research a particular poet. Personal responses to poetry. Recite familiar poems by heart. **(2 weeks)** **Non-fiction: Letter writing** **Final outcome:** write a letter to parents summarising the year **(1 week)**

Mathematics	**Number / place value** Numbers to 1000 100s, 10s and 1s Number line to 1,000 Round to nearest 10 Round to nearest 100 Count in 1000s Represent nos. to 10,000 1000s, 100s, 10s & 1s Partitioning Number line to 10,000 1, 10, 100 more or less 1000 more or less Compare 4-digit numbers Order numbers Round to nearest 1000 Count in 25s Negative numbers Roman numerals +/- 1s, 10s, 100s, 1000s + two 3-digit numbers + two 4-digit numbers - 3-digit numbers - 4-digit numbers Subtraction strategies Estimating	**Measures / x / ÷** Equiv lengths (m & cm) Equiv lengths (mm & cm) Kilometres + lengths - lengths Perimeter x10 x100 ÷ 10 ÷ 100 x 1 and x 0 Divide by 1 and itself x / ÷ 3 x / ÷ 6 x / ÷ 9 x / ÷ 7	**Multiplication / fractions** 11 and 12 times tables Multiply 3 numbers Factor pairs Multiplication strategies Written method (x) TO x O HTO x O TO ÷ O HTO ÷ O Correspondence problems Area Unit/non-unit fractions Tenths Equivalent fractions Fractions > 1 Count in fractions	**Fractions / decimals** Add fractions Subtract fractions Fractions of a set of objects Fractions of a quantity Problem solving Tenths & hundredths Tenths as decimals ÷ 1-digit by 10 ÷ 2-digits by 10 Hundredths as decimals ÷ 1 or 2-digits by 100	**Decimals / money / time / graphs** Write decimals Compare decimals Order decimals Round decimals Halves & quarters £ and p Order money Estimate money Convert £ to p + money - money Find change Time to 5 mins Time to the minute am and pm 24-hour clock Hours, mins, seconds Years/months/weeks/days Analogue to digital Interpret charts Line graphs	**Geometry** Turns & angles Right angles in shapes Compare angles Describe 2D shapes Triangles Quadrilaterals Symmetry Horizontal / vertical Describe position Movement on a grid
Science	**Electricity** P1, P3, C2 Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple	**States of Matter** C1, C2, C3 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	**Sound** P1, P3 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	**Animals including humans** B3 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 Construct and interpret a variety of food chains, identifying producers, predators and prey.	**Living things** B2, B3 Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change	**Study of a Scientist** John Logie Baird Investigating the impact of historic science

	series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. Asking relevant questions and using different types of scientific enquiries to answer them	Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases		and that this can sometimes pose dangers to living things.	
RE	**CREATION/FALL** 1. Discuss what temptation is 2. The creation story – hidden meanings. 3. What can people today learn from the Creation Story? 4. 10 commandments – accepting responsibility, saying sorry, defining forgiveness 5. Compare teachings of Jesus (two commandments: love God and neighbour as yourself) to 10 commandments 6. Class Debate: You don't need forgiveness for sins	**INCARNATION** 1. Describe how Christians show their beliefs about God the Trinity in the way they live. 2. Describe how Christians show their beliefs about God the Trinity in the way they live. 3. Make links between some of the texts and teaching about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly 4. Why are these words	**GOSPEL** 1. Identify distinguishing features of a parable 2. Understanding meanings behind parables 3. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'Good News' 4. Make simple links between the Good Samaritan story and the importance of charity in Christian life 5. Make links between some of Jesus's teachings about how to live, and life in the world today, expressing some ideas of their own clearly	**SALVATION** 1. What do the narratives of the Last Supper, Judas' betrayal and Peter's denial mean? 2. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion 3. How do Christians show their beliefs about Jesus in their daily lives? eg prayer, serving, sharing the message and example of Jesus 4. Raise questions and suggest answers about how serving and	**HINDUISM** 1. Origins of Hinduism 2. Hindu teachings about God 3. Worship in a Hindu home 4. How might the Bhagavad Gita or Ramayana help guide Hindus in their daily lives? 5. Hindu traditional tales 6. Class Debate: If you do good things, good things will happen to you	**SIKHISM** 1. Origins of Sikhism. 2. What do Sikhs believe about God? 3. Akhand Path 4. The 'Khalsa' 5. Using 5ks to express commitment to faith 6. Class Debate: Following rules is the most important thing in religion

	if you don't believe in God.	important? Beginning, God, light, life, darkness, Spirit of God, Earth 5. What do those words mean in the context of the Nativity story? 6. Class Debate: Jesus coming to earth as a baby should be the most important event in history for Christians.		celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live		
Computing	**<u>Developing a simple game</u>** Develop a game using selection & repetition Understand & use variables Start to debug programs Recognise importance of user interface design	**<u>Prototyping an interactive toy</u>** Design & make an on-screen prototype of a computer-controlled toy Understand different forms of input / output (e.g. sensors, switches, motors, lights, speakers) Design, write and debug the control program for the toy	**<u>Producing digital music</u>** Use one or more programs to edit music Create & develop a musical composition Develop collaboration skills Develop an awareness of how their work can enhance work in other media	**<u>Editing / writing HTML</u>** Understand aspects of how the internet makes the web possible Use HTML tags Use hyperlinks Code up a simple web page Understand some risks in using the web	**<u>Producing a wiki</u>** Responsibilities when editing other people's work Become familiar with Wikipedia and potential problems Practise research skills Write for a target audience Develop collaboration and proofreading skills	**<u>Presenting the weather</u>** Understand different measurement techniques for weather (analogue & digital) Computer-based data logging Use spreadsheets to create charts Analyse data
History	<u>Anglo-Saxons</u> I can place events from period studied on time line I can use terms related to the period and begin to date events I can understand more complex terms eg BC/AD and BCE/CE	<u>Anglo-Saxons</u> I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions I can use the library and internet for research	<u>Ancient Egypt</u> I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge	<u>Ancient Egypt</u> I can use evidence to reconstruct life in time studied I can identify key features and events of time studied I can look for links and effects in time studied I can offer a reasonable explanation for some events	<u>Local History Study</u> I evaluate the usefulness of different sources I can ask a variety of questions	<u>Local History Study</u> I can identify key features and events of time studied I can use text books and historical knowledge

Geography	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Name and locate the Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones.	Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use a range of resources to identify the key physical and human features of a location.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Create maps of locations identifying some features using a key.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Art	*Andy Goldsworthy* links to Forest School – photograph creations 3D & sculpture Digital media HB pencils, sketching Pencil (lines, marks, shape, tone & texture) *Monet* painting use of colour & watercolour paint <u>*Skills:*</u> *-Question & make thoughtful observations about starting points* *-Record and collect visual information using digital cameras & iPads (ICT)* *-Begin to show awareness of objects in 3D* *-Make marks/images with arrange of media (pen, pencil, charcoal, crayon, pastel, chalk, watercolour…)* *-Explore Paint & PowerPoint (ICT)* *-Annotate sketch books*		Line drawing & wire sculpture 3D & sculpture *Ruth Asawa* *Richard Sweeney* paper sculpture 3D & sculpture Developing ideas in sketchbooks <u>*Skills:*</u> *-Plan, design & make models from observation or imagination* *-Create surface patterns & textures in malleable materials* *-Papier-mâché* *-Use different brush sizes* *-Mix primary & secondary tones & shades* *- Experiment with textures (washes, blocking, thickened paint, sea salt…)* *-Evaluate my own & others' work & say what I would change* *-Compare ideas & methods* *-Begin to show awareness of objects in 3D* *-Annotate sketch books*		*Mondrian* – pattern, shape & colour Paint (colour, texture, fabric) *Andy Warhol* pop art Pencil (lines, marks, shape, tone & texture) Paint (colour, texture) Digital art – research <u>*Skills:*</u> *-Explore the roles & purposes of different artists* *-Record & collect visual information using digital cameras & iPads* *-Identify primary/secondary colours and opposite colours on colour spectrum* *-Evaluate my own & others' work & say what I would change* *-Compare ideas & methods* *-Begin to adapt work*	
D&T	**Electrical Systems** Simple circuits and switches (including programming and control) **Links with science topic** • Constructed a simple series electrical circuit in		**Structures** Shell structures – design and make a cereal box (including computer-aided design) Paper sculpting **Links with maths topic 2D & 3D shape**		**Food: healthy and varied diet** Savoury muffin Bread Pizza <u>Skills:</u>	

	science, using bulbs, switches and buzzers. • Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.		• Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. • Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer-aided design (CAD), such as 2D Primary by Techsoft.		Bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.	
PHSE	-Negotiate & devise a class charter, understand & follow **classroom routines** & expectations (H15, L2) -Understand **rules and laws** - why do we need them, why and how rules and laws are made and enforced (L2, R2) -Identify ways in which they can live a **sustainable lifestyle** (L15) -Explore ways to keep **safe on-line** (H22) -Explore **self-esteem & bullying** – why do people bully and how can we prevent it? (H1, R18) -Identify some **consequences of antisocial and aggressive behaviours**, such as bullying, for individuals and communities (R2, R3, R7) -Identify ways to plan spending, budgeting & saving **money** (L13) -**Express their views** on issues that affect themselves and society (L1)		-**Set personal & shared goals** (H5, R11) -Health Ed: identify safe use of legal drugs and medicines – recap Y3 (H17) -Making decisions and explaining choices – saying no to gangs & **managing peer pressure** (H13, H14) -Identify how to **keep safe in local area** (H10, H14, R3, R8, R15, -R21) -Explore ethical living - **rights & responsibilities** (L1) -Explore **keeping safe on social media**, media & information (H4) – is it all true? -**Recognise & challenge stereotypes** (R16) -Identify ways to **promote positive mental health** & emotions (H1, H6, H7) -Identify ways to **keep safe whilst developing independence** (H11, H20, H23)		-**Equality vs discrimination** (R13, R14, L3, L4) what is it? -Discuss importance of living & working co-operatively – **connectedness** (R12, L9) -**Recognise & challenge prejudice** (own & others) (R14, L4) including **gender stereotypes** (R16) -Demonstrate **care for other people's feelings** and try to see things from their points of view (R12) -Identify ways people **contribute to society** (L9) SRE: change is normal – changes in my growing **adolescent body** (H18) SRE: rites of passage & **celebrating growing up** (L12) wishes, hopes & dreams – **aspirations** (H5) Responding to **peer pressure recap** (H13, H14) Managing **change & transition** – visits from feeder schools (H8)	
PE	**Tag rugby** Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility,	**Hockey** **Basketball** **Dance** Perform dances using a range of movement patterns Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where	**Multi-skills** **Gymnastics** Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique,	**Tennis** **Gymnastics** Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	**Tennis** **Cricket** Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	**Athletics** **Rounders** Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

	strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
French	• Numbers 1-31 • Months of the year • To ask and answer 'what is the date today?' • Seasons • Join in with songs • Asking for and saying your birthday • Typical exclamations • Celebrations eg birthdays and Christmas		• Shapes • Combining colour and other adjectives to describe shapes • Prepositions (of place) • Descriptive language • Parts of the face and body (and describing them using adjectives) • French festivals		• Family members • Alphabet • Using the alphabet to spell names • To ask and answer 'Do you have…?' 'What is s/he called?' 'How do you spell that? • Adjectives for describing hair and eyes • Joining in with stories and songs • Retelling stories with actions	
Music	Recorders Notation and ostinato Harvest	Recorders Ten Pieces – Class Orchestra Christmas Production	Recorders Dragon stories - Pentatonic scale	Recorders 12-bar Blues Garageband Easter	Recorders African drumming and dance	Recorders Summer Sounds Calypso and Samba Leavers' Songs