

## Year 4 Curriculum Map

|             | 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     | <p>Finding out about the importance of the Nile to Ancient Egypt - timeline to return to.</p> <p>Learning how to write using Egyptian hieroglyphics.</p> <p>Finding out about Ancient Egyptian religion and burials.</p> <p>Exploring how the pyramids were built.</p> <p>Finding out about the discovery of Tutankhamun's tomb.</p> | <p>About the history of the electric light bulb.</p> | <p>About important people in South Africa.</p> <p>About the way important people have changed lives such as Nelson Mandela/ Malala Yousafzai/ Martin Luther King</p> <p>Comparing timelines of the host and home.</p> | <p>About the different homes we have lived in.</p> <p>Whether homes in the local area have changed.</p>   | <p>What was the effect of the Roman civilisation on Britain?</p> <p>Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudicca</p> |                    |
| Geography   | <p>Land use and settlement economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>   |  | <p>About homes around the world.</p> <p>About the ways in which different people live their lives.</p> <p>About homes in our home countries and host country.</p>   | <p>What different countries are like?</p> <p>How the climate affects the way people live.</p> <p>Where our food comes from.</p> <p>What people grow and eat in different countries.</p> | <p>Map work - plotting movement of Roman Empire, evidence of Roman remains.</p>  |                    |

|                           |  |  |   |  |  |  |
|---------------------------|--|--|---|--|--|--|
| <p>Art and design</p>     | <p>Exploring the element of line through drawing</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Accurate drawings of people and their whole bodies including proportion, placement and shape of body.</p>              |  | <p>Exploring the element of tone through painting</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Use colour to reflect mood (e.g. Matisse / Picasso)</p> <p>Use different methods, colour and a variety of tools and techniques to express mood</p>   | <p>Exploring pattern<br/>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. aboriginal art)</p>  | <p>Exploring texture through textiles</p> <p>Use a variety of techniques, e.g. printing, dyeing, and weaving to create different textural effects</p>                  |  |
| <p>Science</p>            | <p>What is bad for our teeth?<br/>What are the functions of different types of teeth?<br/>What happens when we chew food?<br/>What is the digestive system?<br/>Describe the simple functions of the basic parts of the digestive system in humans<br/>What are food-chains?</p> | <p>How to keep safe around electricity.<br/>How to make an electrical circuit.<br/>Which materials allow electricity to pass through them?<br/>What happens when we change a circuit?<br/>How to build bigger circuits</p>         | <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>What habitats are within the school grounds?<br/><br/>How to classify animals into groups.<br/>Food chains and food webs.<br/><br/>How plants and animals are adapted to suit their environment<br/><br/>About the life cycles of plants and animals.</p> | <p>How sounds are made.<br/><br/>How to change sounds.<br/><br/>How sounds travel to the ear.<br/><br/>About the volume of sounds.<br/><br/>About sound and noise.</p> |  |
| <p>Physical Education</p> | <p><b>Games</b><br/><b>Invasion games</b> - football<br/>Play competitive games - attack and defend.</p> <p><b>Gymnastics</b><br/>Develop flexibility, strength, technique control and balance.</p>  | <p><b>Dance</b><br/>Flexibility, strength, technique control and balance, perform using range of movement patterns.<br/>Compare performance with previous. - competition. Link actions and sequences.</p> <p><b>Gymnastics</b></p> | <p><b>Games</b> - net, wall and court games</p> <p><b>Dance</b> - international link.</p>   | <p><b>Swimming skills</b></p> <p><b>Games</b> - Striking and fielding - Rounders</p>   | <p><b>Swimming skills</b></p> <p><b>Athletics</b><br/>Running, jumping, throwing, competition, technique, compare performances and improve PB.</p>                     | <p><b>Swimming skills</b></p> <p><b>Athletics</b><br/>Running, jumping, throwing, competition, technique, compare performances and improve PB.</p> |

|                                     |   |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|---|
|                                     | Compare performances and improve.   | Develop flexibility, strength, technique control and balance. Compare performances and improve.<br>Compete <i>Gymnastics</i>  |   |   |   |   |
| Design and Technology               |   | How to make a lighthouse with a switch, motor and working light   |   |   | Uses plaiting, pinning, stapling, stitching and sewing techniques<br>Stitching - using various needles to produce more complex patterns<br><br>(Road/map patchwork quilt) |   |
| PSHE                                | Goals and Aspirations   | Friendship and Anti-bullying<br><br>Electrical safety   | Online safety   | Drug education  | Financial capability<br><br>Road Safety   | Relationships and Sex education   |
| RE                                  | Why do Christians share communion?<br>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                           | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.   | Create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information such as graphing tools.<br><br>Excel | Presenting information using and selecting from appropriate software.<br><br>Publisher  | Create databases using 2Investigate- including search criteria and key field identifiers.<br>Branching databases. | Computing unplugged and deeper programing using conditional statements.<br><br>Children design and create their Maths Quiz  | Esafety   |
| Internet Safety                     | Children will be taught how to: <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private.</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> |   |   |   |   |   |
| 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   | Blackbird (Charanga Unit)<br>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all       | 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.<br>Explore the origins and development of musical styles from different cultures             | Gospel - Lean on Me<br>Ensemble singing with glockenspiel accompaniment G,F and E.<br>This is a six-week Unit of Work. All the learning is focused around one song:       | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |

|                |   |   |  |   |  |  |
|----------------|---|---|--|---|--|--|
|                | influences in the piece<br>i.e. Elvis Presley   | linked. Unit based on the<br>song by The Beatles.   |  |   | Lean On Me. The<br>material presents an<br>integrated approach to<br>music where games, the<br>interrelated dimensions<br>of music (pulse, rhythm,<br>pitch etc.), singing and<br>playing instruments are<br>all linked. |  |
| International  |   | How we produce electricity<br>in our country compared to<br>other countries around the<br>world | About the difference<br>between rich and poor<br>countries.<br>Why people around the<br>world have different lives.<br>What is being done to help<br>the least developed<br>countries? | About homes and<br>habitats in different<br>countries.<br><br>About habitats of global<br>importance that are at<br>risk.<br><br>How environmental<br>changes are a threat to<br>the world's coral reefs. |  |  |
| French/Spanish | Pupils can greet, say their names and age and know the French names for family members. |   |  |   |  |  |