

Year 4 Curriculum Map

Autumn Autumn 1 8 weeks Autumn 2 7 weeks		Spring Spring 1 6 weeks Spring 2 7 weeks		Summer Summer 1 4 weeks Summer 2 7 weeks	
Playlists		I am a warrior!		Other people's shoes	
Question	Can sounds really wave?	Question	Were the Romans really so rotten?	Question	Why doesn't everybody have clean water?
Hook:	Stables/local walk	Hook:	Roman dress day	Hook:	A letter from Zahra to say that the villagers are going to have desert their homes and village because they have no water. Can we help? Water Aid
Experience	Kingsbury water park visit, forest school	Experience	BMAG visit- Roman soldier workshop and museum visit	Experience	Think Tank- electricity workshop
Books	Topic books related to living things and their habitats	Books	Topic books linked to Ancient Rome, impact on ancient Britain and modern Rome	Books	Zahra- visual literacy
Arts	Pointillism- chosen animal from text	Arts	Portrait of Julius Caesar or Boudicca using Pointillism	Arts	Jackson Pollock, volcanoes

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<p>Writing Outcome: Narrative Explanation Formal letter Issues and dilemmas Describing Character description Poerty SMSC</p> <ul style="list-style-type: none"> • Exploring and reasoning regarding moral and ethical issues including hearing the viewpoints of others <p>SMSC</p> <ul style="list-style-type: none"> • Understanding the consequences to their behaviour <p>Stimulus: Dream Catcher Outcome:</p> <p>Sounds</p> <p>The Sound collector poem</p> <p>Research their favourite singer and write about them.</p> <p>Stimulus: Leon and the Place Between / The greatest showman Outcome: Short Narrative / set in an alternative environment / Sounds</p> <p>Writing Stimulus: French Roast (Visual literacy) linked The Pet and Heavenly Appeals Outcome: Explanation Formal letter (Issues and dilemmas)</p>	<p>Science:</p> <ul style="list-style-type: none"> • Record and collect data; using scientific equipment • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>SMSC</p> <ul style="list-style-type: none"> • Sense of fascination when learning about the world around <p>Writing Outcome: News report Recount / Diary Entry</p> <p>SMSC</p> <ul style="list-style-type: none"> • Ability to be reflective • Sense of enjoyments and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in learning <p>History POS: The Roman Empire and its impact on Britain; Roman withdrawal from Britain; fall of the Roman Empire; Britain’s settlement of Anglo-Saxon The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion 55-54BC 	<p>Writing: Outcome: Poetry Description</p> <p>Science : Electricity</p> <p>Sc1: Ask and answer relevant questions Skills</p> <ul style="list-style-type: none"> • Identify common appliances which run on electricity • Construct a simple circuit • Identify common conductors and insulators. • Recognise when and why secondary sources might help them to answer questions that cannot be answered through practical investigations – Benjamin Franklin <p>SMSC</p> <ul style="list-style-type: none"> • Willingness to respond to artistic, sporting and cultural opportunities <p>SMSC</p> <ul style="list-style-type: none"> • enjoyments and fascination in learning about themselves and the world around them • Debating- using social skills in different contexts • Use of imagination and creativity in learning • <p>SMSC</p>
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<p>SMSC</p> <ul style="list-style-type: none"> • Interest in exploring and reasoning regarding moral and ethical issues • Understanding the consequences of their behaviour <p>Science:</p> <ul style="list-style-type: none"> • Identify wider habitats and animals which live there • Classify animals • Identify how animals adapt to their climates . • Teeth and their function • Food Chains <p>Sc1: Identifying and classifying</p> <p>Science: Sound</p> <p>Sc1: Draw conclusions and make predictions</p> <ul style="list-style-type: none"> • Identify how sounds are made • Recognise vibrations find patterns between pitch of sound and object • 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 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. 	<ul style="list-style-type: none"> • The Roman Empire AD42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance for example Boudicca • Romanisation of Britain • Sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity <p>History</p> <ul style="list-style-type: none"> • Knowledge: Reasons and results for changes in the past • Enquiry: • Select information from different sources to answer questions • Chronological Understanding: Increasing understanding of periods of time <p>SMSC</p> <ul style="list-style-type: none"> • Sense of fascination when learning about the world around • Understanding the consequences of their behaviour <p>SMSC</p> <ul style="list-style-type: none"> • Understanding the consequences of their behaviour <p>Art:</p> <p>Skill: Improve mastery of art and design techniques: Pointillism</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers 	<ul style="list-style-type: none"> • enjoyments and fascination in learning about others and the world around them
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RECAP/COVER LIGHT OBJECTIVES AGAIN
Working scientifically objectives where applicable

Cross curricular writing-
Setting description for habitats
explanation text about sound

- Adapt and refine ideas as they progress
- Explore ideas in a variety of ways
- Comment on art works and using visual language
- Create original pieces that are influenced by the studies of others

SMSC Inspirational women (linked to Boudicca)

Cross-curricular maths

Chronological order BC / AD

Roman numerals

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<p>Stimulus: Dream Catcher Outcome: Describing Character description The Sound collector poem Research their favourite singer and write about them.</p> <p>SMSC</p> <ul style="list-style-type: none"> Exploring and reasoning regarding moral issues e.g. stereotyping <p>Cross-curricular maths Measuring</p> <p>DT: Skill: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Outcome: Design and create a dream catcher using symmetry</p>  <p>Art Outcome: Imitate to an animal (from the story) image using Pointillism Paint</p> <ul style="list-style-type: none"> Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers 	<p>Stimulus: Pompeii Outcome: Narrative</p> <p>Geography: Europe POS: Locational knowledge, economic activity, physical and human features Key Skills</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Name countries within Europe use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Cross-curricular writing Travel guide to modern Rome SMSC:</p> <ul style="list-style-type: none"> Exploring, understanding and respect of global communities Cultural diversity <p>Cross-curricular maths Measurement, distances, journey times, how will you get to Rome? Position and direction, plot, describe movements.</p>	<p>Art: Skill: Improve mastery of art and design techniques: Pointillism.</p> <ul style="list-style-type: none"> Include textures that convey feelings, expression or movement Create original pieces that are influenced by the studies of others <div style="background-color: #bbdefb; padding: 5px; margin-top: 10px;"> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> </div> <div style="background-color: #bbdefb; padding: 5px; margin-top: 5px;"> <p>Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism</p> </div> <div style="background-color: #bbdefb; padding: 5px; margin-top: 5px;"> <p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p> </div> <p>SMSC Seeing and respecting other's points of view</p> <p>Reading spine Why the Whales Came</p>
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<ul style="list-style-type: none"> Create original pieces that are influenced by the studies of others Select and arrange materials for a striking effect Use basic cross stitch and back stitch Create weavings <p>SMSC</p> <ul style="list-style-type: none"> Use of imagination and creativity in learning <p>RE</p> <div style="background-color: #bbdefb; padding: 5px; margin-bottom: 5px;"> <p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> </div> <div style="background-color: #bbdefb; padding: 5px; margin-bottom: 5px;"> <p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p> </div> <div style="background-color: #bbdefb; padding: 5px;"> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p> </div> <p>SMSC School council elections- democracy</p>	<div style="background-color: #bbdefb; padding: 5px; margin-bottom: 5px;"> <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> </div> <div style="background-color: #bbdefb; padding: 5px; margin-bottom: 5px;"> <p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p> </div> <div style="background-color: #bbdefb; padding: 5px;"> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p> </div> <p>SMSC Conservation How does media portray information? (different newspaper)</p> <p>Reading Spine Perry Angel's Suitcase The Firework Maker's Daughter</p> <p>SMSC Interest in exploring and reasoning regarding moral and ethical issues, including hearing the viewpoints of others</p> <p>Homework project Build a flying machine</p> <p>SMSC Use of imagination and creativity in learning</p>	<p>The Snow Walker's Son</p> <p>SMSC Interest in exploring and reasoning regarding moral and ethical issues, including hearing the viewpoints of others</p> <p>Homework project Build a volcano</p> <p>SMSC Use of imagination and creativity in learning</p>
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<ul style="list-style-type: none"> • Knowledge of Britain’s democratic parliamentary system and its role in shaping our history and values, including its current work and in role and developing our country <p>Festivals- Eid and Christmas- respect and tolerance</p> <ul style="list-style-type: none"> • Willingness to reflect on their experiences <p>Social Enterprise project – September design a Christmas card for Jack Dromey</p> <p>Remembrance day- ability to be reflective</p> <p>Emergency services – 999, Child-line</p> <p>S - Healthy Food – Jamie Oliver – digestive system</p> <p>Reading spine SMSC Charlotte’s web- exploring and reasoning ethical issues; social skills in different contexts Bill’s new frock- respect and tolerance</p> <p>Homework project Create a musical instrument and write instructions to play it</p> <p>SMSC Use of imagination and creativity in learning</p>		
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