Curriculum Map Year 4

		Autumn	Spring	Summer
	Theme	Ancient Greece	Magic/Habitats	Invaders
Core Learning	English	**Texts studied:** Ancient Myths Collection A Small Dragon by Brian Patten Fly, Eagle Fly Riddles **Writing Outcomes:** School report Free-form poem Opening to a myth Note to a friend in role Diary entry Summary of a myth Ancient news reports Extended, invented myth Written reflection on the book Free verse poem Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term	**Texts studied:** Leon and the Place Between by Angela McAllister Alice in Wonderland by C.S Lewis The Adventures of Dish and the Spoon by Mini Grey Werewolf Club Rules **Writing Outcomes:** Reviews Summaries A diary entry Mini playscripts A full scene written as a playscript Preparation for oral persuasion Poster Postcard Leaflet Persuasive writing using multi-media tools such as, Powerpoint Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term	**Text Studied:** The Tinderbox I was a rat! The Lost Happy Endings Charlie Small, Gorilla City Until I met Dudley The Day I Swapped my Dad for Two Goldfish Poems by Micheal Rosen **Writing Outcomes:** explanation of how something works Free Verse poetry Writing in the style of a poet Write an explanation of an invention Newspaper writing Letter writing Writing in role Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term

	Maths	• Place Value – Order and Compare Numbers Beyond 1000 • Rounding, Estimation and Magnitude • Securing addition and subtraction fluency • Securing formal written addition and subtraction fluency • Counting in multiples of 6, 7, 9, 25 and 1000 • Multiplication and division facts (times tables) • Factor pairs, integer scaling and correspondence problems • Problem solving including measures to apply place value, mental strategies and arithmetic laws • Multiply and divide a one or two digit number by 10 and 100 • Measure conversion of units • Measures-compare, estimate and calculate • Discrete and continuous data (time graphs), including application of scales and division • Perimeter	• Properties of shape • Symmetry • Decimal numbers • Calculating with decimals • Measure – money • Problem solving involving decimals to two decimal places • Add and subtract fractions with the same denominator • Finding fractions of quantities • Fractions in the context of measure • Equivalent fractions, ordering and comparing • Multiply two and three-digit numbers by a one-digit number using a formal written layout • Divide two and three-digit numbers by a one-digit number Using a formal written layout	• Time-read, write, calculate and convert time on analogue and digital 12-hour and 24-hour clocks • Statistics – Interpret and present continuous and discrete data, solve problems incorporating measures • Roman numerals to 100 and zero • Negative numbers – counting through zero and calculating in context • Geometry – angles • Geometry – properties of triangles • Geometry – coordinates in the first quadrant and translations • Geometry – position and direction, incorporating angles and plotting points of a shape • Multiplication and division review • Area • Fractions • Application and problem solving – developing operation sense

		Fluency • rehearsing and securing learning from the previous year • number and place value, including magnitude and sense of the number system • core facts for fluency, e.g. number facts and number bonds, multiplication tables knowledge, as appropriate to the age group	Fluency • rehearsing learning from the autumn term • rehearsing regrouping for multiplication and division, leading to formal methods • rehearsing place value with decimals • securing language related to shape, and understanding fractions as part of our number system	Fluency • rehearsing and securing learning and age-related expectations from this year, ready for the next year group • recapping learning from earlier in the year, which has not been revisited recently • consolidating and embed learning from recent teaching
	Science	• 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 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	• 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. • Explore and compare the differences between things that are living, dead, and things that have never been alive	• Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from a sound 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.

		whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors.	• 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 and that this can sometimes pose dangers to living things	• 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 Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
		During year 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		
	Computing	Coding:	Writing for different audiences:	Animation:

		• Use sketching to design a program and reflect upon their design. • Create code that conforms to their design. • Create an 'If/else' statement. • Understand what a variable is in programming. • Change the variable values appropriately. • Interpret a flowchart that depicts an if/else flowchart. • Show how a character repeats an action and explain how they caused it to do so. • Make a character respond to user keyboard input. • Explain what a variable is when used in programming. • Create a timer that prints a new number to the screen every second. • Explain how they made their program change the number every second. • Create an algorithm modelling the sequence of a simple event. • Manipulate graphics in the design view to achieve the desired look for the program. • Use an algorithm when making a simulation of an event on the computer. • Make good attempts to break down their aims for a coding task into smaller achievable steps. • Recognise the need to start coding at a basic level of abstraction to remove	• Look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. • Use text formatting to make a piece of writing fit for its audience and purpose • Role-play the job of a journalist in a newsroom. • Interpret a variety of incoming communications and use these to build up the details of a story. • Use the incoming information to write their own newspaper report. • Use 2Connect to mind-map ideas for a community campaign. • Use these ideas to write a persuasive letter or poster as part of the campaign. • Assess their texts using criteria to judge their suitability for the intended audience. Logo: • Know what the different instructions are in Logo and how to type them. • Follow simple Logo instructions to create shapes on paper.	• Put together a simple animation using paper to create a flick book. • Have an understanding of animation frames. • Make a simple animation using 2Animate. • Know what the Onion Skin tool does in animation. • Use the Onion Skin tool to create an animated image. • Use backgrounds and sounds to make more complex and imaginative animations • Know what 'stop motion' animation is and how it is created. • Use ideas from existing 'stop motion' films to recreate their own animation. • Shared their animations and comment on each other's work using display boards and blogs in Purple Mash. Effective searching: • Structure search queries to locate specific information. • Use search to answer a series of questions. • Write search questions for a friend to solve

		superfluous details from their program that do not contribute to the aim of the task. E-safety: • Children know that security symbols. • Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. • Children can explain what a digital footprint is and how it relates to identity theft. • Children can give examples of things that they wouldn't want to be in their digital footprint. • Children can identify possible risks of installing free and paid for software. Children will know what malware is. • • Children know what a computer virus is. • Children are able to determine whether activities that they undertake online, infringe another's' copyright. • Children know about citing sources that they have used. • Children consider the reliability of the source of information when looking online. • Children are able to take more informed ownership of the way that they choose to use their free time. and can give reasons for limiting screen time. Spreadsheets:	• Follow simple instructions to create shapes in Logo. • Create Logo instructions to draw letters of increasing complexity. • Write Logo instructions for a word of four letters. • Predict what shapes will be made from Logo instructions. • Create shapes using the Repeat function. • Find the most efficient way to draw shapes. • Use the Build feature. • Create 'flowers' using Logo.	• Analyse the contents of a web page for clues about the credibility of the information. Hardware Investigators: • Name the different parts of a desktop computer. • Know what the function of the different parts of a computer is • Create a leaflet to show the function of computer parts.

		• Use the number formatting tools within 2Calculate to appropriately format numbers. • Add a formula to a cell to automatically make a calculation in that cell. • Use the timer, random number and spin button tools. • Combine tools to make fun ways to explore number. • Use a series of data in a spreadsheet to create a line graph. • Use a line graph to find out when the temperature in the playground will reach 20°C. • Make practical use of a spreadsheet to help them plan actions. • Use the currency formatting in 2Calculate. • Allocate values to images and use these to explore place value. • Use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.		
Foundation Subject / Learning Theme	History	Ancient Greece To know about the four main time periods of the Greek Empire Economy and why trading was so important Lifestyle, sports and schooling Temples		Invaders Who were the Anglo Saxons and how do we know what was important to them? What did the Vikings want and how did Alfred help to stop them getting it? Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that

		Art Roles and rights of free men, women, children and slaves Development of democracy			contributed to the Romans abandoning Britain for ever. Describe and explain why Anglo-Saxon settlers created villages in the countryside Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan. Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out. Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain.
	Geography		Coasts What are coasts? Identify key features of a coast. Explore why coast lines are so varied and why they are	Biomes Climate Zones Vegetation Describe and understand key aspects of climate	

			always changing. Explore how coast lines are protected.	zones, biomes and vegetation belts. Use maps, atlases and globes to locate countries and describe features studied.	
	Design Technology	Create a Greek style pot considering different designs e.g. coil. Exploring and using electricity in circuits. Water colours Explore dry versus wet, dark to light Bleed colours Layer colours Create visually interesting pieces Evaluation and reflection	Carousels To adapt a plan Present ideas in a sketch book Use a variety of techniques to add interesting effects Joining different materials Measuring Evaluation and reflection Insect hotel Research and select appropriate materials. Present ideas in a sketch book Construction using range of materials Sawing skills Drilling skills Joining skills Evaluation and reflection Explore fabrics and their uses. Use this to design and make an item.		Sculpture Follow and adapt a plan Use tools to carve and add shape, Explore texture and pattern Evaluation and reflection Using clay to make dragon heads and dragon eyes.
	Art	Self portraits Observational drawing Mirror work Pencil skills Shading			Exploring different resources to print and create different styles of printed work.

		Evaluation and reflection		
	Music	Tenor Horn is delivered by Hertfordshire Music Service. Pupils are taught to: Demonstrate good skills in holding the instrument in the readiness to perform Demonstrate good and comfortable holding position while performing. Respond by ear in a call and response exercise using rhythmic and pitch heard only once. Understand pitch of notes C D E F and G in an ascending and descending scale and understand the valve fingerings for these notes.	Use appropriate vocabulary to describe note length ie crotchet = 1 beat, minim= 2 beat, semibreve = 4 beat, quaver = half beat Listen to and appraise music from different periods and in different styles. such as: Classical, Impressionistic , Minimalist, Romantic, Baroque, Jazz, Indian , Funk, Fusion)	Differentiating and recognising the different instruments of a traditional orchestra and from different cultures such as Indian instruments. Perform pieces in different styles using combinations of rhythms and pitches. (Funk, Jazz, Pop, Bhangra)
	Physical Education	Tri-golf Prepare for tri golf tournament • correct hold of the club (for both right and left handed children) • putting and chipping skills • aiming at a target • team work Passing and moving (invasion games) • dodgeball rules • throwing and catching a ball • accuracy of throwing • dodging ability • playing as part of a team Swimming Swim competently, confidently and proficiently over 25 metres.	Indoor Athletics Prepare for indoor athletics competition • running and relays • hurdles and relays • long jumping • throwing javelin accurately • bounce jumping • team work Invasion Games • develop catching skills • understanding of chest pass • different passing techniques (bounce and over arm) • understand footwork and how to pivot	Gymnastics Perfecting Sequencing 'The Water Cycle' • to develop and demonstrate balance within a routine • to know what 'canon' means and how to use it • to know what 'unison' means and how to use it • identify what makes a a performance effective • suggest improvements based on information Dance Dance style –Charleston • able to express cheeky and over the top dynamics

		Understand water safety • Perform the correct: arm action, leg action and breathing technique for breast stroke • Safe self-rescue	• dodging and marking • shooting technique • playing as part of a team Tag Rugby Prepare for the Tag Rugby Festival • Evade and tag opponents. • Pass and receive a pass at speed including in a game situation. • Attacking and defending skills. • Develop tactics as a team. Swimming Swim competently, confidently and proficiently over 25 metres. Understand water safety • Perform the correct: arm action, leg action and breathing technique for breast stroke • Safe self-rescue	• able to demonstrate physical skill – flexed wrists • able to demonstrate Charleston technique – footwork patterns • able to demonstrate contrasting levels in still positions • Swimming Swim competently, confidently and proficiently over 25 metres. Understand water safety • Perform the correct: arm action, leg action and breathing technique for breast stroke • Safe self-rescue
	Personal Development	• Positive friendships, including online • Responding to hurtful behaviour; managing confidentiality; recognising risks online • Respecting differences and similarities; discussing difference sensitively	• What makes a community; shared responsibilities • How data is shared and used • Making decisions about money; using and keeping money safe	• Maintaining a balanced lifestyle; oral hygiene and dental care • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty • Medicines and household products; drugs common to everyday life

	Religious Education	<u>Ultimate Questions</u> Discuss and present own views about challenging questions. Different ideas about God. 99 names of Allah. Holy Trinity. Trmurti (Hindu) – Brahma, Vishnu and Shiva Compare creation stories.	<u>Beliefs and Practices</u> Describe, make connections and reflect upon different faiths Festivals and rituals Compare celebrations from 2 different faiths Explore how Advent and Christmas are celebrated around the world. Significance of myrrh (one of the 3 gifts) Saints	<u>Prayer, Worship and Reflection</u> Observe and understand different communications of faith. How and where worshippers pray. Compare words of significant prayers. What is the Eucharist? Design of places of worship to enable prayer.	<u>Human Responsibility and Values</u> Consider how diverse communities can live together in peace. Communities work together in times of crisis. Different religious codes for living. Attitudes and values inspired by Jesus. Hindu – ahisma (how to treat animals)	<u>Justice and Fairness</u> Discuss and apply views on ethical questions. Justice and fairness – work of charities Sikh story – The Milk and the Jasmine Flower. OR Hindu story – How Ganesh got the Elephant head Stories of justice and fairness from other faiths.
	French	Revision of colours and learning new vocabulary based on the body and animals. Developing listening skills through short stories and key phrases. Learning new vocabulary to apply to sentences using quantifiers. Developing confidence in speaking and listening to new vocabulary.		New vocabulary around my family and pets. Being able to use J'ai and Je n'ai pas, singular and plural nouns and connectives to extend sentences. Developing confidence in speaking and listening to new vocabulary.	New vocabulary for hobbies and sports, opinion phrases and revision of numbers to 30. New learning in the form of weather vocabulary and basic clothes to take on holiday. Developing confidence in speaking and listening to new vocabulary.	