Curriculum Map Year 4

		Autumn	Spring	Summer
Core Learning	English	**Texts studied:** Arthur and the Golden Rope The King Who Banned the Dark Biscuit Bear Christmas Poems **Writing Outcomes:** Invitations Instructions Describing a journey Myths narrative opening Persuasive writing (speech) Diary entry 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:** Fly, eagle, fly! An African tale The Iron Man The Adventures of Dish and the Spoon by Mini Grey Werewolf Club Rules **Writing Outcomes:** diary entry News report 1st person recount Summaries Persuasive writing (letter) Narrative ending 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	**Text Studied:** Leon and the Place Between by Angela McAllister The raft The errand Mr Wuffles Charlie Small, Gorilla City Until I met Dudley The Day I Swapped my Dad for Two Goldfish Poems by Micheal Rosen **Writing Outcomes:** Persuasive writing (advert) Free form poem 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	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 - Decimal numbers - Calculating with decimals	- Properties of shape - 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 - Roman numerals to 100 and zero	- symmetry - 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 - Discrete and continuous data (time graphs), including application of scales and division - Perimeter - Area - Fractions - Application and problem solving – developing operation sense Fluency

		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	• 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	• 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.	• 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 • 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

- 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. - 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	- Recognise that sounds get fainter as the distance from the sound source increases. - 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 - 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 - 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	- their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things

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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	E-safety:	Coding:	Animation:
	• 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.	• 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.	• 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.

• 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. 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 • 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	• 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 superfluous details from their program that do not	• 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. Logo: • Know what the different instructions are in Logo and how to type them. • Follow simple Logo instructions to create shapes on paper. • 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.

		• Create a leaflet to show the function of computer parts.	contribute to the aim of the task. Spreadsheets: • 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.	• Use the Build feature. Create 'flowers' using Logo

Foundation Subject / Learning Theme	History	Roman Britain What happened when the Romans came to Britain? • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference	Anglo-Saxons Was the Anglo-Saxon period really the dark ages? • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance.	Vikings Would the Vikings really do anything for money? • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Geography	The Americas Can you come on a great American road trip? • enhance their locational and place	Rivers and the water cycle How does the water go round and round?	Coasts Do we like to be beside the seaside?

		knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass	• name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle	• extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.

	Design Technology	Creating a meal for a road-trip hygiene/ safety putting together and following a brief 3D net design presenting product evaluating Christmas decorations; sewing. **Cross stitch**	Create a Anglo-Saxon style pot considering different designs e.g. coil, pull Mixing colours Explore dry versus wet, dark to light Bleed colours Layer colours Create visually interesting pieces Evaluation and reflection **Pull, style, wet**	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 Involving circuits Using IT for designs. Design and create a smaller version of a swimming pool floor (coastal theme). **Ceramic, cutting tool, eye protection, shape match**
	Art	Landscapes Water colours Mixing Moods Gradating texture Evaluation and reflection **Palette, match**	Portraits and body, with body language, simple objects Observational drawing Mirror skills Pencil skills Shading **Blur, sharp, perspective, body lines, joints** Create a presentation using IT, including adding photographs of the meal created in Aut. **Software, design, upload**	Create a coast scene using printing with 4 colours. Exploring different resources to print and create different styles of printed work. **Linear, continuous, manipulate**
	Music	Ukuleles is delivered by Hertfordshire Music Service. Pupils are taught to: Demonstrate good skills in holding the instrument in the readiness to perform	Use appropriate vocabulary to describe note length ie crotchet = 1 beat, minim= 2 beat, semibreve = 4 beat, quaver = half beat	Differentiating and recognising the different instruments of a traditional orchestra and from different cultures such as Indian instruments.

		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 | Listen to and appraise music from different periods and in different styles. such as: Classical, Impressionistic , Minimalist, Romantic, Baroque, Jazz, Indian , Funk, Fusion) | 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.
Understand water safety
• Perform the correct: arm action, leg action and breathing technique for breast stroke
• Safe self-rescue | 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
• dodging and marking
• shooting technique
• playing as part of a team

Tag Rugby
Prepare for the Tag Rugby Festival
• Evade and tag opponents. | 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
• able to demonstrate physical skill – flexed wrists
• able to demonstrate Charleston technique – footwork patterns |

				• Pass and receive a pass at speed including in a game sit-uation. • 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 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	No outsiders project • Positive friendships, including online • Responding to hurtful behaviour; man-aging confidentiality; recognising risks online • Respecting differences and similarities; discussing difference sensitively		Brain Buddies from mental health sup-port team • Understanding and recognis-ing emotions • How to regulate emotions • 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 den-tal care • Physical and emotional changes in puberty; external genitalia; personal hygiene rou-tines; support with puberty • Medicines and household prod-ucts; 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.	<u>Beliefs and Practices</u> Describe, make connections and reflect upon different faiths Festivals and rituals	<u>Prayer, Worship and Reflection</u> Observe and understand different communications of faith. How and where worshippers pray. Compare words of significant prayers.	<u>Human Responsibility and Values</u> Consider how diverse communities can <u>Justice and Fairness</u> Discuss and apply views on ethical questions. Justice and fairness – work of charities

		Holy Trinity. Trmurti (Hindu) – Brahma, Vishnu and Shiva Compare creation stories.	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	What is the Eucharist? Design of places of worship to enable prayer.	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)	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 pets. Masculine and feminine nouns Developing listening skills through key phrases and phonics. Learning new vocabulary to apply to sentences Developing confidence in speaking and listening to new vocabulary.		New vocabulary around clothing. singular and plural nouns and connectives to extend sentences. Developing listening skills through key phrases and phonics. Learning new vocabulary to apply to sentences Developing confidence in speaking and listening to new vocabulary.	New vocabulary for weather and sports. Developing listening skills through key phrases and phonics. Learning new vocabulary to apply to sentences Developing confidence in speaking and listening to new vocabulary. .	