

Year 4 Curriculum Map including NC objectives

Date	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans	Incredible Insides	Rainforests	Electricity	Potions	Egyptians
Special events	Roman Day		Bird Boat Trip at Poole Harbour	Avon Tyrrell Residential Sporting events	Water wise visitor Sporting events	Leaver's Assembly and Party Transition events Egyptian Art Day
English	<u>Fiction</u> : 'Escape from Pompeii' By Christina Balit – <u>Fiction (The Write Stuff)</u> : Journey by Aaron Becker <u>Non-Fiction</u> : Roman information pages/ Non-chronological reports	<u>Fiction (The Write Stuff)</u> : Feast - a short film <u>Non-Fiction</u> : Instructions for making bread <u>Poetry</u> : 'Twas The Night before Christmas'	<u>Fiction</u> : 'The Explorer' by Katherine Rundell <u>Non-Fiction (The Write Stuff)</u> : Discussion texts <u>Poetry</u> : Animal Poems	<u>Fiction</u> : Rock Paper Scissors – Literacy Shed – <u>Fiction (The Write Stuff)</u> : The Iron Man - Ted Hughes <u>Non-Fiction</u> : adverts and persuasion	<u>Fiction</u> : The Witches - Roald Dahl <u>Non-Fiction (The Write Stuff)</u> : The Wizards of Once Newspaper Report	<u>Fiction</u> : 'The Egyptian Cinderella' <u>Non-fiction</u> : Howard Carter's diary
Maths	Place Value Addition and Subtraction Roman Numerals	Multiplication and Division Area	Further Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Position and Direction
Science		<u>Digestive System and Teeth</u> <i>Pupils should be taught to:</i> ♣ 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. <u>Teeth Decay Experiment:</u> ♣ 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	<u>Living things and Habitats</u> <i>Pupils should be taught to:</i> ♣ 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.	<u>Electricity</u> <i>Pupils should be taught to:</i> ♣ 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 whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors.	<u>States of Matter</u> <i>Pupils should be taught to:</i> ♣ 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. Water cycle in a bag Steam, ice and water experiments <u>Weight of gas experiment:</u>	<u>Sound</u> <i>Pupils should be taught to:</i> ♣ 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. Make musical instruments

		♣ <i>using straightforward scientific evidence to answer questions or to support their findings.</i>			♣ <i>setting up simple practical enquiries, comparative and fair tests</i> ♣ <i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</i> ♣ <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> ♣ <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> ♣ <i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i>	<u>Sound proofing investigation</u> : comparing materials that block sound waves. ♣ <i>Setting up simple practical enquiries, comparative and fair tests</i> ♣ <i>Using straightforward scientific evidence to answer questions or to support their findings</i>
Outdoor Learning	Termly sessions to be taught based on cross-curricular and seasonal links					
Computing	<u>Stop Frame Animation</u> <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i>	<u>Health Test</u> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i>	<u>Algorithms, Selection and Coding (RM)</u> <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i>	<u>Tim Berners-Lee Research</u> <i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i>	<u>Water Cycle</u> <i>Use logical reasoning to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</i> Water cycle debugging activity.	<u>Using Search tools</u> <i>Appreciate how results are selected and ranked, and be discerning in evaluating digital content (also taught through online safety).</i>
Online safety	Use technology safely, respectfully and responsibly. Discuss what a trusted adult is and who this would be To know where to go for help and support over concerns about content on the internet	Use technology safely, respectfully and responsibly.	Identify a range of ways to report concerns about content and contact. Recognise acceptable/unacceptable behaviour.	Be discerning in evaluating digital content.	Understand the opportunities networks offer for communication and collaboration.	Use technology safely, respectfully and responsibly.

History	<p><u>Roman Britain</u> <i>Pupils should be taught about the Roman Empire and its impact on Britain</i> Where it all began and Life in Rome Roman Army The Invasion of Britain Boudicca Life in Roman Britain and the changes the Romans made Hadrian's Wall</p>					<p><u>Egyptians</u> <i>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i> Hieroglyphics Life in ancient Egypt and place on a map Mummies and Afterlife Pyramids Artefacts The role of a Pharaoh Egyptian Gods & Goddesses</p>
Geography	<p><u>Rome and Britain</u> <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</i></p> <p><i>Use maps, atlases and globes to locate countries and describe features studied</i> Hadrian's Wall</p>		<p><u>Rainforests and the Amazon River</u> <i>Describe and understand key aspects of physical & human geography, including: rivers, the water cycle, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> Rainforest layers Rainforest destruction Amazon River Poole Harbour– changes over time including geographical features</p> <p><i>Use maps, the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	<p><u>Avon Tyrrell</u> <i>Use maps, the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	<p><u>Water</u> <i>Describe and understand key aspects of physical geography, including the water cycle</i></p>	
Art	<p>Mosaics Clay Sculpture Sketching</p>	<p>Remembrance silhouette images</p>	<p>Rainforest Pastel Drawings Sketching – observational drawing</p>	<p>Easter Craft Watercolour painting</p>	<p>Picasso study ♣ <i>about great artists, architects and designers in history.</i></p>	<p>Perspective drawings</p>

DT		Bread – write up using <i>design, make, evaluate</i> . Felt decorations Discuss seasonality and where food comes from. ♣ <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i>	Savoury cooking ♣ <i>understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i>	<u>DT Day - Design an Iron Man head with lights</u> <i>Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i>		
RE	Buddhism	Food and fasting (Multi-faith)	Christianity and The Bible	People of faith (Multi-faith)	Pilgrimages (Multi-faith)	Christianity and The Bible
JIGSAW	Being Me in My World	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
PE	<u>Ball Skills</u> ♣ <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <u>Circuits</u> ♣ <i>develop flexibility, strength, technique, control and balance</i>	<u>Tennis</u> ♣ <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <u>Gymnastics</u> ♣ <i>develop flexibility, strength, technique, control and balance</i>	<u>Tag Rugby</u> ♣ <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <u>Yoga</u> ♣ <i>develop flexibility, strength, technique, control and balance</i>	<u>Tag Rugby</u> ♣ <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <u>Dance</u> ♣ <i>develop flexibility, strength, technique, control and balance</i>	<u>Athletics</u> ♣ <i>develop flexibility, strength, technique, control and balance</i> <u>Orienteering –</u> ♣ <i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<u>Netball</u> ♣ <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <u>Athletics</u> ♣ <i>develop flexibility, strength, technique, control and balance</i>
French		Questions, answers and sentence building. Further adjectives e.g. blanc, brun, noir, Masculine nouns e.g. un âne, un avion Feminine nouns e.g. une abeille, une araignée,		Adjectives that precede the noun e.g. Petit, grand Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard Verbs e.g. danser, sauter, voler, nager Months		Questions and answers e.g. Quelle est la date aujourd’hui? Qui + verb Towns in France Months/Days Numbers -30

<p>Music</p>	<p><u>Exploring Rhythmic Patterns:</u> <i>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</i> Music Express Scheme</p>	<p><u>Christmas Performance Prep:</u> <i>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <u>Ferndown Middle School</u> <u>Workshop:</u> <i>♣ listen with attention to detail and recall sounds with increasing aural memory</i></p>	<p><u>The Rainforest</u> Composing_graphic notation linked to literacy</p>	<p><u>BBC Ten Pieces:</u> Listening and appreciating music from a variety of different eras and composers.</p>		<p>Creating Instruments to investigate pitch and volume – link to sound.</p>
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