

## Year 4 Curriculum Map

		<u>Term 1 and 2</u>		<u>Term 3 and 4</u>		<u>Term 5 and 6</u>	
Concepts		Equality	Respecting differences	Influence	Responsibility	Community	Change
Topics		<u>Ancient Greece</u>	<u>The Mediterranean</u>	<u>The Roman Empire</u>	<u>Rivers and streams</u>	<u>The Anglo Saxons</u>	<u>Animals</u>
Real Outcome							
<u>English</u>	<u>Reading</u>	Book: Tar Beach : FARThER	Book: Gulliver Book: Shackleton's Journey	Book: Until I met Dudley Book: Winter's Child	Book: Cinammon Book: Weslandia	Book: The Selfish Giant Book: The Iron Man	Book: Varmints
	<u>Writing</u>	retelling reports	adventure stories newspaper report	explanation texts recount	poetry and persuasive leaflets	Narrative suspense	retellings
	<u>SPAG</u>	Conjunctions Adverbs Prepositions Inverted commas Noun phrases Sentence structure	Fronted adverbials Conjunctions Adverbs Commas after fronted adverbials Inverted commas Noun phrases	Apostrophes to mark plural possession Conjunctions for expressing time Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Fronted adverbials Noun phrases	Expanded noun phrases Expressing time, place and cause using conjunctions Commas after fronted adverbials Inverted commas	Expressing time, place and cause using conjunctions Expanded noun phrases Commas after fronted adverbials Inverted commas	Use of commas to clarify meanings Expressing time, place and cause using conjunctions
	<u>Spoken language</u>	Group work Group work presentations	Group work Presentations Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Group work Discussing and recording ideas Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone	Group work Discussing writing similar to that which they are planning Class debate Presentations Consider and evaluate different viewpoints	Group work Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Group work Presentation to the class

				and volume so that the meaning is clear Presentations		Presentations	
<u>Maths</u>	Arith	Addition and subtraction Timetables Count backwards through zero to include negative numbers	Multiplication and division Timetables Counting in multiples of 6, 7, 9, 25 and 1000.	Addition and subtraction Timetables Roman numerals Find 1000 more and less of a number	Multiplication and division Timetables Compare and order numbers beyond 1000	Addition and subtraction Timetables Rounding numbers to the nearest 10, 100, 1000	Multiplication and division Timetables Estimate and use inverse
	Maths	Place value 4 digit numbers Addition and subtraction	Perimeter (perimeter) Multiplication and division	Multiplication and division Measure (area) Fractions	Fractions Decimals	Decimals Money Time	Statistics Geometry (angles and 2D shapes) Geometry (position and direction)
<u>Science</u>	Working Scientifically	Asking relevant questions Record findings Report using oral and written explanations, displays or presentations of results and conclusions  Identifying differences, similarities or changes	Ask relevant questions Set up simple practical enquiries. Comparative and fair tests. Observe and measure using standard units Record findings Reporting on findings Use results to draw simple conclusions, make predictions  Use straightforward scientific evidence to answer questions or to	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways. Recording Reporting on findings Use results to draw simple conclusions, make predictions Identify differences, similarities or changes related to simple scientific ideas and processes using	Asking simple questions and recognising that they can be answered in different ways Observe closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions.  Gathering and recording data to help in answering questions.	Asking relevant questions. Setting up simple practical enquiries, comparative and fair tests. Record findings Reporting on findings 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	Ask relevant questions Make systematic and careful observations. Record Identify differences, similarities or changes related to simple scientific ideas and processes

			support their findings. .	straightforward scientific evidence to answer questions or to support their findings.			
	Units	Humans – the digestive system, teeth	Sound-Find patterns between pitch and its source. Volume, find patterns between volume, strength and vibration. How sound increases and gets fainter How sound travels to the ear.	Electricity - Electrical appliances, circuits, conductors and insulators. The function of a switch.	Living things and their habitats Changing environments, classification, grouping and identifying including a variety of living things in their local and wider environment. Recognise that sometimes environments can be dangerous to living things.	States of matter – Compare and group solids, liquids and gases. Observe changes in state when heated and cooled. Identify the part played by evaporation and condensation in the water cycle.	Animals - Construct and interpret a variety of food chains, predators and prey
<u>Computing</u>		E – safety – respectful and responsible use of the internet and recognising acceptable / unacceptable behaviour.	Using and understanding search technologies and their rankings.	Understanding networks and their value in communication.	Choosing and using appropriate programmes to use to present a piece of work.	Using sequence, selection and repetition in programmes.	Understand and use algorithms and explain how they work.
<u>History</u>		Ancient Greek life, Did they have equality? Explore roles of men, women, rich and poor.	Countries of the Mediterranean change through time.	How the Romans influenced the modern world.	Rivers and streams changing effect on people throughout Britain through the years.	Anglo Saxon invasions, settlements and kingdoms. Anglo Saxon laws and justice	The environments of animals and how they are effected in recent history.
<u>Geography</u>		Locating Europe on different geographical sources and identifying countries	Using a maps, atlases and globs to identify countries and describe features	On a world map, locate areas of similar environmental regions, either desert,	Identification of human and physical characteristics and key	Comparison of physical features and how these have changed over time.	Physical geography and environments for animals

		affected by the Greeks.	linked to the Mediterranean topic.	rainforest or temperate regions.  Locate and name the main countries and cities located by the Romans.	topographical features. Rivers and streams.	(Anglo Saxons)	
<u>RE</u>		<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy? Religion: Buddhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> <p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>
<u>Music</u>		Listening to sounds and music of Greek origin and recalling sounds.	Appreciate and understand live and recorded music from different traditions.	Understand different notes and musical notations	Improvise and compose music.	Perform a piece of music with and instrument	Perform a piece of music vocally with accuracy, control and expression.
<u>Art</u>		Research develop and design Ancient Greek theatre masks.	Make Greek pottery using a range of tools and equipment.	Sketching and painting Roman landscape with accuracy.	Looking at and creating art in the style of Vincent Van Gough.	Understanding a healthy diet, seasonal produce and where and conditions it is grown.	Animal art. Sketching, pastels and water colours.

<u>Design and DT</u> <u>incl</u> <u>Cooking</u> <u>and</u> <u>nutrition</u>		Design an Ancient Greek mask.	Designing pottery.	Understanding the importance of electrical systems in products.	Designing a bug hotel for different habitats.	Understanding a healthy diet, seasonal produce and where and conditions it is grown.	Evaluation of work achieved and analysing products used.
<u>PE</u>		Baseline Testing (Quadkids)  Multi Skills  Invasion Games  Tag Rugby	Gymnastics  (Partner work to create phrases)  Invasion Games  Basketball	Dance (Mediterranean Countries) Communicate ideas  Improvising using stimulus, creating short sequences  Invasion Games Futsal	Swimming  Striking and Fielding  Cricket	Athletics (sports day prep)  Striking and Fielding  Rounders	OAA  (Map reading)  Net/wall Games  Tennis
<u>MFL</u> <u>Spanish</u>		Pets	Weather	Romans	Habitats	Home	Olympics
<u>SMSC</u>		Relationships and living in the wider world	Relationships and living in the wider world	Relationships and living in the wider world	Relationships and living in the wider world	Health and well being	Health and well being