

Year 4 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic: Romans	Topic: Black History Month	Topic: Rainforests		Topic: Settlements - Anglo-Saxons	
<p>Historical Content the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Human and physical geography □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Historical content a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Historical content a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Locational Knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>		<p>Historical Content Britain's settlement by Anglo-Saxons and Scots <i>Examples (non-statutory)</i> <i>This could include:</i> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Scots invasions from Ireland to north Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion - Canterbury, Iona and Lindisfarne</i></p> <p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
<p>Working Scientifically: Ongoing Unit</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> □ 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. 					
<p>Science: Animals Including Humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Science: Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Science: Living Things and Their Habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Science: Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Science: States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	

The Class Orchestra – Performing together as an ensemble.	Music: Wider Opportunities Cellos & violins –playing open strings and developing bowing skills.	The Class Orchestra – Performing together as an ensemble.	Music: Wider Opportunities Left hand fingering, first finger in 1 st position, Develop notation reading skills specifically for their instruments.	The Class Orchestra – Performing together as an ensemble.	Music: Wider Opportunities 1 st and 2 nd /3 rd (3 rd /4 th) finger in 1 st position. Continue to develop notation reading skills specifically for their instruments.
Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	Music Content Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations
Music On-going Skills: (Including weekly singing assemblies and class assemblies) Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
PSHE: Fun, food and fitness: making healthy choices	PSHE: Keeping safe: online /offline	PSHE: Sex and relationship education: puberty	PSHE: Financial capability: value for money?	PSHE: Drug, alcohol and tobacco education: drugs common to everyday life	PSHE: Citizenship: local2global (citizenship / history / geography project)
PSHE Content Pupils learn: 1. about choosing healthy snacks and what influences people's decisions 2. that their leisure time activity choices can be very active or less active and how this can impact on a person's health	PSHE Content Pupils learn: 1. about behaviour - online and offline - what is acceptable and unacceptable 2. about the importance of keeping personal information secure 3. how to be safe in their computer gaming habits	PSHE Content Pupils learn: 1. about the physical changes associated with puberty 2. to recognise their own worth as individuals and to challenge stereotypes.	PSHE Content Pupils learn: 1. about what is meant by 'value for money' and being a critical consumer 2. about some of the risks involved in borrowing money 3. about what makes someone enterprising	PSHE Content Pupils learn: 1. about drugs that are common to everyday life and why people choose to use them 2. about different types of drug use (social, habitual, addiction and overloading) 3. about alcohol and its effects on the body	PSHE Content Pupils learn: 1. some facts about Islington (past and present) 2. about people who have moved to Islington from other places 3. about the experiences of refugees 4. how shopping for food links us to other parts of the world and about fair trade

					<ol style="list-style-type: none"> 5. about how Islington has changed in the last 100 years 6. about children's rights 7. about what is positive and negative in Islington's environment 8. about some significant people who have lived in Islington
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Cooking and Nutrition
 As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. *Cooking Week* takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content
 Pupils should be taught to: 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; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

MFL - Spanish Revision of work from Year 3, Intercultural Understanding Lessons, <i>Where do you live?</i> , <i>My town</i> , Christmas greetings	MFL - Spanish Directions, Places around school, Classroom objects, What time is it? What's the weather like?	MFL - Spanish Numbers from 40-100, The Euro, What do you want to eat? What do you like to eat? Hobbies, Clothes
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • describe people, places, things and actions orally 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • describe people, places, things and actions orally 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • describe people, places, things and actions orally
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Gymnastics	Dance	Invasion Games - Tag Rugby	Gymnastics	Athletics	Striking & Fielding Games - Cricket
Develop flexibility, strength, control and balance.	Perform dances and a range of movement patterns	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Develop flexibility, strength, control and balance.	Develop flexibility, strength, control and balance.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination
Invasion Games - Hockey		Swimming		Swimming	
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending		Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.		Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.	