

# Year 4 Curriculum Map

Subject	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
English	<b><u>The Lion and the Unicorn and other Hairy Tales</u></b> <ul style="list-style-type: none"> <li>- Character Description (Story Writing)</li> <li>- Diary</li> <li>- Fairytales (Story Writing)</li> </ul>	<b><u>Julius Caesar: A Shakespeare story (KS2- S'Speare)</u></b> <p>William Shakespeare</p> <ul style="list-style-type: none"> <li>- Write a play script (Non Chron)</li> <li>- Modern Recount (Recount)</li> </ul>	<b><u>The King who banned the Dark</u></b> <p>Links to science</p> <ul style="list-style-type: none"> <li>- Persuasive speech (Persuasive writing)</li> <li>- Performance of speech (Persuasive)</li> </ul>	<b><u>The Bluest of Blues</u></b> <p>Links to Women's month Links to Science (Botany)</p> <ul style="list-style-type: none"> <li>- Biography (Non Chron)</li> <li>- Letter</li> </ul>	<b><u>The Great Kapok Tree</u></b> <p>Links to Rainforests (Amazon)</p> <ul style="list-style-type: none"> <li>- Argument (Persuasive Writing)</li> <li>- Alternative Ending (Story Writing)</li> </ul>	<b><u>The Tin Forest</u></b> <p>Link to rainforest (the opposite of beauty)</p> <ul style="list-style-type: none"> <li>- Write a diary entry</li> <li>- Narrative (Story Writing)</li> </ul>
	<b><u>African Tales</u></b> <p>Links to BHM</p> <ul style="list-style-type: none"> <li>- Letter of Advice (Letter)</li> <li>- Diary</li> </ul>	<b><u>Poetry – Remembrance (Whole School)</u></b> <p>Links to British Values Links to Remembrance Links to history</p> <ul style="list-style-type: none"> <li>- Kenning Poems (Poetry)</li> </ul>	<b><u>Firebird</u></b> <ul style="list-style-type: none"> <li>- Recount</li> <li>- Formal Report (Non Chron)</li> <li>- Letter</li> </ul>		<b><u>I Was a Rat!</u></b> <ul style="list-style-type: none"> <li>- Recount</li> <li>- Persuasive Letter (Persuasive Writing / Letter)</li> <li>- Fictional Story (Story writing)</li> </ul>	<b><u>Gregory Cool</u></b> <p>Links to PSHE – Citizenship</p> <ul style="list-style-type: none"> <li>- Character descriptions (Story Writing)</li> <li>- Biography (Non-Chron)</li> <li>- Persuasive booklet (Persuasive Writing)</li> </ul>
	<b><u>Black History Month – Hidden Figures</u></b> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Factfile ( Non-Chron)</li> </ul>	<b><u>Poetry – Anti-Bullying Week (Whole School)</u></b> <ul style="list-style-type: none"> <li>- Tetractys</li> <li>- Free Verse</li> </ul> <b><u>Advent:</u></b> Links to R.E. <ul style="list-style-type: none"> <li>- Write an instructional report</li> </ul>	<b><u>Gorilla</u></b> <ul style="list-style-type: none"> <li>- Conversational Writing (Story Writing)</li> <li>- Recount</li> <li>- Sequel (Story Writing)</li> </ul>	<b><u>Science Week: (Whole School)</u></b> Links to science <ul style="list-style-type: none"> <li>- Biography of Mae Jemison</li> </ul>		<b><u>200 years of the Railway</u></b> <ul style="list-style-type: none"> <li>- Poster (Non Chron)</li> <li>- Newspaper (Non Chron)</li> </ul>
Maths	<b><u>Number</u></b> <p>Place Value</p>	<b><u>Measurement</u></b> <p>Area</p>	<b><u>Number</u></b> <p>Multiplication and Division</p>	<b><u>Number</u></b> <p>Fractions</p>	<b><u>Number</u></b> <p>Decimals</p>	<b><u>Statistics</u></b> <p>Shape</p>
	<b><u>Addition and Subtraction</u></b>	<b><u>Number</u></b> <p>Multiplication and Division</p>	<b><u>Measurement</u></b> <p>Length and Perimeter</p>	<b><u>Number</u></b> <p>Decimals</p>	<b><u>Measurement</u></b> <p>Money Time</p>	<b><u>Geometry</u></b> <p>Position and Direction</p>
History and Geography	<b><u>History-Roman Britain</u></b> <p><b><u>What was the Roman Empire and its impact on Britain?</u></b></p> <ul style="list-style-type: none"> <li>- What do we know about the legend of how Rome was founded?</li> <li>- What was life like in Britain before the Romans came?</li> <li>- Why was the Roman army so effective?</li> <li>- What was it like to be a Roman soldier in Britain?</li> <li>- How can we find out about life in Roman Britain?</li> </ul>	<b><u>Geography</u></b> <p><b><u>How can I use my geographical skills to understand the local area and the wider community?</u></b></p> <ul style="list-style-type: none"> <li>- How does our local area compare with central London?</li> <li>- How do two different rural areas compare?</li> <li>- What geographical questions can we ask to find out about our local area? (Fieldwork)</li> <li>- What is my local area like what can we investigate? (Fieldwork)</li> <li>- How do geographers record data in the field?</li> </ul>	<b><u>History-Anglo Saxons</u></b> <p><b><u>Who were the Anglo-Saxons what impact did they have on Britain?</u></b></p> <ul style="list-style-type: none"> <li>- When did the Anglo-Saxons live and where did they come from?</li> <li>- Why did the Anglo-Saxons invade Britain?</li> <li>- Where did the Anglo-Saxons settle and what were their settlements like?</li> <li>- What was life like for an Anglo-Saxon?</li> <li>- What was discovered at Sutton Hoo?</li> <li>- What was Alfred the Great?</li> </ul>	<b><u>Vikings</u></b> <p><b><u>What should the Vikings be remembered for?</u></b></p> <ul style="list-style-type: none"> <li>- Who were the Vikings and where were they from?</li> <li>- What made the Vikings successful?</li> <li>- What made the Viking long ship a good mode of transport?</li> <li>- What was a Viking settlement like?</li> <li>- What did the Vikings trade and who did they trade with?</li> <li>- How should we remember the Vikings, raiders or settlers?</li> </ul>	<b><u>Geography</u></b> <p><b><u>The Plants and Animals of the Rainforest?</u></b></p> <ul style="list-style-type: none"> <li>- What is a rainforest?</li> <li>- Where in the world are they and why?</li> <li>- What are the layers of a tropical rainforest?</li> <li>- What animals live in the different layers?</li> <li>- Which plants are used for medicine that come from the rainforest?</li> <li>- Can we create something inspired by the rainforest?</li> </ul>	<b><u>Geography</u></b> <p><b><u>What impact have humans had on the rainforests of the world?</u></b></p> <ul style="list-style-type: none"> <li>- Who lives in the rainforest?</li> <li>- Who is the Kayapo people?</li> <li>- Why are the world's rainforests vanishing?</li> <li>- What are the impacts of deforestation?</li> <li>- Why and how are some rainforest species endangered?</li> <li>- What action can we take to protect the rainforest?</li> </ul>

	<ul style="list-style-type: none"> <li>- How did life change under the Romans?</li> </ul> <p><a href="#">Trip to the London Mithraeum and British Museum</a></p>	<ul style="list-style-type: none"> <li>- How can I present my results?</li> </ul>	<ul style="list-style-type: none"> <li>- How effective were Anglo-Saxon punishments?</li> </ul>		<p><a href="#">Trip to London Zoo</a></p>	
Science	<p><b>Sound</b></p> <p><b>How is sound made?</b></p> <ul style="list-style-type: none"> <li>- Which areas of the school is quiet or loud?</li> <li>- How does sound travel?</li> <li>- What is pitch and volume?</li> <li>- How does human hearing differ to animals?</li> <li>- Which material best reduces sound?</li> <li>- Why does sounds get fainter as the distance from the sound source increases?</li> </ul>	<p><b>States of Matter</b></p> <p><b>Which materials are a solid, liquid or gas?</b></p> <ul style="list-style-type: none"> <li>- Which materials are a Solid or liquid?</li> <li>- What is gas?</li> <li>- What are the different behaviours of particles in different states?</li> <li>- What is the water cycle?</li> <li>- How can I make it rain?</li> <li>- What is a science fair about states of matter?</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Which common appliances use electricity?</li> <li>- How to build and draw a series circuit?</li> <li>- What has gone wrong with my series circuit?</li> <li>- What are conductors?</li> <li>- What are insulators?</li> <li>- How conductivity works within a circuit?</li> </ul> <p><a href="#">Trip to science museum</a></p>	<p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>- How can I group animals?</li> <li>- What are vertebrates?</li> <li>- What are invertebrates?</li> <li>- How can I create a classification key about animals?</li> <li>- How can I group plants?</li> <li>- How can I create a classification key about plants?</li> </ul> <p><b>Science Week</b></p> <p><b>(Whole School)</b></p>	<p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>- What are living things and their habitats?</li> <li>- Classification key (animals)</li> <li>- Classification key (plants)</li> <li>- What is the human impact on habitats?</li> <li>- What is deforestation?</li> <li>- What are the impacts in the UK and the rest of the world?</li> </ul> <p>Rainforest topic link</p>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>- What are carnivores, herbivores and omnivores?</li> <li>- What are the functions and names of the different human teeth?</li> <li>- What are the different layers of the human teeth?</li> <li>- Tooth decay experiment</li> <li>- The digestive system</li> </ul> <p><a href="#">Link to DT cooking and nutrition</a></p>
	R.E	<p><b>How did belief in God affect the actions of the people in the Old Testament?</b></p> <p>Week 1 and 2: How did Abra(ha)m demonstrate his faith in God?</p> <p>Week 3: How did Moses follow God's 'calling' for his life?</p> <p>Week 4: What does it mean for a believer to follow God's call?</p> <p>Week 5: How did Ruth demonstrate faith in God through selflessness?</p> <p>Week 6: Assessment.</p> <p><a href="#">Invite a range of faith believers and no-believers to talk about their understanding of vocation – lesson 4</a></p>	<p><b>Is the Christmas message of peace still relevant for today's world?</b></p> <p>Week 1: What do I understand Christmas to mean for many Christians? What does it mean to me?</p> <p>Week 2: What do you think the word 'peace' means?</p> <p>Week 3: Jesus is described as the Prince of Peace – what does this mean?</p> <p>Week 4: What does the Bible say about Jesus' message of peace?</p> <p>Week 5 and 6: Is this Christmas message of peace still relevant for today's world?</p> <p><b>Advent:</b></p>	<p><b>How do Hindus worship?</b></p> <p>Week 1: Why do Hindus have many images of God?</p> <p>Week 2: Why is the Aum symbol important to Hindus?</p> <p>Week 3: How do Hindus worship at home?</p> <p>Week 4: How does a Hindu priest help Hindus worship at the mandir?</p> <p>Week 5: Why do Hindus go on pilgrimage?</p> <p>Week 6: Assessment task</p>	<p><b>What is Holy Communion and how does it build a Christian community?</b></p> <p>Week 1: What did Jesus do and say at the Last Supper and how do Christians remember this today?</p> <p>Week 2 and 3: Why do Christians share in body and blood of Jesus at church?</p> <p>Week 4 and 5: How does the act of sharing Holy Communion influence a Christian's day to day life?</p> <p>Week 6: What is Jesus' legacy?</p> <p><a href="#">Visit to local church</a></p> <p><a href="#">Invite members of the church community in to share what communion means to them – lesson 4</a></p> <p><b>Easter</b></p>	<p><b>What does it mean to be a Hindu?</b></p> <p>Week 1: What do we already know about Hinduism?</p> <p>Week 2: What can we learn about Hindu values?</p> <p>Week 3: What is Karma and how does it affect the life of a Hindu?</p> <p>Week 4: Is a mandir just a place to pray? Visit a mandir</p> <p>Week 5: Why is pilgrimage important to may Hindus?</p> <p>Week 6: What does it mean to be a Hindu?</p> <p><a href="#">Trip to Neasden Mandir</a></p>

	Computing	<b>Information Technology- Garage band IPADS</b> -Creating media -Recording sounds -Editing audio	<b>Information Technology-Data Logging</b> -Use digital devices to collect data -Using and identifying important data  <a href="#">Links to Geography</a>  <b>(Whole School)</b>	<b>Information Technology- Google slides</b> -Create slides -Insert and edit images -Animating images -Creating slide transitions -Presenting Slides  <a href="#">Links to Safer Internet Day</a> <b>Safer Internet Day</b> <b>(Whole School)</b>	<b>Digital Literacy-Computing Systems &amp; Networks</b> -Apply knowledge and understanding of networks to appreciate the internet as a network of networks which needs to be kept secure	<b>Computer Science-multiple scenes and dialogue scratch</b> -Read and explore code. -Test and debug code. -Plan an algorithm for a dialogue.  <b>Hour of Code</b>	<b>Computer Science – repetition scratch shapes</b> -Use and modify programs to draw shapes. -Write programs to draw shapes.
	Digital Literacy	<b>Media Balance and Well-Being.</b>  <a href="#">Your Rings of Responsibility.</a>  Additional resources: <a href="#">The Adventures of Kara, Winston and the SMART Crew: Chapter 1</a>	<b>Cyberbullying</b>  <a href="#">The Power of Words</a>  Additional resources:  <a href="#">Band Runner: like</a>  <a href="#">Digital Passport: E-volve</a>	<b>My Digital Footprint and Identity</b>  <a href="#">This Is Me</a>  Additional lesson:  <a href="#">Who am I online?</a>	<b>Privacy and Security</b>  <a href="#">Password Power-Up</a>  Additional resources:  <a href="#">Interland: Mindful Mountain</a>  <a href="#">Digital Passport: Password Protect</a>	<b>News and Media Literacy</b>  <a href="#">Is Seeing Believing?</a>  Additional resources: <a href="#">The Adventures of Kara, Winston and the SMART Crew: Chapter 4</a>	<b>Relationships and Communication</b>  <a href="#">Our Digital Citizenship Pledge</a>  Additional resources: <a href="#">Band Runner: Chat</a>  <a href="#">Minecraft Education: Becoming Digital Citizens</a>
	Art/DT	<b>Cooking (DT)</b>  <a href="#">Links to History</a>  Make some Roman Bread	<b>Design and Technology</b>  <a href="#">Links to History</a>  Design and make a Christmas Decoration	<b>Design and Technology</b>  <a href="#">Links to Topic</a>  Create an Anglo-Saxon Home	<b>Art – 3D</b>  <a href="#">Links to History</a>  Create a Viking Longship	<b>Art – Painting</b>  <a href="#">Linked Artist – Henri Rousseau</a>  Create a Rainforest Landscape	<b>Art – Drawing</b>  Art inspired by the rainforest
	PSHE	<b>Identity, society and equality:</b> Democracy  - Britain as a democratic society - How laws are made - Learn about the local council  <a href="#">Links to British Values</a>	<b>Drug, alcohol and tobacco education:</b> Making choices  - That there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - The effects and risks of drinking alcohol - Different patterns of behaviour that are related to drug use  <b>Asthma lesson:</b> - That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	<b>Physical health and wellbeing:</b> What is important to me?  - Why people may eat or avoid certain foods (religious, moral, cultural or health reasons) - Other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) - The importance of getting enough sleep	<b>Keeping safe and managing risk:</b> Playing safe  - How to be safe in their computer gaming habits - Keeping safe near roads, rail, water, building sites and around fireworks - What to do in an emergency and basic emergency first-aid procedures	<b>Relationships and health education:</b> Growing up and changing <b>(Lessons 1, 2, 6)</b>  - The way we grow and change throughout the human lifecycle - The physical changes associated with puberty including hygiene - To answer each other's questions about puberty with confidence, to seek support and advice when they need it	<b>Careers, financial capability and economic wellbeing:</b> Borrowing and earning money <b>(See Year 5 lessons, Summer 2)</b>  - Money can be borrowed but there are risks associated with this - About enterprise - What influences people's decisions about careers
	Music	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Recorder	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Recorder Christmas performance	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Clarinet	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Clarinet Spring performance	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Clarinet Summer performance 1	<b>Whole Class Instrumental Provision by visiting Peripatetic teacher</b> Clarinet Summer performance 2

	P.E	<u>Fitness</u>	<u>Dance</u>	<u>Yoga</u>	<u>Fitness</u>	<u>Cricket</u>	<u>Athletics</u>
		<u>Football</u>	<u>Dodgeball</u>	<u>Basketball</u>	<u>Tennis</u>	<u>Swimming</u>	
	Spanish	<u>Las verduras</u> <ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in Spanish.</li> <li>Attempt to spell some of these nouns (including the correct article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<u>Caperucita Roja</u> <ul style="list-style-type: none"> <li>Sit and listen attentively to a familiar fairy tale in Spanish</li> <li>Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>Name and spell at least four parts of the body in Spanish as seen in the story.</li> </ul>	<u>Me present</u> <ul style="list-style-type: none"> <li>Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.</li> <li>Ask somebody their name in Spanish and reply when asked.</li> <li>Recall the numbers 1-10 and count from 11-20 in Spanish.</li> <li>Ask somebody how old they are in Spanish and reply when asked.</li> <li>Ask somebody where they live in Spanish and reply when asked.</li> <li>Express their nationality in Spanish and understand basic gender agreement rules.</li> </ul>	<u>Mi familia</u> <ul style="list-style-type: none"> <li>Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> <li>Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to</li> </ul>	<u>La clase</u> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article.</li> <li>Replace an indefinite article with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul>	<u>En la cafeteria</u> <ul style="list-style-type: none"> <li>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</li> <li>To understand better how to change a singular noun to plural form.</li> <li>Perform a short role-play ordering what they would like to eat and drink</li> </ul>