

## YEAR 4 CURRICULUM MAP 2019/20

Year 4	<p><b>English:</b> Fiction: Jazeera's Journey: Narrative, letter, diary writing.</p> <p>Non-Fiction: Information texts linked to Spain: Fact Files SPAG skills: Apostrophes, contractions and proper nouns.</p> <p><b>Maths:</b> Place value, Addition and subtraction, Revision of 3, 4 and 8 times tables and division facts.</p> <p><b>Science:</b> Animals including Humans (digestion, teeth and food chains)</p> <p><b>Computing:</b> E-safety: how to stay safe online. Programming</p> <p><b>PE:</b> Dance Explore, create and use a range of actions, responding to a range of stimuli</p> <ul style="list-style-type: none"> <li>• Use simple compositional ideas to create and develop movement phrases</li> <li>• Perform more complex actions and phrases which convey a theme, mood, feeling or character</li> </ul> <p><b>RE:</b> Journeys and Special religious places</p>	<p><b>Literacy:</b> Tales of Wisdom and Wonder : letters, newspaper articles and poetry.</p> <p>Sweet Clara and the Freedom Quilt: diary entry, setting descriptions,</p> <p>SPAG skills: apostrophes, contractions and proper nouns</p> <p><b>Maths:</b> Multiplication and division, length and perimeter</p> <p>6 times table and division facts</p> <p><b>Science:</b> Sound: identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the</p>	<p><b>Literacy:</b> Ice Palace: character description Winter poetry How to Wash a Woolly Mammoth: Instructions</p> <p>SPAG skills: determiners, pronouns and plurals</p> <p><b>Maths:</b> Fractions, multiplication and division (written methods)</p> <p>7 times table and division facts</p> <p><b>Science:</b> States of Matter (Materials)</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solid, liquid or gas.</li> <li>• 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.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Computing:</b> Programming:</p>	<p><b>Literacy:</b> The Iron Man (Power of Reading), Newspapers, character description.</p> <p>SPAG skills: speech marks, apostrophes for plural possession, Suffix/Prefix work</p> <p><b>Maths:</b> Fractions and decimals</p> <p>9 times table and division facts</p> <p><b>Science:</b> Electricity:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple</li> </ul>	<p><b>Literacy:</b> Habitats, information texts- fact files and research. Anthony Browne's Zoo and balanced arguments</p> <p>'Mouse, bird, snake, wolf'- graphic novel - Power of Reading</p> <p>SPAG skills: fronted adverbials, pronouns, conjunctions</p> <p><b>Maths:</b> Decimals and money</p> <p>11 times table and division facts</p> <p><b>Science:</b> Habitats/All Living things:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living</li> </ul>	<p><b>Literacy:</b> Greek myths, plays. Non-fiction (Newspaper) Persuasive writing</p> <p><b>Maths:</b> Time, statistics and shape.</p> <p>12 times table and division facts</p> <p><b>Science:</b> Habitats/All Living things</p> <p><b>Computing:</b> Animation:</p> <ul style="list-style-type: none"> <li>• Uses technology with increasing independence to purposefully organise digital content.</li> <li>• Shows an awareness for the quality of digital content collected.</li> <li>• Uses a variety of software to manipulate and present digital content: data and information.</li> <li>• Shares their experience of technology in school and beyond the classroom.</li> <li>• Talks about their work and makes improvements to solutions based on feedback</li> </ul>
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<p>•Children learn why people make journeys by making links e.g. own holidays, school trips</p> <p>•Children can explain why we prepare for holidays e.g. packing</p> <p>•Children can explain why a pilgrimage is a special journey e.g. to Lourdes and how they make people feel</p> <p><b>Music:</b> Recorders: I can recall specific sounds from within various pieces of music.</p> <p>I can draw comparisons between pieces of music, describing details such as similarities and differences between tone, pitch, volume and tempo.</p> <p>I am continuing to develop my skills when playing instruments and singing in small or large ensembles.</p> <p><b>Geog:</b> Spain, Europe.</p> <p>•Can use maps to locate environmental regions, cities and countries studied within the context of Europe (Spain).</p> <p>•Can use maps to identify the key human and physical characteristics of cities and countries studied within the context of Europe.</p> <p>•Understands the geographical similarities and differences of a region in a European country,</p>	<p>strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>Computing:</b> Presentations:</p> <p>•Collects, organises and presents data and information in digital content.</p> <p>•Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging.</p> <p><b>PE:</b> games: I can control and catch a ball with some movement.</p> <p>I can pass to someone else with little accuracy (sometimes under or over hit).</p> <p>I can move with a ball.</p> <p>I can take part in opposed conditioned games and have some influence on the</p>	<p>design, write and debug programs that accomplish specific goals, including controlling</p> <p>or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>□ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>PE:</b> gymnastics: I can copy, remember, explore &amp; repeat simple actions, and link &amp; vary ideas with control &amp; co-ordination.</p> <p>I can apply compositional ideas to sequences alone and with others.</p> <p>Swimming: I can swim 10 metres using any stroke.</p> <p>I can use using a kicking action when using a float on front and back.</p> <p>Enter and climb out of the pool safely including jumping</p>	<p>series circuit</p> <p>•recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><b>Computing:</b> Programming: design, write and debug programs that accomplish specific goals, including controlling</p> <p>or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>□ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Geography:</b> Mountains:</p> <p>•Can describe and understand key aspects of physical geography including:</p> <p>- climate zones</p> <p>-rivers</p> <p>-mountains</p>	<p>things.</p> <p><b>Computing:</b> How computers work: 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</p> <p><b>RE:</b> Buddhism:</p> <p>•Children use some terms from Buddhism appropriately</p> <p>•Children show some understanding of how Buddha is represented in art/craft work and symbolism.</p> <p>•Children show knowledge and some understanding of his story</p> <p>•Children able to relate examples from Buddhism and Christianity to own experience.</p> <p>•Children show some knowledge of issues which</p>	<p>received</p> <p><b>Music:</b> Recorders</p> <p><b>History:</b> Ancient Greeks:</p> <p>•Is beginning to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>•Is beginning to establishing clear narratives within and across the periods they study.</p> <p>•Is able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>ART/ DT:</b> Greek food, Levers and Linkages</p> <p>•Understand how to strengthen, stiffen and reinforce more complex structures</p> <p>•Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
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<p>(Spain) through the study of physical and human features. The Water Cycle</p> <p><b>Art and Design:</b> Spanish artists,          •Learn about great artists, architects and designers in history. I link my work to artists &amp; work of others.</p> <p><b>MFL:</b> Spanish:          •Match words I hear to pictures.          •Begin to understand my teacher's instructions.          •Hear which sounds are different from English.          •Repeat words and phrases after my teacher clearly and confidently.          •Practise sounds which are different from English.</p>	<p>outcome with little contribution.</p> <p><b>RE:</b> Journeys and Special religious places</p> <p><b>Geog:</b> Europe and Spain</p> <p><b>Art and Design:</b> Spanish artists and food</p> <p><b>MFL:</b> Spanish: •Match words I hear to pictures.          •Begin to understand my teacher's instructions.          •Hear which sounds are different from English.          •Repeat words and phrases after my teacher clearly and confidently.          •Practise sounds which are different from English.</p>	<p>in.</p> <p>I can tread water for at least 30 seconds.</p> <p>I can hold a tucked position to float.</p> <p>I can practise breathing with my face in the water.</p> <p>I can push off from the wall and hold a position without an aid.</p> <p><b>RE:</b> Angels:          Can the child give a simple idea of what angels may look like?          •Explains how he/she got their ideas about what an angel looks like          •Can name some angels/encounters with angels from Christianity/Islam/Judaism e.g. Gabriel, Michael, Lucifer, The Revelation to Zechariah, Birth of John the Baptist, Revelations to Muhammed          •Shows an awareness of how and why angels appear to people</p>	<p>-the water cycle</p> <p><b>PE:</b> OAA: I can orientate a map so that features on the map are lined up with ones I can see.</p> <p>I can recognise some of the symbols on a map so that I can plan a safe route.</p> <p>I work to the best of my ability but I know what I can and cannot do well.</p> <p>I can use what I have learnt to solve the same challenge better next time or in a different area</p> <p><b>RE:</b> Easter          •Children explain what forgiveness is          •Able to relate acts of forgiveness to everyday life.          •Children empathise with Peter's actions/reactions through the Easter Story.</p> <p><b>Music:</b> Recorders I am continuing to develop my skills when playing instruments and singing in small or large</p>	<p>are important to Buddhists.</p> <p>•Children understand the importance of belonging to a Buddhist community</p> <p><b>Music:</b> Recorders :          I am continuing to develop my skills when playing instruments and singing in small or large ensembles.</p> <p>I am controlling wider aspects of my performance such as tempo, volume, pitch, and expression when singing, both when prompted and for artistic style.</p> <p>I can sing / play in time to a steady pulse / beat which changes more erratically or drastically.</p> <p>I can copy more complex patterns using my voice or a selected instrument and repeat it accurately.</p> <p><b>PE:</b> Athletics:          I can run at an appropriate, sustainable speed to the</p>	<p><b>PE:</b> Rounders: Develop a range and consistency of skills and techniques</p> <ul style="list-style-type: none"> <li>• Use and adapt basic tactics and strategies</li> <li>• Develop their ability to link movements together</li> <li>• Know which part of their performance they need to improve</li> <li>• Know what stamina, agility and speed are and suggest ways of improving them</li> <li>• Use their knowledge to evaluate others and improve their work</li> </ul> <p>Differentiated Learning Expectations</p> <p><b>MFL:</b> Spanish:          •Ask someone to repeat something in Spanish.          •Use a word list to check my spelling.          •Compare new sounds with English.          •Practise saying new words</p>
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			<p><b>History: Stone Age:</b></p> <ul style="list-style-type: none"> <li>•Is beginning to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>•Is beginning to establishing clear narratives within and across the periods they study.</li> <li>•Is able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul> <p><b>Music: Recorders:</b></p> <p>I am continuing to develop my skills when playing instruments and singing in small or large ensembles.</p> <p>I am controlling wider aspects of my performance such as tempo, volume, pitch, and expression when singing, both when prompted and for artistic style.</p> <p>I can sing / play in time to a steady pulse / beat which changes more erratically or</p>	<p>ensembles.</p> <p>I am controlling wider aspects of my performance such as tempo, volume, pitch, and expression when singing, both when prompted and for artistic style.</p> <p>I can sing / play in time to a steady pulse / beat which changes more erratically or drastically.</p> <p>I can copy more complex patterns using my voice or a selected instrument and repeat it accurately</p> <p><b>Art: Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. I explain how I combine materials/techniques</li> <li>•about great artists, architects and designers in history. I link my work to artists &amp; work of others</li> </ul>	<p>distance I am running.</p> <p>I can take a running jump.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p> <p><b>MFL: Spanish:</b></p> <ul style="list-style-type: none"> <li>•Copy a short phrase correctly.</li> <li>•Write correctly a few words from memory.</li> <li>•Complete missing letters in words I know.</li> <li>•Write simple labels for pictures or objects.</li> </ul>	<p>with a partner.</p> <ul style="list-style-type: none"> <li>•Copy carefully the letters in new words.</li> </ul>
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			<p>drastically.</p> <p>I can copy more complex patterns using my voice or a selected instrument and repeat it accurately.</p> <p><b>Art:</b> Paul Klee:</p> <ul style="list-style-type: none"> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. I explain how I combine materials/techniques</li> <li>•about great artists, architects and designers in history. I link my work to artists &amp; work of others</li> </ul> <p><b>MFL:</b> Spanish:</p> <ul style="list-style-type: none"> <li>•Use actions to help learn new words.</li> <li>•Play games and think of something funny to help remember words.</li> <li>•Plan what I am going to say in the target language.</li> <li>•Think about what I have</li> </ul>	<p><b>MFL:</b> Spanish:</p> <ul style="list-style-type: none"> <li>•Notice words which are similar to English.</li> <li>•Read aloud labels in classroom displays.</li> <li>•Match words to pictures.</li> <li>•Compare words which contain the same letter strings.</li> </ul>		
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			learnt to work out new words. •Sort words into groups.			
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PHSE: Core 1 Health & Well-being; Core 2: Relationships; Core 3: Wider World is taught across the curriculum wherever possible (to made explicit on plans) and in discreet lessons where not possible