

## Year 4 Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Image poems Stories in familiar settings Fables Biography(BH)</p> <p>Fly Eagle Fly (3weeks)</p> <p>The Wolves in the Wall.</p>	<p>Instructions and explanations Fantasy stories</p> <p>The Great Kapok Tree (2 weeks) The Day I swapped my Dad for a Gold Fish (3) The Great Kapok Tree (2 weeks)</p>	<p>Stories by the same author Recounts) Poems to perform</p> <p>Iron Man (3 weeks) Gregory Cool (2 weeks)</p>	<p>Fairy stories and playscripts</p> <p>Non chronological report Myths and Legends</p> <p>Way Home ( 3 weeks) Into the Forest)</p>	<p>Persuasive writing Stories with humour Chronological reports</p> <p>The Diary of the Killer Cat ( 2 weeks)</p>	<p>Stories from other cultures</p> <p>Fiction with an element of fantasy</p> <p>Information texts</p> <p>Varjak Paw (6 weeks)</p>
<b>Maths</b>	<p>Number and place value(Th H T U) and rounding/1000 square Mental addition and subtraction Written addition and subtraction Mental multiplication and division Written multiplication and division (A2) Measurement statistics(A2) Tally chart/pictograms Measurement (Weight) Closing the gaps</p>	<p>Number and place value S1 (Dividing by 10, 100 and 1000) Mental multiplication and division Written addition and subtraction Number and place value Mental addition and subtraction Measurement (Temperature/reading scales) S1 Missing number sequences Decimals Factors Geometry: properties of shape S1 (Triangles/symmetry) Closing the gaps</p> <p>Fractions, ratio and proportion A1</p>	<p>Written addition and subtraction Mental multiplication and division Written multiplication and division Mental multiplication and division Fractions, ratio and proportion Mental multiplication and division Written multiplication and division Mental addition and subtraction Closing the gaps</p> <p>Fractions, ratio and proportion A1 A2 Decimals, percentages and their equivalence to fractions A2</p>	<p>Decimals, percentages and their equivalence to fractions Number and place value Written addition and subtraction Mental addition and subtraction Written addition and subtraction Measurement Number and place value Written addition and subtraction Mental addition and subtraction Written multiplication and division Closing the gaps</p>	<p>Number and place value Mental addition and subtraction Decimals, percentages and their equivalence to fractions Mental multiplication and division Number and place value Written multiplication and division Measurement Number and place value Measurement Geometry: properties of shapes Decimals, percentages and their equivalence to fractions Fractions, ratio and proportion Closing the gaps</p>	<p>Mental addition and subtraction Mental multiplication and division Written multiplication and division Written addition and subtraction Mental addition and subtraction Geometry: position and direction Statistics Written multiplication and division Mental multiplication and division Fractions, ratio and proportion Decimals, percentages and their equivalence to fractions Mental multiplication and division Written multiplication and division</p>

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						Fractions, ratio and proportion Closing the gaps
<b>RE</b>	<p><b>PEOPLE</b> - The family of God in Scripture - 8 Sept - 26 Sept  <b>ST FRANCIS</b> 29<sup>th</sup> Sept- 10<sup>th</sup> Oct. (2wk)  <b>JUDAISM</b> - Torah - 13<sup>th</sup> Oct.-24<sup>th</sup>Oct  <b>CALLED</b> - Confirmation: a call to witness - 3<sup>rd</sup> Nov.-28<sup>th</sup> Nov.  <b>GIFT</b> - God's gift of love and friendship in Jesus - 1<sup>st</sup> Dec - end of term</p> <p style="text-align: center;"><b>Letters (Gifts)</b></p>		<p><b>COMMUNITY</b> - Life in the local Christian community and ministries in the parish - 6 Jan - 30 Jan  <b>CITIZENSHIP WEEK</b> - 19<sup>th</sup> Jan. -30<sup>th</sup> Jan  <b>GIVING &amp; RECEIVING</b> - Living in communion 9 Feb - 6 Mar  <b>SELF DISCIPLINE</b> - Celebrating growth to new life - 9 Mar - end of term</p> <p style="text-align: center;"><b>Report (Citizenship Week)</b></p>		<p><b>NEW LIFE</b> - To hear and live the Easter message - 16 Apr - 1 May  <b>BUILDING BRIDGES</b> - Admitting wrong, being reconciled with God and each other 5 May - 22May  <b>OTHER RELIGION</b> - Holy books - 1<sup>st</sup> June- 19<sup>th</sup> June  <b>GOD'S PEOPLE</b> - Different saints show people what God is like - 22 Jun - end of term</p> <p style="text-align: center;"><b>Explanation (Building Bridges)</b></p>	
<b>Science</b>	<p style="text-align: center;"><b>Electricity.</b></p> <ul style="list-style-type: none"> <li>* identify common applications that run on electricity</li> <li>* construct a simple series electrical circuit, identifying the names and 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 series circuit.</li> <li>* recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul>	<p style="text-align: center;"><b>States of matter</b></p> <ul style="list-style-type: none"> <li>* compare and group materials together, according to whether they are solids, liquids or gases.</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 style="text-align: center;"><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>* describe the simple functions of the basic parts of the digestive system in humans.</li> <li>* identify the different types of teeth in humans and their simple functions.</li> <li>* construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p style="text-align: center;">H - Animals, incl humans</p>	<p style="text-align: center;"><b>Sound</b></p> <ul style="list-style-type: none"> <li>* identify how sounds are made, associating some of them with vibrating</li> <li>*recognise that vibrations from sounds travel through a medium to the ear</li> <li>*find patterns between the pitch of a sound and features of the object that produced it.</li> <li>* find patterns between the volume of a sound and the strength of the vibrations that produce it.</li> </ul> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p style="text-align: center;"><b>Living things and their habitats.</b></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 wider environment.</li> <li>* identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p style="text-align: center;"><b>Working Scientifically (LKS2)</b></p> <ul style="list-style-type: none"> <li>*. Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>*. Setting up simple practical enquiries, comparative and fair tests.</li> <li>*. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</li> </ul>

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	H- Circuits and conductors	<p><b>Explanation</b></p> <p>H - separating solids and liquids</p>		<p><b>Information text</b></p> <p>H - Sound</p>	<p>* Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Persuasion</b></p> <p>Leaflet to save an endangered animal</p> <p>H - Life in habitats.</p>	<p>thermometers and data loggers.</p> <p>*. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>*. Using straightforward scientific evidence to answer questions or to support their finding.</p>
<b>Computing</b>	<p><b>We are toy makers</b></p> <p>Creating an interactive toy. (Computational Thinking)</p>	<p><b>We are meteorologist</b></p> <p>Recording and analysing weather data. (Productivity)</p>	<p>Twinkl</p> <p><b>Year 4 Online Safety</b></p> <p><a href="https://www.twinkl.co.uk/resource/tp2-i-911-computing-online-safety-year-4-unit-pack">https://www.twinkl.co.uk/resource/tp2-i-911-computing-online-safety-year-4-unit-pack</a></p>	<p>Twinkl</p> <p><b>Year 4 Word Processing.</b></p> <p><a href="https://www.twinkl.co.uk/resource/t2-i-146-computing-word-processing-year-4-unit-pack">https://www.twinkl.co.uk/resource/t2-i-146-computing-word-processing-year-4-unit-pack</a></p>	<p><b>We are co-authors</b></p> <p>Producing a wiki.  (Communication / Collaboration)</p>	<p><b>We are musicians</b></p> <p>Producing digital music.  (Creativity)</p>
<b>Art/Design &amp; Technology</b>	<p><b>Improving mastery of art &amp; design techniques</b></p> <p>Use sketchbooks to design posters warning about the dangers of electricity. Create class posters, using collage techniques (stencilling, decoupage) to make posters appear 3D. (Collage techniques also used in St. Francis' Day art.)</p> <p><b>Improving mastery of art &amp; design techniques</b></p> <p>Use sketchbooks to design 'new' Viking weapon, improving design and modelling finished product with</p>	<p><b>Great artists from history -</b></p> <p>Compare 'profile' style of the Ancient Egyptians with Picasso portraits. Sketch portraits of a partner inspired by each. History link.</p>		<p><b>Great artists, architects &amp; designers from history</b></p> <p>-</p> <p>Explore art and design of chosen International Day country</p> <p><b>Improving mastery of art &amp; design techniques -</b></p> <p>Use a particular artistic technique inspired by chosen country to produce artwork for International Day exhibition</p>		

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	clay. History link.									
<b>History</b>	<b>Black History Month</b> To begin week beginning 23 <sup>rd</sup> September		<b>Romans</b> <i>Letter( from the perspective of a Roman soldier</i>		<b>Incredible Egyptians</b> <i>Recount</i>		<b>International Day</b> Non-European society provide contrast to British history <i>Information Text</i>			
<b>Geography</b>			<b>Modern Britain</b>				<b>Rainforest</b>  <b>Saving the Rainforest</b> <i>Report</i>			
<b>PE</b>	Swimming	Swimming	Swimming	Games/Fitness	Dance		Gymnastics			
<b>Music</b>	<i>Singing Assembly &amp; regular listening: Rock, Early Music, Country, Opera, African Music, Gospel</i>	<i>Singing Assembly &amp; regular listening: Renaissance, 1960s Pop, Ragtime, Scottish Music, Music for Christmas</i>	<i>Singing Assembly &amp; regular listening: Baroque, Swing, Indian Classical, American Musical Theatre, Classical</i>	<i>Singing Assembly &amp; regular listening: Jazz: Beebop, Welsh Music, Blues, Irish Music, Music inspired by Easter</i>	<i>Singing Assembly &amp; regular listening: Romantic, British Music, 21<sup>st</sup> Century Classical, Modern Jazz, British Musical Theatre</i>		<i>Singing Assembly &amp; regular listening: 21<sup>st</sup> Century Classical, Soul, Choral Music, American Music</i>			
<b>PSHE</b>	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships		Changes			
<b>(SEAL topics)</b>	Changes	Anti- bullying	Safety	Health and Drugs	International Cultures		Citizenship			
<b>Modern Foreign Language - French</b>	<b>Unit 10</b> weather/Journey		<b>Unit 9</b> numbers to 40		<b>Unit 3</b> likes and dislikes about food following instructions		<b>Unit 8</b> compound sentences with connectives; adjectives with plural		<b>Unit 5</b> the alphabet <b>Unit 4</b> places and directions <b>Unit 2</b> telling the time	