

## Year 4 Curriculum Map

|           | Autumn Term<br>1 <sup>st</sup> ½   | Autumn Term<br>2 <sup>nd</sup> ½   | Spring Term<br>1 <sup>st</sup> ½  | Spring Term<br>2 <sup>nd</sup> ½   | Summer Term 1 <sup>st</sup> ½  | Summer Term 2 <sup>nd</sup> ½   |
|-----------|--|--|---|--|--|---|
| Subject   | Topics   | Topics   | Topics  | Topics   | Topics   | Topics  |
| Literacy  | Legends and Fables<br>Narrative, letters<br><br>Poems on a Theme   | Recounts<br>Dragon narrative<br><br>Dragon Poems                             | Myths<br>Autobiographies<br><br>Poems to perform  | Stories by Lynne Cherry<br><br>Explanations<br>List Poems and Kennings               | Non-Chronological Reports<br><br>Instructions  | Persuasive Writing<br><br>Stories with humour   |
| Numeracy  | Number, place value and rounding, Addition and subtraction, Multiplication and division, fractions, measures, Geometry: properties of shapes, data, Geometry: position, direction, motion. (For more detailed information, please see the attachment on the school website.) |  |   |  |  |   |
| Science   | Sound – vibrations, pitch and volume   | Electricity – making simple circuits, switches and conductors and insulators | Animals, including humans – digestive system, teeth and food chains.  | States of matter – solids, liquids and gases   | Living Things and Habitats – classifying and changing environments   |   |
| Computing | Sharing on the internet- Safely presenting information   | Developing online games  |   | Problem Solving with Crystal Rainforest  | Geometric patterns   | Editing Digital music   |
| Art       | Collage – Pied Piper   |  |   | Pencil drawings  |  | Pattern in insects  |
| DT        |  | Design and make a fan  | Egyptian thrones  |  | Bags with Viking runes logo  |   |
| PE        | Hockey/Football - practise skills in isolation / combination<br>Gym - select and use skills/actions  |  | Dance - identify and practice patterns and actions of a dance<br>Rugby - practise skills in isolation / combination<br>Swimming – to swim confidently over 25m using a range of strokes |  | Athletics - to develop skills in running, jumping and throwing in isolation and in movement<br>Cricket /Tennis / Rounders - practise skills in isolation / combination |   |
| History   |  |  | Ancient Egypt – What was life like in Ancient Egypt?  |  | Vikings/Saxons – The Viking and Anglo Saxon struggle for the Kingdom of England  |   |
| Geography | Europe – An overview<br>A detailed study of a European country   |  |   |  |  |   |
| Music     | Developing Musical Skills – focus on Texture, harmony and timbre.  |  | Instrumental Tuition  |  | Composing, listening and appraising own compositions.  | Composing and appraising. Consolidating skills learnt.                                      |
| RE        | Jesus - How did Jesus change lives?  | Christmas - How do artists help us understand Christmas?                     | Prayer - Why is prayer important for Christians?  | Easter - How do Christians share communion?<br>How does Lent help Christians prepare | Judaism – Who are the Jews?<br><br>(2018-2019: Judaism - What are important  | Judaism – What does it mean to be a Jew?<br><br>(2018-2019: Sikhism – What do Sikhs value?) |

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|             |   |                                   |  | for Easter?                    | times for a Jew?)   |  |
|-------------|---|-----------------------------------|--|--------------------------------|---|--|
| Life Skills | <p><b><u>Building Healthy Relationships</u></b><br/>           Impact of themselves and others on relationships.<br/>           Recognise similarities and differences in people.<br/>           To realise the nature and consequences of unacceptable behaviours such as bullying, racism etc and how to respond to these.<br/>           Working collaboratively,<br/>           Developing positive behaviours.</p> |                                   | <p><b><u>Citizenship (Community focus including emergency services)</u></b><br/>           Rules and laws: why we have them, how they are made and enforced.<br/>           Understand consequences of unacceptable behaviours.<br/>           Identify rights and responsibilities in a range of situations and relationships, including family, friends and the wider community.<br/>           Resources can be allocated in different ways and these choices affect people.<br/>           Recognise the roles of community groups.<br/>           To explore how media present information<br/>           Working collaboratively,<br/>           Developing positive behaviours.</p> |                                | <p><b><u>Developing a Healthy, Safer Lifestyle (Decision making and money focus)</u></b><br/>           What makes a healthy lifestyle? (Exercise, eating, mental health, informed choices)<br/>           Recognise different risks and decide how to behave responsibly (including road use)<br/>           Resisting pressure to behave in an unacceptable way.<br/>           To look after their money and plan to meet 'future wants'.<br/>           Working collaboratively,<br/>           Developing positive behaviours.</p> |  |
| Spanish     | Classroom   | Spanish Christmas-songs and hymns | Family   | Spanish Easter-songs and hymns | Weather   | Spanish culture-Comparing Spanish and UK schools |