

Curriculum Map 2018-2019

YEAR FOUR

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p style="text-align: center;">Rainforest</p> <p>Have you ever wondered how much of the world is taken up by Rainforest and what inhabits the different rainforests around the world? The children will be learning about the climates, and will use maps to locate different the different rainforests, while taking a particular interest in the Amazon.</p> <p>Furthermore, they will discover how the lives of the tribesmen and women differ from their own life. The children will also be learning about the different animals that inhabit rainforests and how they have adapted to life in the forest.</p>		<p style="text-align: center;">Anglo-Saxons vs Vikings</p> <p>Year 4 will be preparing for battle as they take a trip back 1600 years to a time when fierce warriors ruled Great Britain. Ever wondered what it might be like stepping foot in Anglo-Saxon England. We will be learning everything you need to know about these fierce people, including where they came from, what they ate, what they wore and most importantly how they fought in major battles including the Battle of Hastings.</p>		<p style="text-align: center;">Who do you think you are – DNA!</p> <p>Ever wondered what your family roots were, and whether your ancestors had previously come from another country?</p>	
Literacy Text to Support	Manny the Manatee and the Mystery of the Murky Water and The Great Kapok Tree		Beowulf Non-fiction books about the Anglo Saxons			
Traditional and Fairy Tales	Mr Stink – David Walliams		Stories using imaginary settings, e.g. BFG by Roald dahl			
Science	<p style="text-align: center;">States of Matter</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>To 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)</p>		<p style="text-align: center;">Electricity</p> <p>To identify common appliances that run on electricity</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To 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</p>		<p style="text-align: center;">All Living Things</p> <p>To recognise that living things can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their</p>	

	<p style="text-align: center;">Sound</p> <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>To recognise that sounds get fainter as the distance from the sound source increases</p>	<p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>local and wider environment</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including humans</p> <p>To describe the simple functions of the basic parts of the digestive system in humans</p> <p>To identify the different types of teeth in humans and their simple functions</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
Visits and Visitors		British Museum – Anglo Saxons	
Experiences			Use of ancestry.com to find family trees and French day.
History		<p style="text-align: center;">Anglo-Saxons</p> <p>Pupils will be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Including:</p> <ul style="list-style-type: none"> - <i>Viking raids and invasion</i> 	<p>We will be looking at our own ancestry and where our family tree originated from.</p> <p>Non-European Study</p> <p>Pupils should be taught</p>

		<ul style="list-style-type: none"> - <i>resistance by Alfred the Great and Athelstan, first king of England</i> - <i>further Viking invasions and Danegeld</i> - <i>Anglo-Saxon laws and justice</i> - <i>Edward the Confessor and his death in 1066</i> 	<p>about a non-European society that provides contrasts with British history - one study chosen from:</p> <p>Local History</p> <p>Pupils should be taught about an aspect of local history</p>
Geography	<p>Map/Atlas work locating different Rainforests around the world.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes, rivers and Rainforests.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.</p>	<p>As geographers we will be looking at Europe to find out where the Anglo Saxons came from and how Europe has changed. We will also be finding out why they chose to settle where they did and what is required for a successful settlement.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>To describe and understand key aspects of 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>
Art	<p>Creating our own animals from the rainforest using a range of different methods (bugs, toucans, frogs).</p>	<p>As designers and artists we will be creating our own Anglo Saxon houses. We will also be looking at Anglo Saxon art and artefacts, including brooches and purses.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>

<p>Design technology</p>		<p>To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p>RE</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p>As good citizens we will be learning about Sikhism, considering both the religious practices and the history of this religion.</p>	<p style="text-align: center;"><u>Easter</u> and <u>Why do you judge me?</u></p> <p>As good citizens we will be learning about Easter and thinking about ways in which religions help us to live our lives.</p>	<p>As good citizens we will be learning about Judaism, considering both the religious practices and the history of this religion.</p>
<p>Music</p>		<p>As musicians we will be learning to play the recorder. We will also look at what music the Anglo Saxons may have enjoyed.</p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p>
<p>PSHEC</p>	<p>Class Rules, school values, how to get along during break time.</p>	<p style="text-align: center;"><u>Dreams and Goals</u></p> <p>As good classmates we will be celebrating difference in PSHEC and thinking about our dreams and goals.</p>	

<p>French</p>	<p>As linguists we will developing our vocabulary and building the phrases we can use to describe ourselves and others. We will also learn modes of transport and converse about how we get to school.</p>	<p>As linguists we will be developing our vocabulary and building the phrases we can use to describe ourselves and others. We will also study a few key aspects of French culture and history.</p>	<p>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>To describe people, places, things and actions orally* and in writing</p>
<p>PE</p>	<p>As athletes we will continue to work on our ball skills through netball and basketball as well as developing our gymnastics skills.</p>	<p>As athletes we will continue to work on our ball skills through tag rugby and hockey.</p>	<p>As athletes we will work on bat and ball skills through cricket and rounders.</p>