

YEAR 4 CURRICULUM MAP

YEAR 4 PLANNING

Topic - taught through Literacy and foundation subject lessons

Science - taught weekly and may or may not link to topic
(Working Scientifically objectives to be covered within each unit)

Other subjects

RE/ Computing - Each subject will have a terms worth of weekly lessons that again, may or may not link to topic

French - weekly lessons with French specialist using the 'Early Start' scheme

Music - weekly Ukulele lessons

PE – See separate long term PE plan

Curriculum Objectives

WOW moments / trips

High quality texts / writing opportunities

The Planet Protectors

Autumn 1	Topic	Camping overnight at school Meet with builders to discuss ways to make our new school building eco friendly Eco warriors – chn design a campaign for e.g. turning off lights	The Iron Man by Ted Hughes The BFG by Roald Dahl Persuasive letters – switch off day Non-chronological reports
	Geography		
	Ge2/1.3 Human and Physical Geography Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers , mountains, volcanoes and earthquakes, and the water cycle Ge2/1.3b 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		
	Black History Month		
	Science		

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	<p>Sc4/3.1 States of Matter</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Design an assembly for the rest of the school OR ignite community event</p> <p>Weather focus – use Green screen to make weather forecasts</p> <p>Switch off day</p> <p>Visit The Green Britain Centre at Swaffham</p>	
<p>Great British Artists</p>			
<p>Autumn 2</p>	<p>Topic</p> <p>Art & Design</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Music – JUST PLAY</p> <ul style="list-style-type: none"> - Improvise & compose music - Listen with attention to detail - Appreciate wide range of live & recorded music - Begin to develop understanding of history 	<p>Artist visit – E.R Dad?</p> <p>Just Different workshops</p> <p>Link to Anti-Bullying week 14th – 18th November</p> <p>Art project to make the building boards look prettier! Graffiti?</p>	<p>The Suitcase Kid – Jacqueline Wilson (link to Anti-Bullying week)</p> <p>‘Tuesday’ – wordless book for writing police reports</p> <p>Creative writing linked to pieces of art</p>

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	<p>Science</p> <p>Sc4/4.1 Sound</p> <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p>R.E</p> <p>Christianity – At least Areas 3 & 4 - LINK TO RELIGIOUS ART – Link to trip to Hub at Easter</p>	<p>Class art exhibition</p>	<p>Poetry</p>
<p>The Romans</p>			
<p>Spring 1</p>	<p>Topic</p> <p>History</p> <p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>Julius Caesar's attempted invasion in 55-54 BC</i> b. <i>the Roman Empire by AD 42 and the power of its army</i> c. <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> d. <i>British resistance, for example, Boudica</i> e. <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>Geography</p>	<p>Trip to Norwich Castle</p> <p>Share 'Escape from Pompeii' stories with Year 1</p> <p>Geography – show on a map the Roman Empire</p>	<p>Romans on the Rampage by Jeremy Strong</p> <p>Escape from Pompeii by Christina Balit</p> <p>Writing own narratives</p>

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	<p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p>Science</p> <p>Sc4/2.2 Animals including humans</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p>		
	<p>R.E</p> <p>Sikhism – Choose areas of study</p>		
Robot Wars			
Spring 2	<p>Topic</p>	<p>Trip to Hub – learning about the Easter Story</p>	<p>Robot Girl by Malorie Blackman</p>
	<p>Design & Technology</p> <p>DT2/1.1 Design</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Robot Wars event – children battle robots they have made and designed?</p> <p>Exhibitions of work</p>	<p>Frankenstein by Mary Shelly</p> <p>Email vs Letter – formal / informal</p> <p>Suspense writing</p>

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	<p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>		<p>Instruction manuals for Robots</p> <p>Adventure story – robots come to life</p>
	<p><u>Science</u></p> <p>Sc4/4.2 Electricity</p> <p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c 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>		

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	<p>Sc4/4.2d 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>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>		
	<p><u>Computing</u></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		
<p>Norfolk Coasts & Rivers</p>			
<p>Summer 1</p>	<p><u>Topic</u></p> <p><u>Geography</u></p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1b 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>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>Trip to Overstrand</p> <p>Farming and Science week</p> <p>Lambs – EDP and Mustard TV</p> <p>Trip to the Tiffey</p> <p>Performance poetry</p>	<p>The Wind in the willows by Kenneth Grahme</p> <p>Descriptive / narrative writing</p> <p>News reports – farming week</p> <p>Poetry writing linked to trip to Tiffey?</p>

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Ge2/1.3 Human and Physical Geography

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and the **water cycle**

Ge2/1.3b 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

Ge2/1.4 Geographical Skills and Fieldwork (trip to Overstrand)

Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Design & Technology

DT2/2.1 Cooking & Nutrition (Farming & Science week)

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

Science

Sc4/2.1 All Living Things

Sc4/2.1a recognise that living things can be grouped in a variety of ways

Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.

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Local History – Robert Kett?			
5 3	Topic		

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<p>History</p> <p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p> <p><i>For example:</i></p> <ul style="list-style-type: none">a. <i>a depth study linked to one of the British areas of study listed above</i>b. <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i>c. <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>	<p>Create a time box to be buried in the school's foundations?</p> <p>Local area walk – visit Cathedral</p>	
<p>Science</p>		
<p>SRE – See teaching SRE with confidence resource</p>		
<p>Other – Sports Weeks etc in the final summer term</p> <p>Children choose their own 2-week project – perhaps ignite project??</p>		