

YEAR 4 CURRICULUM MAP

YEAR 4 PLANNING 2019-20

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

DT/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/RE- alternate half termly.

PE – 2 lessons weekly. See separate long term PE plan

Curriculum Objectives

WOW moments / trips

High quality texts / writing opportunities

The Planet Protectors

Autumn 1	Topic	Eco warriors – chn design a campaign for e.g. turning off lights Design an assembly for the rest of the school to share planet protector messages Weather focus – use Green screen to make weather forecasts	The Iron Man by Ted Hughes Persuasive letters – switch off day Non-chronological reports Class text: The Creakers (Link to rubbish)
	Geography - Human and Physical Geography		
	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 		
	History - Black History Month		
	Science		
	States of Matter		
	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		
	Other:		

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	<p>RE- Christianity</p> <ul style="list-style-type: none"> Expressions of belief: rituals and practices Inspiration, influence and the impact of belief <p>Computing- Coding</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	Switch off day!	
Great British Artists			
Autumn 2	<p>Topic</p>	Arrange Artist visit	<p>Class Text: 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> <p>Poetry</p>
	<p>Art & Design</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history. 	Visit a gallery	
	<p>Science</p>	Link to Anti-Bullying week 11 th November	
	<p>Animals including humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	Class/School exhibition.	
	<p>Other subjects:</p>		
<p>Music- Charanga Mamma Mia unit</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 			

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	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music <p>Design Technology- Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		
The Romans			
Spring 1	<p>Topic</p> <p>History</p> <p>Roman Britain 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"> • <i>Julius Caesar’s attempted invasion in 55-54 BC</i> • <i>the Roman Empire by AD 42 and the power of its army</i> • <i>successful invasion by Claudius and conquest, including Hadrian’s Wall</i> • <i>British resistance, for example, Boudica</i> • <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>Geography - Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Science</p>	<p>Trip to Norwich Castle</p> <p>Share ‘Escape from Pompeii’ stories with Year 1</p>	<p>Class Text: Rotten Romans (Non-Fiction/humour)</p> <p>Escape from Pompeii by Christina Balit</p> <p>Writing own narratives</p>

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	<p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases 		
	<p>Other subjects</p> <p>Music- Charanga Black Bird unit</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music <p>Computing- within DT project next half term.</p>		
Robot Wars			
Spring 2	<p>Topic</p> <p>Design & Technology- Electrical Systems</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately 	<p>Trip to Hub – learning about the Easter Story</p> <p>Robot Wars event – children battle robots they have made and designed?</p>	<p>Robot Girl by Malorie Blackman</p> <p>Frankenstein by Mary Shelly</p> <p>Email vs Letter – formal / informal</p>

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<ul style="list-style-type: none"> • 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>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technological Knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to programme, monitor and control their products. 	<p>Exhibitions of work</p>	<p>Suspense writing</p> <p>Instruction manuals for Robots</p> <p>Adventure story – robots come to life</p>
<p><u>Science</u></p>		
<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. 		
<p><u>Other Subjects:</u></p>		
<p>RE- Sikhism</p> <ul style="list-style-type: none"> • Beliefs and questions • Expressions of belief: rituals and practices 		

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	<ul style="list-style-type: none"> Inspiration, influence and the impact of belief <p>Computing Coding covered in DT</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		
Norfolk Coasts			
Summer 1	<p><u>Topic</u></p> <p><u>Geography- Norfolk Coasts and Coastal Erosion</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> 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>Place Knowledge</p> <ul style="list-style-type: none"> 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>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>Geographical Skills and Fieldwork (trip to Overstrand)</p>	<p>Trip to Overstrand</p> <p>Lambs – EDP reporter visit</p> <p>Performance poetry</p> <p><u>Farming and Science week:</u> Children design and create items to sell at the Farmers Market</p> <p>CEFAS marine biologists visit</p>	<p>Descriptive / narrative writing</p> <p>News reports – farming week</p>

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	<ul style="list-style-type: none"> • 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 		
Science			
All Living Things <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 			
Other Subjects			
Design & Technology- Cooking & Nutrition (Farming & Science week) <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Music- Charanga Don't Stop Believing unit <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 			
Let's Rebel! (Kett's rebellion local history study)			
5 3	Topic		

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	<p>History- Local History. Kett’s rebellion taught through Mantle of the Expert. Pupils should be taught about an aspect of local history <i>For example:</i></p> <ul style="list-style-type: none"> • <i>a depth study linked to one of the British areas of study listed above</i> • <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> • <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>Trip to Wymondham museum</p> <p>Drama- Mantle of the expert.</p> <p>Children design and create their own museum exhibition for adults to learn about Robert Kett.</p>	<p>Teacher shares favourite book</p> <p>Film studies and reviews</p>
	<p>Science</p>		
	<p>Sex and Relationship Education</p> <ul style="list-style-type: none"> -Male and female external body parts -Human life cycle from baby to death -Puberty 		
	<p>Other Subjects:</p>		

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<p>Design Technology- Structures- create items for Museum Exhibition</p> <p>Design</p> <ul style="list-style-type: none">• 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• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• 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>Evaluate</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures		
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