

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**

<b>Autumn 1</b>	<b>Topic</b>	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  <b>Class text:</b> The Creakers (Link to rubbish)
	<b>Geography</b> - Human and Physical Geography		
	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the <b>water cycle</b></li> <li>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</li> </ul>		
	<b>History</b> - Black History Month		
	<b>Science</b>		
	<b>States of Matter</b>		
	<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 (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		
	<b>Other:</b>		

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	<p><b>RE- Christianity</b></p> <ul style="list-style-type: none"> <li>Expressions of belief: rituals and practices</li> <li>Inspiration, influence and the impact of belief</li> </ul> <p><b>Computing- Coding</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	Switch off day!	
<b>Great British Artists</b>			
<b>Autumn 2</b>	<b>Topic</b>	Arrange Artist visit	<b>Class Text:</b> The Suitcase Kid – Jacqueline Wilson (link to Anti-Bullying week)  'Tuesday' – wordless book for writing police reports  Creative writing linked to pieces of art  Poetry
	<b>Art &amp; Design</b>	Visit a gallery	
	<b>Science</b>	Link to Anti-Bullying week 11 <sup>th</sup> November	
	<b>Animals including humans</b>	Class/School exhibition.	
	<b>Other subjects:</b>		
	<b>Music- Charanga Mamma Mia unit</b>		
	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>		

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

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	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something 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 produced it.</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		
	<p><b>Other subjects</b></p> <p><b>Music-</b> Charanga Black Bird unit</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p><b>Computing-</b> within DT project next half term.</p>		
<b>Robot Wars</b>			
<b>Spring 2</b>	<p><b>Topic</b></p> <p><b>Design &amp; Technology- Electrical Systems</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks accurately</li> </ul>	<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"> <li>• 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technological Knowledge</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products</li> <li>• understand and use electrical systems in their products</li> <li>• apply their understanding of computing to programme, monitor and control their products.</li> </ul>	<p>Exhibitions of work</p>	<p>Suspense writing</p> <p>Instruction manuals for Robots</p> <p>Adventure story – robots come to life</p>
<p><b><u>Science</u></b></p>		
<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its 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><b><u>Other Subjects:</u></b></p>		
<p><b>RE- Sikhism</b></p> <ul style="list-style-type: none"> <li>• Beliefs and questions</li> <li>• Expressions of belief: rituals and practices</li> </ul>		

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	<ul style="list-style-type: none"> <li>Inspiration, influence and the impact of belief</li> </ul> <p><b>Computing</b> Coding covered in DT</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>		
<b>Norfolk Coasts</b>			
<b>Summer 1</b>	<p><u>Topic</u></p> <p><u>Geography- Norfolk Coasts and Coastal Erosion</u></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the <b>water cycle</b></li> <li>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</li> </ul> <p><b>Geographical Skills and Fieldwork (trip to Overstrand)</b></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"> <li>• 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</li> </ul>		
	<p><b>Science</b></p>		
	<p><b>All Living Things</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 and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>		
	<p><b>Other Subjects</b></p>		
	<p><b>Design &amp; Technology-</b> Cooking &amp; Nutrition (Farming &amp; Science week)</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> </ul> <p><b>Music-</b> Charanga Don't Stop Believing unit</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>		
<p><b>Let's Rebel! (Kett's rebellion local history study)</b></p>			
<p>5 3</p>	<p><b>Topic</b></p>		

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	<p><b>History-</b> 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"> <li>• <i>a depth study linked to one of the British areas of study listed above</i></li> <li>• <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></li> <li>• <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></li> </ul>	<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><b>Science</b></p>		
	<p>Sex and Relationship Education</p> <ul style="list-style-type: none"> <li>-Male and female external body parts</li> <li>-Human life cycle from baby to death</li> <li>-Puberty</li> </ul>		
	<p><b>Other Subjects:</b></p>		

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