

**Curriculum Map 2020/2021**  
**Year 4**



	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Retell - Fairy tales with a twist – <i>Into the Forest</i> Non chronological reports: Habitats/animals Black History Month – Diary Entry ( <i>Diver's Daughter</i> )	Black History Month – <i>Grace and Family</i> Writing in the style of the author: <i>Beatrix Potter</i> Chronological report: Digestive system	Retell and change: The Promise Fantasy Stories – Fractured Fairytales	Narrative Writing in a style of a Fable: <i>Aesop's Fables</i> Persuasive writing: <i>One plastic bag</i>	Stories from other cultures: <i>African Tales</i> Biographies: Tudors	Poetry/Performance: Hot like fire? Play scripts
<b>Mathematics</b>	Place value Addition and subtraction	Multiplication and division Measure	Mult and Div Area Fractions Time	Decimals Money	Perimeter Length/angles Shape, symmetry Position, direction	Statistics Area/perimeter
<b>Science</b>	<b>Living in Environments</b> -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.	<b>Eating and digestion</b> -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 -construct and interpret a variety of food chains, identifying producers, predators and prey	<b>States of matter</b> -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	<b>Changing sound</b> -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	<b>Electricity - Circuits and conductors</b> -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.	
<b>Art/DT</b>	<b>Art</b> Still Life: -Create and draw simple still life compositions (3-4 objects) -Experiment with using charcoal	<b>DT</b> Construction – Designing/making/building a money box	<b>Art</b> - Recap primary and secondary colours - Make various tints of a primary colour on a colour wheel (adding white to make lighter and black to make darker) -Look at Van Gogh's use of colour - Recreate his 'Sunflowers' or 'Starry Night' painting.	<b>DT</b> Construction: Designing/making/building a miniature chair	<b>Art</b> Produce a simple thumb pot/ coil pot. Research both techniques. Paint and glaze pots.	<b>DT</b> Cooking & nutrition - Making Salads
<b>Computing</b>	<b>Animation (I can animate app)</b> Take a series of pictures to form an animation. Move items within their animation to create movement on playback. Edit/improve their animation.		<b>Concepts of programing</b> -Using a list of instructions/commands to create a program, similarities and difference between different coding applications. <b>Introduction of Scratch</b> as a visual programming aid. <b>Scratch Racing car</b> -		<b>Emails</b> Log in, open, create, send replies. Attach files, Download, save files 'replying to all.' <b>Databases. Scratch</b> -Project work	
<b>French</b>	Pets, family, numbers to 40, festivals, Christmas, sounds and spellings		Time, daily routine Nos 41-60		Names of countries, French towns, points of a compass, colours, expressing likes and dislikes	
<b>Religion &amp; Philosophy</b>	<b>Sikhism – Autumn 2</b> To find out who Sikhs are and what they believe. Find out about the naming ceremonies of Sikh children. Find out about the Sikh baptismal ceremony of Amrit. Find out about Sikh marriage ceremonies. Find out about Sikh funerals and beliefs on life after death.		<b>Initiation practices – Spring 2</b> To know what a festival is and why we celebrate them. Understand the practices of Eid ul-Fitr and Eid ul-Adha. Understand the importance of Hanukah for Jews		<b>Seeds of unity/ P4C – Summer 2</b> To introduce the concept of stewardship and to look at how the human dependence on plants is reflected in belief and ritual. Understand that for believers there can be a difference between the same food eaten in a ritual or a day-to-day context; they will be able to discuss how sharing food or drink with friends or family can make them feel like they belong to a group.	
<b>Geography</b>	<b>Map skills</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To locate different places around the world using maps. -To use symbols and a key (including the use of Ordnance Survey maps) -To build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. - To build knowledge of the United Kingdom and the wider world by describing routes on a map -To use the eight points of a compass			<b>Volcanoes and study of Iceland</b> To know what a volcano is and - To understand the process of how volcanoes form and erupt.  To know location knowledge and map vocabulary of places and features. To begin to use an atlas to locate these. To know that there are different climate zones in the world. To be able to describe the weather patterns in different climate zones	<b>Volcanoes and study of Iceland</b> Build a volcano	

<b>History</b>		<b>Black History month (3 weeks)</b> <b>Tudors (4 Weeks)</b>	<b>The Tudors</b> To Investigate the character of Henry VIII and his role as Tudor King. To understand the role of a monarch in ruling and making decisions in the religion of England. To be able to name and order Henry 8 To know the differences between Rich and poor Tudors h wives and why he married 6 times			<b>Anglo Saxons/Vikings</b>	<b>Vikings</b> -Viking raids and invasion -resistance by Alfred the Great and Athelstan, first king of England -further Viking invasions and Danegeld
<b>Music</b>	Recorder and hand bells, Christmas Performance		Keyboard skills and samba band , recorder Music project- Rainbow Island		Keyboard and samba band music		
<b>Physical Education</b>	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Invasion Games, looking at the skills required to play team games like Basketball/football and hockey	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Gymnastics, learning the fundamental movements of balancing, jumping, moving in different ways and sequencing those together.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Gymnastics, learning the fundamental movements of balancing, jumping, moving in different ways and sequencing those together.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Net and Wall games, learning the skills of using a racket and finding space in game like tennis, badminton and volleyball.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Fielding and striking games, looking at the skills required to play games such as cricket and rounder. For example catching, batting and fielding.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Athletics, Looking at the skills and techniques of running jumping and throwing. These skills will be practiced to be performed in a competitive situation.	
<b>PSHE and Safety</b>	Class Charter, Goals, British Values, Health and wellbeing. – <b>Autumn 1</b>		Living in the wider world, Keeping safe, Feelings. – <b>Spring 2</b>		Relationships, RSE, FGM, Needs and responsibilities. – <b>Summer 1</b>		
<b>Special Events</b>	Harvest Festival. Road Safety Workshop	Children in Need Remembrance Day. Christmas	E-Safety Day	World Book Day Easter		Sports Day	
<b>Possible Trips</b>	<b>HYDE PARK EDUCATION CENTRE (Science focus)</b>		National History Museum		<b>HAMPTON COURT PALACE (History focus)</b>		