

Curriculum Map Year Group 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working scientifically	<ul style="list-style-type: none">• Ask relevant questions and using different types of scientific enquiries to answer them.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings.					
Science	<p>Living Things & Their Habitats</p> <ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways.• Explore and use classification keys.• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	<p>Animals and Humans</p> <ul style="list-style-type: none">• Describe the simple functions of the basic parts of the digestive system in humans.• Construct and interpret a variety of food chains, identifying producers, predators and prey.	<p>Electricity (DT Link) – 1st half</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>Materials (States of Matter)</p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, <u>liquids</u> or gases.• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<p>Sound (Link to Musical Rainforest)</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.	

Geography	Physical Geography Italy compared with the UK Knowledge: <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location • Describe key aspects of: physical geography, inc: volcanoes Skills: <ul style="list-style-type: none"> • Use maps and atlases to locate countries and describe features • Use the eight points of a compass, symbols and keys to communicate knowledge of the wider world 	Mini Topic – Save your school (mapping and land use) Knowledge <ul style="list-style-type: none"> • Understand how some human and physical characteristics have changed over time. Skills <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. • Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. 	Physical Geography Rainforest Knowledge: <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Skills <ul style="list-style-type: none"> • To locate vegetation belts around the world. • To identify the position and significance of latitude, longitude, Equator. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
History	The Roman Empire and its impact on Britain Knowledge: <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Skills: <ul style="list-style-type: none"> • Give a broad overview of life in Britain • Understand the concepts of change over time, representing them, along with evidence, on a time line • Use dates and terms to describe events • Describe different accounts of a historical event explaining the reasons why some of the accounts may differ 	British Clothing to modern day Knowledge: <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality Understand chronology <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	The Benin Kingdom – Foundation of the kingdom (links with Geography Rainforests) The achievements of the earliest civilisations – <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared Skills: <ul style="list-style-type: none"> • Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children • Understand the concept of change over time, representing this, along with evidence, on a time line <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history

	Milestones for each unit – To develop ideas <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artworks using visual language To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 		
Art	Roman Mosaics Collage (1st half term) <ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage 	Textiles Skills <ul style="list-style-type: none"> • Shape and stitch materials. • Colour fabric. 	Print <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
D&T	Design <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. Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as 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. Evaluate <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 		

DT	Volcanoes – Creating a volcano (construction)		Materials and Textiles		Food (linked to Benin) – African foods	
	<p>Construction Skills</p> <ul style="list-style-type: none">• Choose suitable techniques to construct products or to repair items.• Strengthen materials using suitable techniques.• Cut materials accurately and safely by selecting appropriate tools.• Measure and mark out to the nearest millimetre.• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).• Select appropriate joining techniques. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none">• Make products by working efficiently (such as by carefully selecting materials).• Refine work and techniques as work progresses, continually evaluating the product design. <p>Evaluate</p> <ul style="list-style-type: none">• Refine work and techniques as work progresses, continually evaluating the product design.		<p>Skills</p> <ul style="list-style-type: none">• Cut materials accurately and safely by selecting appropriate tools.• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).• Select appropriate joining techniques.• Join textiles with appropriate stitching.• Select the most appropriate techniques to decorate textiles. <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>Knowledge</p> <p>Understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none">• Prepare ingredients hygienically using appropriate utensils.• Measure ingredients to the nearest gram accurately.• Follow a recipe.• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	
Computing	Unit 4.1 Coding Number of Weeks – 6	Unit 4.2 Online safety Weeks – 4	Unit 4.3 Spreadsheets Weeks – 6	Unit 4.4 Writing for different audiences Weeks – 5	Unit 4.5 Logo Weeks – 4 Unit 4.6 Animation Weeks – 3	Unit 4.7 Effective Search Weeks – 3 Unit 4.8 Hardware Investigators Weeks – 2
	iMedia - iJam (composing music)	iMedia - iProgram	iMedia - iDesign	iMedia - iAnimate	iMedia - iBroadcast	iMedia – iFilm

Music	Music -African Drumming Milestones <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	Music - Samba Drumming Milestones <ul style="list-style-type: none"> • Maintain a simple part within a group. • Perform with control and awareness of others. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	Music – Singing Milestones <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	Music theory Milestones <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	Music – Song writing Milestones <ul style="list-style-type: none"> • Maintain a simple part within a group. • Perform with control and awareness of others. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	Music – Singing Milestones <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Languages					Greetings and Numbers French <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. • Write a few short sentences using familiar 	Colours and animals French <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions



					<p>expressions.</p> <ul style="list-style-type: none">• Express personal experiences and responses.• Write short phrases from memory with spelling that is readily understandable.	<p>and tasks.</p> <ul style="list-style-type: none">• Demonstrate a growing vocabulary.
PE	<p>Net and wall games Milestones</p> <ul style="list-style-type: none">• Throw and catch with control and accuracy.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.	<p>Striking and field games - Football Milestones</p> <ul style="list-style-type: none">• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.	<p>Net and wall games - Basketball Milestones</p> <ul style="list-style-type: none">• Throw and catch with control and accuracy.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.	<p>Invasion games Milestones</p> <ul style="list-style-type: none">• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.	<p>Striking and fielding games Milestones</p> <ul style="list-style-type: none">• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.	<p>Outdoor & adventurous activities Milestones</p> <ul style="list-style-type: none">• Arrive properly equipped for outdoor and adventurous activity.• Understand the need to show accomplishment in managing risks.• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.
	<p>Dance – Street Dance Milestones</p> <ul style="list-style-type: none">• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.	<p>Gymnastics Milestones</p> <ul style="list-style-type: none">• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.	<p>Dance Milestones</p> <ul style="list-style-type: none">• Change speed and levels within a performance.• Develop physical	<p>Gymnastics Milestones</p> <ul style="list-style-type: none">• Travel in a variety of ways, including flight, by transferring weight	<p>PE (Y4 Swimming)</p> <ul style="list-style-type: none">• Swim between 25 and 50 metres unaided.• Use more than one stroke and coordinate	<p>Athletics Milestones</p> <ul style="list-style-type: none">• Sprint over a short distance up to 60 metres.• Run over a longer distance, conserving

	<ul style="list-style-type: none"> • Refine movements into sequences. • Create dances and movements that convey a definite idea. 	<ul style="list-style-type: none"> • Refine movements into sequences. • Show changes of direction, speed and level during a performance. 	<p>strength and suppleness by practising moves and stretching.</p>	<p>to generate power in movements.</p> <ul style="list-style-type: none"> • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<p>breathing as appropriate for the stroke being used.</p> <ul style="list-style-type: none"> • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>energy in order to sustain performance.</p> <ul style="list-style-type: none"> • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. <ul style="list-style-type: none"> • Compete with others and aim to improve personal best performances
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