



Curriculum Map: Year 4, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> • Study of The Fireworkmaker's Daughter by Philip Pullman. • Report writing - Ancient Egyptian gods research and leaflet creation. • Nature poetry Exploration • Character writing 	<ul style="list-style-type: none"> • Explanation writing - the process of mummification • Written outcomes connected to Remembrance • Descriptive diary writing - in role as an archaeologist linked Howard Carter and Tutankamun. • STEM week based writing - variable 	<ul style="list-style-type: none"> • Fairy Tales of Europe 	<ul style="list-style-type: none"> • List poetry and Kennings. • Written outcomes related to Humanities 	<ul style="list-style-type: none"> • Study of Varjak Paw by SF Said • Use of visual text Flotsam to: describe settings, biographies, persuasive advertising, narrative 	<ul style="list-style-type: none"> • Study of Beowulf • Retelling though newspaper recount writing
Maths	<p>We will be building on the skills and mathematical knowledge learned in previous years. Throughout, we place all learning in context and solve problems</p> <ul style="list-style-type: none"> • Place-value of 4-digit numbers. This will include identifying and representing numbers in a variety of ways, rounding, counting in steps of different sizes, ordering and comparing, negative numbers and Roman numerals. • Addition and subtraction, including formal written methods where appropriate, solving problems and learning how to 		<p>We will be building on the skills and mathematical knowledge learned in previous terms. Throughout, we place all learning in context and solve problems.</p> <ul style="list-style-type: none"> • Multiplying and dividing larger numbers mentally and with written methods, and solve problems. • Area- what does it mean? Find areas by counting and calculating, draw shapes with different areas, and compare the areas of different shapes. • Fractions- Exploring links between tenths and hundredths, identify equivalent 		<p>We will be building on the skills and mathematical knowledge learned in previous terms. Throughout, we place all learning in context and solve problems.</p> <ul style="list-style-type: none"> • Decimals- using tenths and hundredths to make a whole, use decimal notation to two decimal places, and compare, order and round decimal numbers. Learning the decimal equivalents for some simple fractions and use these to solve problems. • Money: representing amounts of money using decimal notation, and ordering, 	

	<p>check our work.</p> <ul style="list-style-type: none"> • Measure- introduced to the kilometre, and learn to find the perimeter of rectangles and other rectilinear shapes, including working out missing measurements. • Multiplication and division, with an emphasis on deepening understanding, using various representations. We use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. We develop our recall of multiplication facts and apply our skills to converting between units of time. 		<p>fractions, simplify fractions, and explore fractions that are greater than 1. Calculate and solve problems using fractions as we add and subtract fractions with the same denominator, subtract fractions from a whole, and learn how to find a fraction of an amount.</p> <ul style="list-style-type: none"> • Decimals- learning about the decimal point and the tenths and hundredths columns, exploring tenths and hundredths as decimals, understanding how to divide numbers by 10 and 100 and other calculations to give decimal answers. • Y4 maths challenge competition for four pupils, January. 		<p>rounding and estimating amounts. Solving problems using our addition, subtraction, multiplication and division skills.</p> <ul style="list-style-type: none"> • Develop our understanding and knowledge of time by introducing the 24-hour clock and converting between 12- and 24-clock times. Solving problems relating to units of time. • Statistics- exploring a range of ways in which information and data can be presented and interpreted and use them to solve problems. • Angles and 2D shapes. Learn to identify, compare and order acute, obtuse and right angles. We learn about regular and irregular shapes. Identifying different types of triangles and quadrilaterals and solve shape based problems and puzzles. • Understanding symmetry. 	
Computing	Basic block coding – revision and development Familiarisation with Microsoft Office and Teams	Research and design an educational game using Scratch	Educational game cont	Collaborative work using PowerPoint to create a presentation about a European Country	E-Safety - cross curricular linking with PSHCE. Use Scratch to code a e-safety video for younger children. How the internet works and the language of the internet – search engines, browsers etc	Data Handling - using excel to generate graphs. Creating a vlog book review.
Science	<u>Animals including humans</u> <ul style="list-style-type: none"> • Identify different types of teeth and their simple functions. • Describe the simple functions of the parts of the digestive system in humans. 	<u>Electricity</u> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a series electrical circuit, identify parts. Identify whether or not a lamp will light 	<u>States of matter</u> <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 	<u>Sound</u> <ul style="list-style-type: none"> • Identify how sounds are made by vibration and how the ear works. • Find patterns between the pitch of a sound and the object that produced it and 	<u>Animals including humans</u> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. <u>Living things & their habitats</u> <ul style="list-style-type: none"> • Recognise that living things can 	<u>Living things & their habitats</u> <ul style="list-style-type: none"> • (Continued)Recognise that environments can change and sometimes pose dangers to living things. Residential - identifying plants and animals, fostering interest in

	<p>Designing a clear instructional poster.</p> <p>Self care and SMSC</p> <p>Fostering interest and fascination in learning about themselves/ others and the world around them.</p> <p>IT- research about animal diets/ habitats.</p>	<p><i>up based upon its position in the circuit.</i></p> <ul style="list-style-type: none"> Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators. <p>Writing and answering questions clearly.</p> <p>Making a clear warning poster.</p> <p>STEM designing and making a buzz-wire game to show electrical knowledge, resilience needed to identify faults and improve, effective teamwork.</p> <p>IT- finding out about electrical dangers using interactive houses.</p>	<p><i>heated or cooled, and measure in temperature in degrees Celsius.</i></p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle. <p>Reasoning, explaining, presenting ideas clearly.</p> <p>SMSC fosters interest and fascination in learning about the world around them.</p>	<p><i>between the volume of a sound and the strength of vibrations that produced it.</i></p> <ul style="list-style-type: none"> Recognise that sounds get fainter as the distance from the sound increases <p>STEM- design and make ear defenders for the children of rock stars! Resilience needed to identify faults and improve. SMSC fosters interest and fascination in learning about themselves/ others and the world around them.</p>	<p><i>be grouped in a variety of ways.</i></p> <ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things <p>SMSC fosters interest and fascination in learning about the world around them.</p> <p>Visit to the local nature reserve.</p>	<p>nature and the environment.</p> <p>SMSC fosters interest and fascination in learning about the world around them/ care for the environment.</p>
Humanities	<ul style="list-style-type: none"> The Ancient Egyptians (small unit on Remembrance and WW1- visit to memorial on Nov 11th) Fitzwilliam Museum AE exhibition (Covid restrictions allowing). Ancient Egyptians Morning 		<ul style="list-style-type: none"> Countries of Europe 	<ul style="list-style-type: none"> Where does our food comes from? 	<ul style="list-style-type: none"> The Anglo Saxons - invasion and settlement. Visit to West Stow Anglo Saxon village. 	
RS	<ul style="list-style-type: none"> Hindus at home and the Mandir 	<ul style="list-style-type: none"> Christmas Journeys <p>Fitzwilliam nativity art trip- Artistic style and what we can also learn about the period in which the art was made</p>	<ul style="list-style-type: none"> European Christian Festivals 	<ul style="list-style-type: none"> The Easter Story 	<ul style="list-style-type: none"> Sikhism 	

		(Covid restrictions allowing)				
PSHCE	<ul style="list-style-type: none"> Rights, Rules and Responsibilities 	<ul style="list-style-type: none"> My Emotions Anti-bullying 	<ul style="list-style-type: none"> Working together Financial Capability 	<ul style="list-style-type: none"> Healthy and Safer Lifestyles: Sex and Relationships Education Drug Education 	<ul style="list-style-type: none"> Healthy and Safer Lifestyles: Managing risk, Safety Contexts 	<ul style="list-style-type: none"> Healthy and Safer Lifestyles: Healthy Lifestyles
ART/DT	<ul style="list-style-type: none"> We develop our sketchbooks to collect ideas and reflect on our work. We use 'The Dot' by Peter Reynolds to explore the idea that we are all artists. We explore the colour wheel and learn how to mix the colour we want from primary colours. We may take inspiration from Kandinsky's 'Squares with Concentric Circles'. We look at the work of Yasoi Kusama (spots and pumpkins) and create 3D and 2D works using papier mache, paint, pen and collage. We learn about and explore different techniques for shaping and joining clay. We research Ancient Egyptian amulets, and make our own. We learn sewing techniques and make a felt Christmas decoration. 		<ul style="list-style-type: none"> We explore the work of Antony Gormley and look at the dimensions of the human body. We make wire figures in a variety of poses. We use a balloon as a form on which to create a yarn sculpture and use our individual pieces to create a mobile. Linked to our Science work on sound, we research materials, develop our ideas and construct ear defenders. 		<ul style="list-style-type: none"> We explore the micro photography of Levon Biss and produce large scale drawings of tiny insects. We develop our skills in colour mixing and with watercolours. We develop our skills using pencil and paint to produce a range of effects. We look at the biological/ botanical drawings of artists/scientists in the past and make close observational drawings of nature- plants, leaves and flowers. We explore pattern making and printing techniques and use recycled materials to print on a reusable bag 	
Music	<ul style="list-style-type: none"> Theory and musicianship skills. Singing and performance techniques: sight singing, tonality/key signatures and introduction to scales and chords. 	<ul style="list-style-type: none"> Cultural Heritage and Song: discovering the way in which our unique stories can be captured through music and movement. 	<ul style="list-style-type: none"> Fairytales in Opera: Hansel and Gretel 	<ul style="list-style-type: none"> Collaborative production event with the drama department (ensemble and performance skills, composing soundtracks and soundscapes). 	<ul style="list-style-type: none"> KS2 Theatre Study: Music in the theatre - Musical Theatre 	<ul style="list-style-type: none"> KS2 Theatre Study: Music in the theatre - Musical Theatre
Drama	Introduction to basic drama skills and terms	Skills in Practice	Collaborative Performance with Music Department Preparation by learning dramatic techniques	Collaborative Performance with Music Department KS2 students with contribute to the	Exploring the Theatre: Production design and tech How can a narrative without text be	Exploring the Theatre: Production design and tech Creating your own non-verbal narrative which

	Blocking Setting Levels and status	Using text to put new skills into practice and evaluating our work.	which can be used in devised performance. • Character observations Physicality and vocal expression	devising and rehearsal of a performance to whole school and parents at the end of term	supported using costume and set design?	is supported by theatrical design devices.
Spanish	<ul style="list-style-type: none"> • Languages Week • Revision of family members, colours and physical appearance. • Focus on both the masculine and feminine singular, and the masculine and feminine plural forms of nouns. • Focus on third person singular of <i>tener</i> and negative form. First person possessive adjective. • Halloween activities. 	<ul style="list-style-type: none"> • The parts of the body. • Revision of adjectival agreement. • Christmas in Spain. 	<ul style="list-style-type: none"> • The parts of the body. 	<ul style="list-style-type: none"> • Revision and extension of food vocabulary. • Expressing likes and dislikes. 	<ul style="list-style-type: none"> • The weather by season. • Clothing by season. • The near future tense (using the verb 'to go' plus the infinitive). 	<ul style="list-style-type: none"> • Animals and insects, including description of size, colour and movement. • Adjectival agreement. • Asking and answering 'How are you?'
PE	Football. To be able to maintain possession of the ball through dribbling To be able to maintain possession of the ball through passing To be able to contest possession through tackling	Tag Rugby To be able to communicate, pass the ball and move into space to receive the ball To be able to make a safe tackle To be able to maintain possession	Indoor Hockey Passing, dribbling, shooting, (Limited tackling and game play) • Dance Develop flexibility, strength, technique,	Netball To be able to communicate, pass the ball and move into space to receive the ball. To be able to dribble the ball.	Athletics To be able to identify correct sprinting technique To be able to identify correct pacing strategies for a variety of distances To be able to identify correct long jumping	Athletics To be able to identify correct sprinting technique To be able to identify correct pacing strategies for a variety of distances To be able to identify correct long jumping

	<p>To be able to state the teaching points to punting the football into goal To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship</p> <ul style="list-style-type: none"> • Handball Rules, new skills of handball, passing dribbling, shooting, defending Match play 	<p>momentum by support running To be able to maintain possession by recycling the ball To be able to restart the game To be able to perform in a competition with outstanding sportsmanship</p> <ul style="list-style-type: none"> • Basketball passing, dribbling shooting, defending, game play Positions and tactical play in attack and defensive. Footwork 	<p>control and balance within Dance. Perform dances using a range of movement patterns individually and in a pair creating a sequence.</p>	<p>To be able to state the teaching points of the set shot. To be able to state the teaching points of the lay-up shot. To be able to defend in a 1v1 To be able to perform in a competition with outstanding sportsmanship.</p> <ul style="list-style-type: none"> • Striking and Fielding <p>To be able to under arm throw and low cradle catch a ball accurately.</p> <p>To be able to over arm throw and high cradle catch a ball accurately.</p> <p>To perform simple or complex over arm bowling accurately with consistency. To be able to bat the ball in a variety of ways To be able to create fielding and batting tactics To be able to perform in a competition with outstanding sportsmanship</p>	<p>technique To be able to identify correct throwing technique To be able to identify correct technique for relay baton change overs</p> <ul style="list-style-type: none"> • Tennis Sequences Serves Forehand Backhand Competitive play 	<p>technique To be able to identify correct throwing technique To be able to identify correct technique for relay baton change overs</p> <ul style="list-style-type: none"> • Tennis Sequences Serves Forehand Backhand Competitive play
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