

Year Four: Curriculum map 2020-21

Subject	Autumn 1st half	Autumn 2nd half	Spring 1st half	Spring 2nd half	Summer 1st half	Summer 2nd half
English	The Spiderwick Chronicles <i>by Holly Black and Toni DeTerlizzi</i> Writing a non-chronological report – writing a field guide to the fantastical world around you. Writing a narrative - ending to the story.	The Firework-Makers Daughter <i>by Phillip Pullman</i> Writing a recount – ceremony of the full moon.	Coraline <i>by Neil Gaiman</i> Writing a recount – newspaper report about Coraline’s missing parents. Write a narrative about a character in a fantasy world. Shakespeare week – Romeo and Juliet	Cloud Busting <i>by Malorie Blackman</i> Writing a discussion text – should we feel sorry for bullies? Writing narrative poetry about someone near to you and dear to you.	The Lighthouse <i>A film clip.</i> Writing dialogue, creating a storyboard, writing recounts. Biographical writing about the life of Grace Darling.	Why the Whales Came <i>by Michael Morpurgo</i> Newspaper reports, writing letters, character description, writing narratives.
Maths	Number: Place Value (4 weeks) Number: Addition and Subtraction (3 weeks) Measurement: Length and Perimeter (2 weeks) Number: Multiplication and Division (3 weeks)		Number: Multiplication and Division (3 weeks) Measurement: Area (1 week) Number: Fractions (4 weeks) Number: Decimals (3 weeks)		Number: Decimals (2 weeks) Measurement: Money (2 weeks) Measurement: Time (2 weeks) Statistics (1 week) Geometry: Properties of Shape (2 weeks) Geometry: Position and Direction (2 weeks)	
Topic Title	The Living World	Listen Up!				
Science	Living Things and Their Habitats 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.	Sound 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	Shapeshifters Learn about states of matter: solids, liquids and gases. WORKING SCIENTIFICALLY Generate and answer scientific questions using evidence Select most appropriate types of scientific enquiry Gather, classify, record and present data in a wide variety of ways Report on findings orally and in writing using scientific language to answer questions Make systematic observations		Pond Patrol Look at classification and changing environments. WORKING SCIENTIFICALLY Generate and answer scientific questions using evidence Select most appropriate types of scientific enquiry Gather, classify, record and present data in a wide variety of ways Report on findings orally and in writing using scientific language to answer questions Make systematic observations	

	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Use results to draw simple conclusions, make predictions and raise further questions</p> <p>Explain similarities, differences, changes related to scientific processes and ideas</p> <p>Suggest, set up and carry out simple practical enquiries</p> <p>Understand comparative and fair tests</p> <p>Confidently use range of equipment to measure accurately</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Compare and group materials together according to whether they are solids, liquids or gases</p> <p>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</p> <p>The Sound of Music</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit identifying and naming its basic parts</p> <p>Identify whether or not a lamp will light in a simple series circuit</p> <p>Recognise that a switch opens and closes a circuit</p> <p>Recognise some common conductors and insulators</p>	<p>Use results to draw simple conclusions, make predictions and raise further questions</p> <p>Explain similarities, differences, changes related to scientific processes and ideas</p> <p>Suggest, set up and carry out simple practical enquiries</p> <p>Understand comparative and fair tests</p> <p>Confidently use range of equipment to measure accurately</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Recognise that living things can be grouped in different ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>
History/ Geography	<p>The Rainforest</p> <p>Identify the location of the world's rainforests in relation to the equator and the Tropics of Cancer and Capricorn.</p> <p>Discuss rainforests in relation to climate zones, biomes and</p>		<p>Who Plays the Price</p> <p>Geography</p> <p>Find out about physical processes and features (water cycle, rivers and mountains).</p> <p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key human/physical features including cities</p> <p>Explore how some aspects of physical and</p>	<p>Where's Wally?</p> <p>Geography</p> <p>Use maps, compasses and fieldwork skills to locate Wally in the UK and explore topography.</p> <p>Explain geographical similarities and differences (Regions of the UK) and communicate geographically</p> <p>Name and locate countries and cities of the UK, describing geographical regions and</p>

	<p>vegetation belts.</p> <p>Name, identify and group living things found in the rainforest.</p> <p>Comparative study between living things in our local environment.</p> <p>Explore how animals are adapted to living in the rainforest.</p> <p>Explore the human impact on the rainforest in relation to deforestation.</p>		<p>human characteristics have changed over time</p> <p>Describe and understand aspects of physical geography (water cycle, rivers, mountains)</p> <p>Describe and understand aspects of human geography (settlement/land use / economic activity and distribution of natural resources)</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/ physical features of local area using maps, sketches, plans, graphs, digital technology</p> <p>Untangling the Greeks</p> <p>History</p> <p>Understand the influence / impact of Ancient Greek civilisation on Britain and the wider world.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer historical questions</p> <p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Develop a range of historical vocabulary</p>	<p>topographical features</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of human geography (settlement/land use / economic activity and distribution of natural resources)</p> <p>Begin to observe, record and present human/ physical features of local area using maps, sketches, plans, graphs, digital technology</p> <p>Use compass direction</p> <p>The Wizard of Oz</p> <p>History</p> <p>Explore local history of their home town (...There's no place like home...)</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Select and organise relevant information from a wider range of sources to answer historical questions</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>
Art and Design	Drawing Insects			<p>Great Britain, Great Britons</p> <p>Use stitching to create pattern piece for design.</p> <p>Create sketchbooks to record and revisit observations</p> <p>In textiles, use basic cross and back stitch</p> <p>Use a range of artistic vocabulary to discuss and</p>

					evaluate work Apply art and design techniques with creativity, experimentation and increasing awareness Draw on work of other artists for inspiration and begin to emulate their style Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation	
Design Technology		Musical Instruments (Structures)	Who Pays the Price? Design a product that reuses plastic and/ or a water filter for a developing country. Take risks to become innovative and resourceful Communicate, generate and develop ideas using a range of strategies Use research to inform design and develop design criteria Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes Evaluate and own and others’ work, suggesting improvements and consider the views of others to improve their work Investigate a range of existing products in a range of relevant contexts The Sound of Music Use electrical circuits to help enhance musical performance production Use understanding of electrical systems		The Wizard of Oz Use electrical circuits to recreate the scene where the characters unveil the Wizard of Oz. Use understanding of electrical systems D&T Take risks to become innovative and resourceful Communicate, generate and develop ideas using a range of strategies Use research to inform design and develop design criteria Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes Evaluate and own and others’ work, suggesting improvements and consider the views of others to improve their work Investigate a range of existing products in a range of relevant contexts	
Music	This little light of mine Sing in a blues/gospel style with expression and dynamics Improvise using the voice and tuned percussion on the notes	Plynie statek Sing songs with a call-and-response structure, incorporating actions and changes of tempo Use tuned percussion	The giant’s garden Sing a song with musical expression and changes in dynamics and mood Compose a piece of music using different	Be cool Sing a song accurately with an awareness of phrasing and melodic shape Improvise in a jazz style	I wish I knew (how it would feel to be free) Sing the song in unison adding movement and gesture to the performance Create new words for a	Consider yourself Sing a song accurately, with clear diction and well-tuned phrases and high notes Compose a piece in duple metre with a

	<p>of the pentatonic scale Choreograph a performance with an improvised section</p> <p>Juba</p> <p>Enhance musical expression through actions and lyrics Gain an understanding of phrasing, texture and song structure Create a group performance using movement, instruments and new lyrics</p>	<p>to accompany a song Improvise using tuned percussion movement, instruments and new lyrics</p> <p>A young Austrian</p> <p>Sing the harmony part of a two-part song accurately, with actions and sound effects Play an accompaniment to a song Create new words to fit with an existing melody</p>	<p>weather sounds Use musical terminology to describe a piece of music</p> <p>My fantasy football team</p> <p>Sing a song with clear articulation and expression, and add actions Recognise simple rhythmic notation Compose and perform a whole-class piece of music</p>	<p>Compose a short piece on the theme of global warming</p> <p>Janie mama</p> <p>Sing accurately in unison and in parts with an awareness of phrasing Listen to and discuss some well-known calypso songs Compose and perform a short rhythmic piece</p>	<p>song or rap about freedom and overcoming adversity Create a backing rhythm track for a new rap or song</p> <p>Tongo</p> <p>Sing a call and response in two parts Compose short call-and-response phrases on tuned instruments Create an ostinato accompaniment with ukulele chords and untuned percussion</p>	<p>call-and-response structure Create and perform a rap about making new friends</p> <p>Baiao da ninar</p> <p>Sing a round with confidence and increasing accuracy of pitch Arrange a song for tuned and untuned percussion instruments and body percussion Play a phrase by ear on tuned percussion</p>
Computing	Scratch: Questions and Quizzes	Programming Turtle Logo	Word Processing	<p>Animation</p> <p>Use websites to research Ancient Greeks and make judgements about the reliability of these sources.</p>	Using and Applying	<p>Online Safety</p> <p>Great Britain, Great Britons</p> <p>Use digital literacy skills to enhance design process</p>

RE	Symbolism <i>How do religions express their beliefs about God?</i> What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		Sacred Texts <i>Why are sacred texts and Holy books so important?</i> What are some of the key teachings of the Holy books and how are they interpreted? How do Holy books help believers in their daily lives? What helps you through your daily life?		Festivals <i>What do our celebrations show about what we think is important in life?</i> How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities?	
PE	Handball	Gymnastics	Dance	Fitness	Swimming	Swimming
	Invasion Games (Football)	Invasion Games (Basketball)	Invasion Games (Hockey)	Badminton	Striking and Fielding (Rounders)	Athletics
Spanish	<ul style="list-style-type: none"> • Introduction to the Spanish-speaking World • Greetings and Introductions inc. basic descriptions • Colours • Numbers 0 – 31 • The alphabet • Days and months /birthdays 		<ul style="list-style-type: none"> • Food and drink • Likes & dislikes • Numbers 32-50 • Ordering from a menu • Hispanic Christmas traditions 		<ul style="list-style-type: none"> • Number consolidation & extension 0 - 100 • Family • Animals • Home (House description) • School subjects 	
PSHE	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Author of the Term	Tony DiTerlizzi	Phillip Pullman	Neil Gaiman	Malorie Blackman	Anne Fine	Michael Morpurgo
Proposed Trips/Visitors	The Living Rainforest		Ashmolean Museum	Chiltern Conservation Board – Local River Workshop	Science Oxford	