Year 4 Curriculum Map

Cuddington Community Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	**Roman Britain**	**Rivers**	**Anglo-Saxons and Scots**	**Migration**	**Vikings**	**Natural resources in Northern Chile**
Key Texts	The Baker by the Sea (Paula White) Shackleton's Journey (William Grill)	Frindleswylde (Natalia & Lauren O'Hara) The Crown (Emily Kapff)	FArTHER (Grahame Baker Smith) Tar Beach (Faith Ringgold)	Granny Came here on the Empire Windrush (Patrice Lawrence) Pride: The Story of Harvey Milk and the Rainbow Flag (Rob Sanders)	Riddle of the Runes (Janina Ramirez) The Ever-Changing Earth (Grahame Baker-Smith)	Varmints (Helen Ward) The Selfish Giant (Oscar Wilde)
Science	**States of Matter (Kapow)** Identify solids, liquids and gases using their properties. Describe melting, freezing, condensing and evaporating. Describe the different stages of the water cycle. Describe how temperature affects the rate of evaporation and, therefore, the water cycle. **Working scientifically:** Ask relevant questions. Use results to draw simple conclusions. Use thermometers to take accurate measurements. Make predictions for new values. Record findings using labelled diagrams. Research using more than one source.	**Sound and Vibrations (Kapow)** Describe how sounds are made. Describe how sounds are heard through different mediums. Explain the relationship between vibration strength and volume. Describe the relationship between volume and distance. Describe pitch and how to change it. Explain how insulating materials can be used to muffle sound. **Working scientifically:** To observe closely how different instruments create a sound. Research how whales and dolphins communicate underwater. Present results using a bar chart. Suggest which variables to measure and for how long. Design simple results tables. Identify when results or observations do not match predictions.	**Electricity and Circuits (Kapow)** Recall a range of electrical appliances, classify them as mains or battery-powered and explain why. Explain how to test if a circuit works and identify when simple electric circuits will work. Identify symbols for open and closed switches and give examples of how switches are useful. Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them. Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators. **Working scientifically:** Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'. Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram. Write a method for the investigation that considers appropriate equipment, orders clearly written steps and considers safety. Pose questions relating to bulbs in an electrical circuit. Explain why a selected question is testable. Suggest that new inventions will change safety advice.	**Digestion and Food (Kapow)** Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult human teeth using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain. Define a producer, predator and prey and identify examples in food chains. Describe digestion, teeth and diets when talking about the observed poo clues. Write a letter that uses a range of scientific vocabulary from the unit. **Working scientifically:** Evaluate a strength or weakness of the digestive system model. Describe an example of evidence that can be used to study teeth. Evaluate a method by considering its limitations. Recall that scientific research needs repeated results before being used in society. Identify trends in predators and prey. Draw a results table that has space for observations about different poo samples.	**Classification and changing habitats (Kapow)** Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. Group plants in various ways, including flowering and non-flowering plants. Recognise and describe different habitats and their inhabitants. Recognise the impact humans can have on habitats. Recognise the impact of natural disasters on habitats. **Working scientifically:** Record data in different ways. Apply and create classification keys. Make careful observations. Make and use classification keys. Present information in different ways. Research using an information sheet.	**How does the flow of liquids compare? (Kapow)** Recall key knowledge from previous units. Apply knowledge in new contexts. **Working scientifically:** Carry out a full scientific enquiry.

Humanities	**History** **Roman Britain** To be able to know that different versions of the past may exist and begin to suggest reasons for this. To be able to know how to construct and organise responses by selecting relevant historical data To be able to know how to suggest some strengths and weaknesses of a source for a particular enquiry and the questions they have about the source To be able to know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance To be able to begin to describe and make links between main events, situations and changes within and across different periods and societies. To be able to know how to plot recent history on a timeline using centuries. To be able to know how to place periods of history on a timeline	**Geography** **Rivers** To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. 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 (quite often now a region in Asia). Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**History** **Anglo Saxons and Scots** To be able to know that different versions of the past may exist and begin to suggest reasons for this. To know the main message an interpretation gives. To be able to know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance To be able to begin to describe and make links between main events, situations and changes within and across different periods and societies. To be able to know how to plot recent history on a timeline using centuries. To be able to know how to place periods of history on a timeline	**Geography** **Migration** To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 (quite often now a region in Asia) 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**History** **Vikings** To be able to know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance To be able to begin to describe and make links between main events, situations and changes within and across different periods and societies. To be able to know how to plot recent history on a timeline using centuries. To be able to know how to place periods of history on a timeline.	**Geography** **Natural resources in Chile** 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 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 (quite often now a region in Asia) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art & Design **Design & Technology**	**ART Drawing: Power Prints** To draw using tone to create a 3D effect To explore proportion and tone when drawing To plan a composition for a mixed-media drawing To use shading techniques to create pattern and contrast To work collaboratively to develop drawings into prints	**D&T Structure: pavilions** To understand what a frame structure is. To know that a 'free-standing' structure is one that can stand on its own. To know that a pavilion is a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks.	**ART Painting and Mixed media: Light and Dark** To investigate different ways of applying paint. To mix tints and shades of a colour. To use tints and shades to give a three-dimensional effect when painting To explore how paint can create very different effects To consider proportion and composition when planning a still-life painting To apply knowledge of colour mixing and painting techniques to create a finished piece	**D&T Mechanical systems: Making a slingshot car** To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance.	**ART Craft and Design: fabric of nature** To understand starting points in a design process. To explore techniques to develop imagery. To explore using a textile technique to develop patterns. To learn how to create a repeating pattern. To understand how art is made for different purposes.	**D&T Electrical systems: torches** To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.
Music	**Charanga** **Musical Structures** To know that a ballad is a slow, reflective song that tells a story (often a love song).	**Charanga** **Exploring Feelings When You Play** To know that special effects in music can help certain words stand out.	**Charanga** **Compose With Your Friends** To understand that the tonic describes the first note of a scale e.g., C Major and the "home key" that ends the song or melody.	**Charanga** **Feelings Through Music** To understand that instruments with different sounds are used to communicate emotions.	**Charanga** **Expression and Improvisation** To know that improvisation is a way to express our feelings. To copy back more complex melodic patterns.	**Charanga** **The Show Must Go On!** To describe the essential ingredients needed for a melodic composition to make musical sense.

	To know that a dotted crotchet is a one-and-a-half beat note (worth the same as 3 quavers).	To know some of the features of Electronic Dance Music. To know that DJs often mix songs together in a creative way using electronic music software.	To know that a pentatonic scale is made of 5 notes.	To know that contemporary music is music that is current or recent.	To know that the key signature indicates which key the music is in e.g., G major.	To understand performance etiquette. To record and reflect upon a performance in order to refine their ideas and assess their progress.
Computing (Kapow)	**Google: Computing systems and networks: Collaborative learning** (Option 1) Understand the need to be thoughtful when working on a collaborative document. Use comments to suggest changes to a document and understand how to resolve comments. Use a variety of different slide styles to convey information, including images and transitions. Create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values. Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.	**Programming: Scratch** Understand how to create a simple script in Scratch. Add or change a sprite and prevent it from rotating. Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. Understand what a variable is and how to use the 'say' and 'ask' blocks. Create a variable and be able to use a variable to record a score. Understand what a variable is and how it works within a program.	**Creating media:** Website design (Option 1) Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. Create a clear plan for their web page and begin to create it. Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. Create a clear plan by referring back to their checklist. Create four web pages with a range of features on their website.	**Skills showcase:** HTML Recognise the role of HTML in a web page. Add text between the heading and paragraph tags. Explore a web page using the inspect tool. Explain how they altered the HTML to create their posters. Alter the basic elements within a web page using the inspect tool. Replace the text and images in a webpage.	**Programming 2:** Computational thinking Understand that problems can be solved more easily using computational thinking. Recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. Explain how decomposition and abstraction simplify problem-solving. Identify patterns in problems and use them to solve problems. Design clear algorithms and justify their choices. Create logical sequences of steps to complete a task or project. Use computational thinking skills to code, refine and evaluate their work.	**Data handling:** Investigating weather Search the web efficiently to find temperatures of different cities and record this accurately. Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. Design an automated machine that uses selection to respond to sensor data. Search for and record weather forecast information in a spreadsheet and explain how this data is collected. Create a video which includes weather forecast information.
Computing	**Online Safety: (weekly)** Describe how to search over multiple platforms and be aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.					
PE	**Dance - 1 (PE Hub)** • To use freeze frame in dances. • To perform a slide and roll confidently. • To use a variety of formations when performing. • To extend 'mission dance' phrases using canon. • To extend dance actions to show good flow. • To create a 5 action dance routine showing good 'stage' entry. **Football (PE Hub)** • To be able to introduce some defensive skills • To be able to dribble in different directions using different parts of their feet • To be able to pass for distance • To be able to evaluate skills to aid improvement	**Gymnastics – 1 (PE Hub)** • To become increasingly competent and confident to perform skills more consistently • Able to perform in time with a partner and group • Use compositional ideas in sequences such as changes in height, speed and direction **Netball (PE Hub)** • Introduce high five netball positions • Acquire and apply basic shooting techniques • Demonstrate and implement some basic rules of high five • Develop netball skill such as marking and footwork	**Dance - 2 (PE Hub)** • To move to the count of 8. • To perform with a partner to the count of 8. • To work with a partner to perform. • To perform a dance using 4 actions. • To link new actions to ones we already know. • To practise and perform a dance about Africa. **Handball (PE Hub)** • Develop 3 step rule incorporating bounce. • Defend and stop attacks by blocking and intercepting • Pass and move with the ball to set up attacks • Demonstrate and implement the rules of handball	**Gymnastics - 2 (PE Hub)** • To perform a weighted bunny hop showing control and balance. • To perform an arabesque balance and over the shoulder roll. • To identify and engage core muscles for stability. • To smoothly transition from a front support to a side support. • To perform a shoulder stand with control. • To combine all elements of this unit, showing smooth transitions. **Hockey (PE Hub)** • To be able to consistently perform basic hockey skills such as dribbling and push pass • To implement the basic rules of hockey • To develop tactics and apply them in competitive situations • To increase speed and endurance during gameplay	**Athletics (PE Hub)** • Using running, jumping and throwing stations, children investigate • in small groups different ways of performing these activities • Using a variety of equipment, ways of measuring and timing, • comparing the effectiveness of different styles of runs, jumps and throws. **Cricket (PE Hub)** • To develop the range of Cricket skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and a game context • Consolidate existing skills and apply with consistency	**Rounders (PE hub)** • To hit the ball in different directions. • To run between the posts and avoid getting stumped out. • To intercept the ball using one hand. • To underarm bowl, abiding by the rules of bowling. • To play the role of backstop in a small game. • To know the rounders scoring system and use it in a game.

RE	**CHRISTIANITY: What did God promise to his people?** • What is a covenant? What was the promise God made to Noah? • What did God promise to Abraham and why was it so significant? • How did God's covenant with Moses create a community? • What did God's covenant with David mean for Israel? • What is the New Covenant that Jesus established and how does it affect his followers? • For Christians, how are God's promises fulfilled in Jesus?	**CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?** • What is the job of a ruler? • For Christians, what kind of a ruler is Jesus? • What does Jesus teach about what the Kingdom of God is like? • What does Jesus teach about how citizens of the Kingdom should live? What choices do Christians make because of what they believe? • Is God's Kingdom good news? • What might it mean to pray 'Your Kingdom come…..?'	**HUMANISM: How do non-religious people celebrate new life?** • What are the key milestones that we celebrate in our lives? • Where does welcoming a baby fit in to the life journey of a religious or a non-religious person? • How do non-religious people celebrate new life? • What does a Humanist ceremony show us about what's important to non-religious people about life and how to live? • How do you think new life should be welcomed into the world? • How does belonging or being welcomed into a group help us develop an identity? • Why do you think it is important to celebrate new life?	**CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance? (Easter)** • What do you do gathered around your table [or other piece of furniture!]? • Where does 'communion' come from? What did Jesus ask his followers to do 'until he comes again'? • Why did Jesus celebrate Passover? What connections are there between Passover and the Last Supper? Why are bread and wine so important? • Did Jesus choose to die? Does this make a difference? • Do Christians 'remember' or 'celebrate' communion? How do different Christians do this? • What does communion mean for a Christian? Is it a celebration or remembrance?	**SIKHI: What do Sikhs value?** • Who is Guru Nanak Ji and why is he important to many Sikhs? • Why is the Guru Granth Sahib Ji so important to many Sikhs? • Why is serving the community so important to many Sikhs? • Which symbols are special to most Sikhs and why? • How might a Sikh's beliefs impact their life? • What do many Sikhs value?	**THEME: Why do people make promises?** • What is a promise? • How can a promise be a sign of commitment for us? (Brownies, class contract, new dog, infant baptism / baby naming etc)- • What types of promises are made at different stages of life and why? • How do promises made by individuals help build a community? (Ummah- the Muslim community) • Does a promise to serve others help people to feel closer to God? (Sikhi & Christians) • Answering our big question, 'Why do people make promises?'
PSHE (Jigsaw)	**Being me in my World** Who am I and how do I fit?	**Celebrating Difference** Respect for similarity and difference. Anti-bullying and being unique.	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this.	**Healthy Me** Being and keeping safe and healthy.	**Relationships** Building positive, healthy relationships.	**Changing Me** Coping positively with change.
Enrichment Opportunities	Roman Day Prime VR workshop Hello Yellow	Sleepover Remembrance Service PE Day Anti-bullying week Friendship Day Carol Service Christmas Jumper Day	Bikeability		Sikh temple visit? White Spider climbing	River Dipping - Hogsmill