



CURRICULUM MAP

YEAR 4

Autumn	Spring	Summer
Topics		
Numbers Through Time Mandela Buzz Light-ear	Frozen Under the Sea Malala	Inventions Hot Chocolate
Science		
<p>Scientific skills <i>Questions should be more focused. Reasons given for predictions should include some reference to their scientific knowledge. Comparative and fair testing is used with more systematic and careful observations, also including more accurate equipment (standard units, thermometers, maybe data loggers / tablet apps), however they do not need to recognise and control variables explicitly. Close observation and grouping (similarities and differences) remain important. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. They should begin to draw simple conclusions from their results. Look for patterns both in data and when observing. Researching using secondary sources of information should be developed. How could they present their findings?</i></p>		
<p>Autumn 1 - Buzz Light-ear Light (Y3) Where does light come from? How does light travel? How are shadows formed?</p> <p>Sound What is sound? How do we hear? How can sound be changed? How can I block sound?</p> <p><i>Diwali links 14.11.20</i></p>	<p>Spring 1 - Frozen What are the states of matter? How can I compare and group materials? What are some common solids, liquids and gases?</p> <p>How does matter change state? How do I make accurate measurements of temperature? How are changes of state involved in the water cycle? How long does an ice cube take to melt? How can we make an ice cube melt as quickly as possible? How can we keep an ice cube for as long as possible?</p> <p>Spring 2 - Under the Sea <i>Habitats missed in Y2 due to lockdown</i> What lives in our pond? What is around the pond? How do food chains work?</p>	<p>Summer 1 - Inventions How do I use electrical items safely? What is electricity used for? When will electricity flow? How do I light a bulb? Can I draw a circuit? Which materials conduct electricity? How do switches work?</p> <p>Summer 2 - Hot Chocolate <i>Following on from of states of matter last term to include properties of chocolate</i></p>
History		
<p>Autumn - 1 Mandela Who was Nelson Mandela? Why was he sent to prison? Why wasn't he angry being sent to prison? What did he campaign for? Why was he released? What did he then do?</p> <p>Autumn 2 - Numbers Through Time</p>	<p>Spring 2 - Malala Who is Malala? What has she done what is significant? How has she impacted our world today?</p>	<p>Summer 1 - Inventions What did Henry Blair invent? How did his diagrams help explain his inventions?</p> <p>Summer 2 - Hot Chocolate What was it like in Mayan Civilisation? What are the key facts of the Mayans? What did they achieve?</p>



<p>How important have numbers been over time? What can evidence suggest about how and why prehistoric people counted? How did ancient civilisations use numbers? How did people in the past count large numbers quickly? How have numbers changed over time? What was the biggest influence of numbers in the 20th century? Who or what has made/ been the biggest contribution to numbers and counting over time?</p> <p>Why might code have been used during wartime?</p> <p>What did Benjamin Banneker invent? What else did he achieve in his life? How can numbers reveal and reflect changes in our lives? What are statistics and how are they recorded and presented? When were statistics relating to people in Britain first recorded and what kinds of statistics were recorded? What can they tell us about life at the time? What is a Census? How are statistics used by historians?</p>		<p>Can I place the Mayan on timeline? Can you see any similarities? Can I use secondary resources? What was life like in Mayan civilisation?</p> <p>Why did the Mayan civilization come to an end? What are the possible causes of the end? What was the legacy of the Mayans?</p>
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Geography

<p>Autumn subject foci: History Science</p>	<p style="text-align: center;"><u>Spring 1 - Frozen</u></p> <p>Where is Norway on a Europe or world map? What is it like there? How is it different to the UK? Where are the settlements / towns in Norway? What does Norway export? Why might this be? What is the water cycle?</p>	<p>Summer 1 subject foci: Science History</p> <p style="text-align: center;"><u>Summer 2 - Hot Chocolate</u></p> <p>Where did the Maya come from? What is it like there today? How does chocolate reach the UK?</p>
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Computing

<p style="text-align: center;"><u>Autumn 1 - E-safety and Digital Literacy</u></p> <p>How can I manage and use online information appropriately? Can I distinguish between fact and opinion? How can I tell if information is true? How can I effectively search for information online? Can I present information effectively? Can I format slides and transitions clearly?</p>	<p style="text-align: center;"><u>Spring 1 - Animation</u></p> <p>Can I create a stop motion film? How can I sequence images to tell a story? Can I plan a cohesive story? How can settings and props enhance storytelling? Can I add sound effects to my film?</p> <p style="text-align: center;"><u>Spring 2 - Creating and Editing Film</u></p> <p><i>Creating a documentary style film about the Mayans</i> Can I film and edit an information</p>	<p style="text-align: center;"><u>Summer 1 - Data</u></p> <p>How can I collect and present data? What is a spreadsheet? How can I multiply numbers in a spreadsheet? How can I total up data? How can data be presented in graphs?</p> <p style="text-align: center;"><u>Summer 2 - Coding</u></p> <p>Code.org = course D, Using conditionals How can I use conditionals to create algorithms?</p>
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<p>How can I embed tables into slides? How can I insert videos or gifs? How can I prepare to present information? How can I manage my online information?</p> <p><u>Autumn 2 - Online Maps and Data</u> Can I find information effectively? How do I locate places on a map? How do I use Google Maps? How can I present data? How do I create tables on Excel? What is a bar graph?</p>	<p>movie? How do I film using a tablet? What is editing? Can I edit a film so it makes sense? How can I add effects and backgrounds to a film?</p>	<p>What are conditionals? What are If/Else conditionals? What are While conditionals? What are Else conditionals? Can I use conditionals to create flexible codes?</p>
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<p><u>Autumn 1 - Diwali and Buddhism</u> Why was the Hindu celebration of Diwali created? Why do Sikhs celebrate Diwali? How do I make comparisons between the Hindu and Sikh story of Diwali?</p> <p>How did the Buddha make people stop and think? Who was the Buddha? Can I retell the key events of the Buddha's life? What are the main teachings of the Buddha? How has the Buddha image changed over time? How do Buddhists worship the Buddha? What attitudes would lead a Buddhist to happiness?</p> <p><u>Autumn 2 - Christmas</u> How does it feel to travel to somewhere unknown? <i>How can I show the journey leading to the birth of Jesus?</i> If Jesus was born in our society today how would the journey to the birth of Jesus change?</p>	<p><u>Spring 1 - Sikhism</u> What is the importance of equality in Sikhism? What are Sikh values? Who were the Sikh Gurus? What does the Guru Granth Sahib say about equality? How do Sikhs show equality within their lives? Why are Gurus at the heart of Sikh beliefs and practice? How can I compare my views on equality to Sikhism?</p> <p><u>Spring 2 - Reincarnation</u> How can we describe the pattern of life? What cyclical patterns are there in the natural world? How do we think of time? What is reincarnation? How does the belief in reincarnation link in with the Hindu view that life is cyclical? What are other religious beliefs on reincarnation?</p>	<p><u>Summer 1 - Christianity</u> What makes us stop and think? How does the story of the Good Samaritan make people stop and think? How can parables be used to guide people through their life? What are the main messages? and symbolism in the parables of the lost son and the lost sheep? What issues of philosophical or moral nature are raised by the parable of the lost son? What were the key messages that Jesus wanted the disciples to spread and how did they do this?</p> <p><u>Summer 2 - Islam</u> What is the importance of the city of Makkah and the Ka'aba in Islam? What part does the Ka'aba play in the life of Muslims? What is the significance of the Makkah in the life Muhammed? What can we learn from the events in Muhammad's life story about idol worship and sacred places? What was the significance of capturing Makkah and purifying Ka'aba for the followers of Muhammad?</p>
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Life Skills

<p><u>Autumn 1 – Rights, Rules and Responsibilities</u> How do I make a difference at school and in my community? 1. What does it mean to be treated and to treat others with respect? 2. Who are those in positions of authority within our school and communities and how can we show them respect? 3. Who do we need rules and</p>	<p><u>Spring 1 – Diversity and Communities</u> How am I the same or different to others in my community? 1. What have we got in common and how are we different? 2. How might others' expectations of girls and boys affect people's feelings and choices? 3. How are our families the same and how are they different?</p>	<p><u>Summer 1 – Personal Safety and Drug Education</u> How can I keep myself safe? 1. Can I recognise when my Early Warning Signs are telling me I don't feel safe? 2. What sort of physical contact is unwanted? 3. How can I decide if a secret is safe or unsafe? What are medical and legal drugs</p>
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<p>conventions at home and at school?</p> <ol style="list-style-type: none"> 4. What part can I play in making and changing rules? 5. What are my responsibilities at home and at school? 6. How do we make democratic decisions in school and who represents me? 7. How can we care for the local environment and what are the benefits? (Diversity and Communities unit) 8. What do animals need, and what are our responsibilities? (Diversity and Communities unit) <p><u>Autumn 2 – My Emotions</u> How do I talk about my feelings and why is it important to?</p> <ol style="list-style-type: none"> 1. What does the word ‘unique’ mean and what do I feel proud of about myself? 2. Why is mental wellbeing as important as physical wellbeing? 3. What does it mean when someone says I am ‘overreacting’ and how do I show understanding towards myself and others? 4. Who can I talk to about the way I feel? 5. How can I disagree without being disagreeable? <p>Anti-Bullying Day</p> <ol style="list-style-type: none"> 1. What are the key characteristics of different types of bullying? 2. What are bystanders and followers and how might they feel? 3. How can I support people being bullied by being assertive? 4. How does my school prevent bullying and support people involved? 	<ol style="list-style-type: none"> 4. How are the people who live in my community diverse and how does valuing diversity benefit everyone? 5. Why are stereotypes unfair and how can I challenge them? 6. What do I understand about how people in my community and the media influence me? (Drug Education unit) <p><u>Spring 2 – Financial Capability</u> How can I be financially responsible?</p> <ol style="list-style-type: none"> 1. What different ways are there to earn and spend money? 2. What do saving, spending and budgeting mean to me? 3. How can I decide what to spend my money on and choose the best way to pay? 4. What might my family have to spend money on? 5. What is ‘value for money’? 6. How do my feelings about money change? 	<p>and how can I stay safe around them?</p> <ol style="list-style-type: none"> 4. What medical drugs do I know about, why do some people need medicine and who prescribes it? 5. Which legal drugs do I know about, and who uses and misuses legal drugs? 6. What are immunisations, which have I had and what may I have in the future? 7. What are the safety rules for storing medicine and other risky substances? 8. What should I do if I find something risky, like a syringe? <p><u>Summer 2 – SRE/Managing Change</u> What physical changes have I been through? How can I manage change?</p> <ol style="list-style-type: none"> 1. What are the main stages of the human life cycle? 2. <i>How did I begin? (Sex education – right to withdraw)</i> 3. What does it mean to be ‘grown up’? 4. What am I responsible for now and how will this change? 5. How do different caring, stable, adult relationships create a secure environment for children growing up? 6. What changes have I and my peers already experienced and what might happen in the future? 7. What helps me when I’m experiencing strong emotions due to loss or change? 8. How might people feel when loved ones or pets die, or they are separated from them?
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Art

<p>How do I draw light? Can I use a variety of mark-making techniques? How do I show light and dark in a picture?</p> <p>Drawing faces with accuracy</p>	<p>Tone: Hot and cold monochrome What does monochrome mean? Can I mix colours for a monochromatic picture? Can I create a monochromatic image? Can I mix colours to create a ‘hot’ or ‘cold’ picture?</p>	<p>Emboss! Engrave! Print! How do I design a print? Can I create a print using a polystyrene tile? Can I test and create a print?</p> <p><i>Art linked to Mayans?</i></p>
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<p>Can I accurately draw a face? Can I accurately draw a face showing light and dark? How do I draw a person showing proportion?</p>	<p>How do I create a hot or cold landscape using chalk/coloured pencils/charcoal?</p>	
Design Technology		
<p>Autumn 1 - Using tools safely How can I cut carefully and accurately? What tools can be used to cut neatly? How do you use a craft knife safely to cut straight lines?</p> <p>Autumn 2 - Pop up cards What different ways are there to create a pop up card? What improvements do I need to make?</p>	<p>Spring 1 - Creating edible products How is food handled and stored safely? Can I design and create an edible product? How are ingredients cooked and stored hygienically? Can I follow a recipe to create a healthy dish? Which foods are healthier? Which foods are produced locally?</p>	<p>Summer 1 - Electrical circuits Can I design a product containing an electrical circuit? How can a design be improved?</p>
Physical Education		
<p>Autumn 1 - Dance (dancematics/technologic)/Football Perform dance using a range of movement patterns (e.g. Elevation) Improve flexibility, strength, technique, control and balance. Use movement such as running, jumping, throwing and catching in isolation and combination. Play competitive games and employ attacking and defensive tactics. Compare performances with previous ones and demonstrate improvement.</p> <p>Key Skills - Dance Create movements in response to an idea whilst using direction to change set material. Remember and perform longer choreography. Understand the impact of dynamics (how shape of movement is executed to represent an idea) on an action and use them when creating a phrase. Use canon (when a group carry out a sequence starting one after another). Use gesture in performance (movement or position of the hand, arm, body, head, or face that is expressive of an idea, opinion, emotion).</p> <p>Key Skills - Football Dribble the ball, control the ball and run with it. Pass to a teammate with growing accuracy whilst moving to receive a return pass. Control the ball with different parts of</p>	<p>Spring 1 - Striking & Fielding/Apparatus Develop flexibility, strength, technique, control and balance Take part in adventurous activity challenges as individuals and as part of a team Play competitive games and employ attacking and defensive tactics</p> <p>Key Skills - Striking and Fielding Overarm throw and catch a ball. Accurately underarm bowl. Use the correct batting grip whilst improving batting technique. Field a ball using a two-handed pick up and a short barrier. Develop overarm bowling technique. Play the role of bowler, batter, wicket keeper/backstop and fielder in a game.</p> <p>Key Skills - Gymnastics/Apparatus Perform individual and partner balances (asymmetric and symmetric). Control and land rotation jumps. Develop the straight backward roll, barrel, forward and straddle/teddy bear roll. Perform inverted movements (movements where gymnast is upside down e.g. handstand/inverted pike). Explore pathways and travelling movements. Create a sequence to include apparatus and inverted movements. Create a partner sequence to include apparatus.</p>	<p>Summer 1 - Swimming/Rounders Swim competently over 25m Use a range of strokes. Perform safe self-rescue Develop hand/eye coordination Play competitive games and employ attacking and defensive tactics</p> <p>Key Skills - Rounders Throw and catch a ball. Understand the role of the fielder, bowler, batter and backstop. Improve bowling (increasing speed/legal height). Run around the outside of the bases and know when to stop. Field a ball using a two-handed pick up and a short barrier. Improve batting technique whilst batting in a team. Play in a rounders tournament.</p> <p>Summer 2 - Swimming/Athletics Swim competently over 25m Use a range of strokes. Perform safe self-rescue Develop flexibility, strength, technique, control and balance Perform dance using a range of movement patterns (eg elevation)</p> <p>Key Skills - Athletics Develop stamina and an understanding of pacing in a long-distance event (not going out to fast/using slipstream of a runner in front). Develop power and speed in the sprinting technique (use of arms/block</p>



the body (e.g. chest/thigh).
Change direction with the ball using the inside and outside of the foot.
Jockey / track an opponent.
Apply the rules and tactics you have learnt to play in a football tournament.

Autumn 2 - Gymnastics/ Badminton

Develop flexibility, strength, technique, control and balance
Use movement such as running, jumping, throwing and catching in isolation and combination
Play competitive games and employ attacking and defensive tactics
Compare performances with previous ones and demonstrate improvement

Key Skills - Gymnastics

Perform individual and partner balances (asymmetric and symmetric).
Control and land rotation jumps.
Develop the straight backward roll, barrel, forward and straddle roll.
Perform inverted movements (movements where gymnast is upside down e.g. handstand/inverted pike).
Explore pathways and travelling movements.
Create a sequence to include inverted movements including with a partner.

Key Skills - Badminton

Develop underarm feeding.
Use the ready position.
Control a shuttlecock with a badminton racket.
Hit the shuttlecock using a forehand including forehand serve.
Return the shuttlecock using a forehand.
Begin to use the backhand.
Keep a continuous rally going.
Use simple tactics in a game to beat an opponent (e.g. playing to an opponent's weakness/fatigue opponent through movement).
Compete in a badminton tournament.

Spring 2 - Fitness/Netball

Play competitive games and employ attacking and defensive tactics
Use movement such as running, jumping, throwing and catching in isolation and combination

Key Skills - Fitness

Develop an awareness of what your body is capable of and improve (stamina).
Test and record baseline fitness scores in a circuit of activities.
Develop sprinting technique and speed (shuttle runs/bleep test).
Develop strength using own body weight (sit-ups/press-ups/step-ups).
Move with coordination, agility and balance.
Retest fitness and collect personal fitness scores.

Key Skills - Netball

Develop ball handling skills including throwing and catching.
Be able to pass and move to receive the ball whilst progressing towards the goal.
Play within the footwork rule.
Lose a defender.
Defend an opponent and try to win the ball.
Use the correct shooting action.
Play small sided games using netball rules.
Learn the positions of High 5 Netball and where each player is allowed.

start/staying low).
Develop communication skills and technique when taking part in a relay race.
Develop technique when jumping for distance and height (generating power using bent legs and arms).
Develop power and technique when performing push and pull (javelin) throws (use of shoulders and legs to generate power).
Compete in athletics events.
Measure and record scores using score sheets/tape measures/stopwatch.

Spanish

Autumn 1 - Myself

Can I answer simple questions and give basic information about myself / greetings?
Can I introduce myself?
Can I say hello, goodbye, thank you?
How can I develop accurate pronunciation?
Can I write words in Spanish?

Spring 1 - Colours

Can I label items correctly?
Can I pronounce words accurately?
What are masculine and feminine words?
How can I give my opinion orally?
Can I name colours?
How can I form a question to ask colour words from memory?

Summer 1 - Local Area

Can I write a few short sentences about Chelmsford?
How can I tell if words are masculine or feminine?
What is the indefinite article?
Can I say where I live?
What are the compass points?
What is the negative form?



<p>Can I hold a conversation in Spanish?</p> <p><u>Autumn 2 - Numbers / Animals</u> How can I read and understand short written phrases? Can I count to ten? Can I listen carefully to spoken language? How can I show understanding of written words? Can I use words for animals?</p>	<p>Can I use colours to describe animals?</p> <p><u>Spring 2 - Fruit and Vegetables</u> How can I read and understand the main points in short written texts? Can I pronounce words correctly? Can I speak in a simple sentences? How can I express my opinion? Can I show understanding of spoken language? What is the definite article? Can I write food words from memory? Can I ask for food? Can I use colours to describe food?</p>	<p>Can I adapt phrases to create new sentences?</p> <p><u>Summer 2 - Clothes</u> How can I express personal experiences and responses? How can I tell if words are masculine or feminine? Can I use adjectival agreement? Can I use words for clothes? Can I use different forms of a verb? Can I present ideas orally? Can I use colours to describe clothes? Can I write short phrases from memory?</p>
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Music

<p><u>Musical Elements</u> What are the elements of music? What are the instrument families? What are pulse and rhythm? What are dynamics? What are duration and tempo? What are melody and pitch? What is texture? How does music make me feel?</p> <p><u>Notation</u> How do I read music written in the treble clef? How do I read music? How do I know the length of a note? What is a time signature? What are the whole notes of a treble clef? What are tones and semitones? Can I read and understand simple music? Can I read and play simple sheet music?</p>	<p><u>Playing Tuned Instruments</u> How do I play a keyboard? Can I read and play the notes C, D, E and F? Can I play music from memory? How do I play the note G? What is a duet? Can I play a complex rhythmic pattern? Can I compose using the notes I have learned?</p> <p><u>Music History</u> How has music changed over time? What was music like during the Renaissance period? What was music like during the Baroque period? What was music like during the Classical period? What was music like during the Romantic Period? What was music like during the Modern period?</p>	<p><u>Composition</u> Can I compose a Pop song? What is Contemporary music? How is Pop music created? What is chord progression? Can I create lyrics and a melody? Can I add percussion to my Pop song?</p> <p><u>Music Around the World</u> How is music different around the world? What is Samba? What is Caribbean music like? What is Gamelan? What is music like in West Africa? What is a pentatonic scale? What have I learned about music this year?</p>
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