

Year 4 Long Term Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme / Topic:	The Iron Man / Invaders & Settlers: Anglo Saxons, Scots & Vikings		The Legend of Robin Hood	Save the Rainforests	All about me!	Local Study: Battle of Bosworth and Knitwear industry
English:	Fiction - The Iron Man: Character descriptions, diary (recount), letters, author fact file, newspaper (recount).	Fiction and poetry: Setting description, character description, Kennings (poetry), recipe, instructions, information page, Viking Saga.	Fiction - Myths and Legends: Character descriptions, retelling of the story, write own legend, comic strips, poetry, biography	Non-fiction: Non-chronological report, balanced argument, information text, poetry.	Non-fiction: Explanation text, argument, instructions, non-chronological report, information text.	Non-fiction: Diary, information text, persuasive advert, biography, poetry.
Maths:	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Length and perimeter Assessment and gaps analysis Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Area Fractions 	<ul style="list-style-type: none"> Decimals 	<ul style="list-style-type: none"> Money Time 	<ul style="list-style-type: none"> Statistics Properties of shape Position and direction
Science:	Sound: <ul style="list-style-type: none"> Identify how sounds are made and how they travel Explore the pitch and volume of a sound Recognise that sounds get fainter as the distance from the sound source increases. 	Electricity: <ul style="list-style-type: none"> Identify appliances that run on electricity. Construct a simple series circuit. Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators. 	States of matter: <ul style="list-style-type: none"> Compare and group materials together (solids, liquids or gases). Observe that some materials change state. Identify evaporation and condensation in the water cycle. 	Living things and their habitat: <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification Recognise that environments can change and that this can sometimes pose dangers to living things. 	Animals including humans (teeth & digestion): <ul style="list-style-type: none"> Describe the parts and functions of the digestive system. Identify the + types of teeth in humans and their functions. Construct and interpret a variety of food chains. 	

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<p>Computing:</p>	<p>Internet Safety:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<p>Programming: Turtle logo</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 	<p>Word processing:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Animation:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Scratch: questions & quizzes</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Using and applying skills:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p>History:</p>	<p>Anglo-Saxons, Vikings and Scots.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> when and where the Vikings came from and why they raided Britain. explain who King Ethelred II was and say when and why Danegeld was introduced. identify and explain key aspects of Viking, anglo-saxon and scots life. 				<p>A local history study:</p> <p>Battle of Bosworth</p> <ul style="list-style-type: none"> Know who King Richard III was and his role in the battle of Bosworth <p>Knitwear industry</p> <ul style="list-style-type: none"> The importance of the hosiery trade in the area. <p>Trip to the local museum.</p>	

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	<ul style="list-style-type: none"> explain how the legal system worked in Anglo-Saxon Britain. talk about life as a Celt. 					
Geography:			<p>Regional study: Nottingham.</p> <ul style="list-style-type: none"> Physical features of Nottingham in the past. Physical features of Nottingham now. Compare the physical features of Nottingham between the past and now. Human features of Nottingham in the past. Human features of Nottingham now. Compare the human features of Nottingham between the past and now. 		<p>United Kingdom: Focus on UK. Key physical and human features, countries, major cities.</p> <p>Atlas work</p> <ul style="list-style-type: none"> Locate counties Identify key physical and human features of the UK Identify how physical and physical features may have changed over time. Land use in the UK Understand the Prime/Greenwich Meridian 	<p>Geographical skills and fieldwork: 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.</p>

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RE:	Domestic Church: People	Baptism/Confirmation Other faiths - Judaism: Advent - Gift	Local Church: Community Eucharist: relating - giving and receiving	Lent Easter: self discipline •	Pentecost: • Reconciliation: building bridges •	Universal Church: World faiths TBC
PSHE:	Being Safe: Online Safety. Exploring Emotions: Uncomfortable Feelings.	Bullying: Bullying.	Difference and Diversity: Stereotyping/Racism	Being Responsible: Being Responsible. Money Matters: Cost.	Being Me: Community. Being Healthy: Mental Health.	Changes: Loss. Drug Education: Consequences and Risks.
PE:	<u>SAQ+ Multiskills and agility ladders- with sportshall fosus leading into competition</u> Fundamental motor skills, balance, co- ordination, stability, locomotion and manipulation. Gymnastics - Val Sabin unit P- Balance Put emphasis upon the size of body part supporting weight. Balanacing the right way up or upside down. Making different body shapes in balances. Join	Games - Val Sabin unit- 3 invasion games. (Hockey focus leading into tournament.) Development of invasion game skills in small sided games using different formations. Dance - Val Sabin unit 2 Linked to science topic - To link movement/sections together using appropriate transitional movement.	Games - Val Sabin unit- 2 Problem-solving and inventing games. (links with netball/basketball and tag leading into competition) Develop problem solving skills, decision making and making up rules. Modifying the rules to games. Gymnastics - Val Sabin unit R- Balance leading into change of front or direction. Establish different balances on different body parts.	Gymnastics - Val Sabin unit Q- receiving body weight Different parts of the body taking weight in balance and travel. Continuity of movement in a sequence with a partner. Dance - Val Sabin unit 1- To use simple motifs and movement patterns to structure dance phrases. To repeat and remember dance phrases. To structure a dance with a partner.	Games - Val Sabin unit- 1 net/court/wall games- l(inked to Tennis competition) develop a range of tennis strokes in single and doubles games. Athletics - val sabin unit 1 Developing techniques of: running for speed and distance, throwing techniques-push and pull Jumping high and low, Sprint speed and take over from behind,	Games - Val Sabin unit-4 Striking ad fielding games Develop skills in striking and fielding including: bowling and overarm throwing Athletics - val sabin unit 2 Developing techniques of: Paced running for distance Combination jumping Relay take over-Down sweep Using different throws for accuracy.

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	movements together in a sequence					Working with a partner to count, measure time.
Design & Technology:		<p>Battery operated lights. Designing a Christmas display / decoration using working circuits. (Christmas week activity - link to science topic Electricity - 1 week):</p> <p>To develop methods of planning and design.</p> <ul style="list-style-type: none"> I can use different ways of recording to plan a design I can show an understanding of design criteria. I can design purposeful, functional appealing products for myself and others based on a design criteria. <p>To develop making and building techniques.</p>	<p>Robin Hood hat (2 weeks):</p> <p>To develop techniques in textiles</p> <ul style="list-style-type: none"> I can join materials using glue and a stitch <p>To develop methods of planning and design</p> <ul style="list-style-type: none"> I can use different ways of recording to plan a design I can show an understanding of design criteria. I can design purposeful, functional appealing products for myself and others based on a design criteria. 		<p>Super Seasonal Cooking - Reared, Caught and Processed:</p> <p>To develop making and building techniques.</p> <ul style="list-style-type: none"> Select from and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks (cutting, shaping, joining, finishing) <p>To develop further understanding of a healthy and varied diet and prepare dishes.</p> <ul style="list-style-type: none"> Select ingredients and describe/plan the method for preparing a dish. <p>To understand where food comes from.</p>	<p>Mechanical Posters:</p> <p>To develop making and building techniques.</p> <ul style="list-style-type: none"> Select from and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks (cutting, shaping, joining, finishing) Explore and use mechanisms in their products (eg levers, sliders, wheels and axles) <p>If time permits:</p>

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		<ul style="list-style-type: none"> Select from and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks (cutting, shaping, joining, finishing) 				Let's Go Fly a Kite.
Art:	<p>Fruit and vegetables:</p> <p>To develop drawing techniques.</p> <ul style="list-style-type: none"> I can draw lines of different sizes and thickness. I can colour, my own work, neatly following the lines. I can show pattern and texture by adding dots and lines. I can show different tones 	<p>Autumn:</p> <p>To develop drawing techniques.</p> <ul style="list-style-type: none"> I can draw lines of different sizes and thickness. I can colour, my own work, neatly following the lines. I can show pattern and texture by adding dots and lines. I can show different tones 	<p>Famous Artists:</p> <p>To take inspiration from the greats (classic and modern).</p> <ul style="list-style-type: none"> I can describe the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create pieces. 	<p>Insects:</p> <p>To develop drawing techniques.</p> <ul style="list-style-type: none"> I can draw lines of different sizes and thickness. I can colour, my own work, neatly following the lines. I can show pattern and texture by adding dots and lines. 		

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	<p>using coloured pencils.</p> <p>To develop painting techniques.</p> <ul style="list-style-type: none">• I can use thick and thin brushes.• I can mix primary colours to make secondary colours.• I can add white to colours to make tints and black to make tones. <p>To develop sculpture techniques.</p> <ul style="list-style-type: none">• I can use rolled up paper, straws, paper, card and clay as materials.• I can use techniques such as rolling, cutting, moulding and carving.	<p>using coloured pencils.</p> <p>To develop print techniques.</p> <ul style="list-style-type: none">• I can use repeating or overlapping shapes.• I can mimic print from the environment eg wallpaper or wrapping paper.• I can use objects to create prints.		<ul style="list-style-type: none">• I can show different tones using coloured pencils. <p>To develop techniques in collage.</p> <ul style="list-style-type: none">• I can use a combination of materials that are cut, torn and glued.• I can sort and arrange materials.• I can mix materials to create texture. <p>To develop sculpture techniques.</p> <ul style="list-style-type: none">• I can use rolled up paper, straws, paper, card and clay as materials.• I can use techniques such as rolling, cutting, moulding and carving.		
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- I can press, roll, rub, stamp to make prints.

To develop methods of planning and design

- I can use different ways of recording to plan a design
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<p>Music:</p>	<p>Ukulele (LSMS) Unit: My new instrument</p> <ul style="list-style-type: none"> • Assemble and demonstrate appropriate care of the instrument. • Pupils will have developed an awareness and understanding of the key elements of music and its related vocabulary through playing their instrument and sing. • Demonstrate good posture and hand position 	<p>Ukulele (LSMS) Unit: Sounds good</p> <ul style="list-style-type: none"> • Understand and improve quality of tone. • Play at least 3 chords in sequence. • Maintain a part in a group piece. 	<p>Ukulele (LSMS) Unit: I can read music</p> <ul style="list-style-type: none"> • Play at least 3 chords in sequence. • Show technical ability. • Read and play music notation. 	<p>Ukulele (LSMS) Unit: Everyone play</p> <ul style="list-style-type: none"> • Understand and improve quality of tone. • Maintain a part in a group piece. 	<p>Ukulele (LSMS) Unit: My tunes</p> <ul style="list-style-type: none"> • Improvise melodic and rhythmic phrases. • Compose. 	<p>Ukulele (LSMS) Unit: The big jamboree</p> <ul style="list-style-type: none"> • Play at least 3 chords in sequence. • Read and play music notation. • Maintain a part in a group piece.
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