

Year 4 Long Term Curriculum Map 2022-23

Year 4	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme / Topic:	The Iron Man	The Vikings	The Legend of Robin Hood	Save the Rainforests	All about me!	Local Study: Hinckley and The Battle of Bosworth
English:	Fiction - The Iron Man: <ul style="list-style-type: none"> • Character descriptions • Recounts - letters, newspaper reports and diary entries • Author fact files 	Fiction and poetry - Beowulf: <ul style="list-style-type: none"> • Setting and character descriptions • Poetry - Kennings • Recipes and instructions • Myths 	Fiction - Robin Hood: <ul style="list-style-type: none"> • Character descriptions • Legends • Comic Strips • Poetry • Assessment - TBC 	Non-fiction - The Great Kapok Tree: <ul style="list-style-type: none"> • Information texts • Balanced arguments / Debates • Persuasive writing - letters • Poetry 	Non-fiction: TBC <ul style="list-style-type: none"> • Explanation texts • Balanced arguments • Instructions • Non-chronological reports • Information texts 	Non-fiction: <ul style="list-style-type: none"> • Diary entries • Information texts • Persuasive writing • Biographies • Poetry
Maths:	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction 	<ul style="list-style-type: none"> • Addition and subtraction • Area • Multiplication and division 	<ul style="list-style-type: none"> • Multiplication and division • Length and perimeter • Fractions 	<ul style="list-style-type: none"> • Fractions • Decimals 	<ul style="list-style-type: none"> • Decimals • Money • Time 	<ul style="list-style-type: none"> • Time • Properties of Shape • Statistics • Position and Direction

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<p>Science:</p>	<p>Sound:</p> <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. 	<p>Electricity:</p> <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. 	<p>States of matter:</p> <ul style="list-style-type: none"> Compare and group materials together (solids, liquids or gases). Investigate materials as they change state How water evaporates and changes state Evaporation and condensation in the water cycle. 	<p>Living things and their habitat:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Know the effects of changes to the local environment. 	<p>Animals including humans (teeth & digestion):</p> <ul style="list-style-type: none"> Describe the parts and functions of the digestive system. Identify the types of teeth, in humans and animals, and their functions. Construct and interpret a variety of food chains. 	
<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> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p>Animation:</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>Scratch - Questions & Quizzes:</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs Work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals. 	<p>Communication & Collaboration:</p> <ul style="list-style-type: none"> Understand computer networks. Use technology safely, respectfully and responsibly. Recognise acceptable & unacceptable behaviour. Identify a range of ways to report concerns.

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	<ul style="list-style-type: none"> Understand computer networks. 	<ul style="list-style-type: none"> Use sequence, selection & repetition, use variables and different forms of input/output. 				
History:	<p>The Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne 	<p>The Vikings:</p> <ul style="list-style-type: none"> When and where the Vikings came from and why they raided Britain. Viking raids, invasions and Danegeld Edward the Confessor and his death in 1066 				<p>A local history study: Battle of Bosworth</p> <ul style="list-style-type: none"> 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 industry in the area <p>Famous People</p> <ul style="list-style-type: none"> Joseph Hansom

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Geography:			Study of a region: Nottingham <ul style="list-style-type: none"> Physical features of Nottingham now and in the past Human features of Nottingham now and in the past Compare human and physical features of Nottingham now and in the past 	United Kingdom: <ul style="list-style-type: none"> Counties and major cities in the UK. Key physical features in the UK Urban and rural area land use Prime Meridian 	Geographical skills and fieldwork: <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods <ul style="list-style-type: none"> Sketch maps 	
RE:	Domestic Church - Family: People Baptism/Confirmation - Belonging: Called	Baptism/Confirmation - Belonging: Called Other World Faiths - Judaism Advent/Christmas - Loving: Gift	Local Church- Community: Community Eucharist - Relating: Giving and Receiving	Lent/Easter - Giving: Self Discipline	Pentecost - Serving: New Life Other World Faiths: Islam Reconciliation - Inter-Relating: Building Bridges	Universal Church - World: God's People
PSHE:	Being Safe: Online Safety Exploring Emotions: Uncomfortable Feelings	Bullying: Bullying Matters	Difference and Diversity: Gender, Stereotyping/Racism	Being Responsible: Being Responsible Drug Education: Consequences and Risks	Being Healthy: Mental Health Money Matters: Cost Relationships	Changes: Loss Being Me: Community (2023/24 Lent 1) A Journey in Love

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PE:	<p>Dance - Val Sabin: Unit 1.</p> <ul style="list-style-type: none"> To use simple motifs and movement patterns to structure dance phrases. To repeat and remember dance phrases. To structure a dance with a partner. 	<p>Dance -Val Sabin: Unit 2 - Electricity.</p> <ul style="list-style-type: none"> To work in small groups to develop movement. To interpret and comment upon other's work. 	<p>Gymnastics - Val Sabin: Unit R- Balance leading into change of front or direction.</p> <ul style="list-style-type: none"> To move between balances with an awareness of change of front. To create a sequence to show changes to front and direction. 	<p>Dance - Val Sabin: Unit 3.</p> <ul style="list-style-type: none"> To explore and create movement in response to the stimulus of a game. To perform more complex dance phrases. 	<p>Athletics- Val Sabin: Unit 1.</p> <ul style="list-style-type: none"> To develop the ability to use tactics in different situations. To consolidate techniques used for particular activities. 	<p>Athletics- Val Sabin: Unit 2.</p> <ul style="list-style-type: none"> To develop the ability to use tactics and strengths in different situations. To describe how the body reacts to different activities.
	<p>Gymnastics - Val Sabin: Unit P- Balance.</p> <ul style="list-style-type: none"> To use different body parts to balance. To move between balances with control. To create a sequence of balances. 	<p>Games- Val Sabin: Unit- 1 - Net/court/wall games.</p> <ul style="list-style-type: none"> To consolidate striking skills. To vary shots appropriately. To adapt rules of net games. 	<p>Games- Val Sabin: Unit 2 - Problem-solving and inventing games.</p> <ul style="list-style-type: none"> To adapt and transfer principles of play and tactics. To make up rules and modify and change them. To make collective decisions. 	<p>Gymnastics - Val Sabin: Unit S- Rolling.</p> <ul style="list-style-type: none"> To know how to travel, rock and roll on different parts of the body. Roll and turn in different directions and show different body shapes. Link rolling and balancing in a bridge shape. 	<p>Games - Val Sabin: Unit 3- Invasion Games.</p> <ul style="list-style-type: none"> To develop range and consistency of skills in the games played. To play in small invasion games. To play to the rules. 	<p>Games -Val Sabin: Unit 4 - Striking and fielding games.</p> <ul style="list-style-type: none"> To develop a range of bowling, striking and fielding skills. To experience all roles in small-sided games.

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Design & Technology:			<p>Robin Hood Hat:</p> <ul style="list-style-type: none">• Develop techniques in textiles• Join materials using glue and a stitch• Plan, design and evaluate a purposeful product using a design criteria		<p>Super Seasonal Cooking - Reared, Caught and Processed:</p> <ul style="list-style-type: none">• Select and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks• To know about a healthy and varied diet• Select ingredients and plan a meal• To understand where food comes from and when it is grown	
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<p>Art:</p>	<p>Fruit and vegetables: Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour, my own work, neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones using coloured pencils <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary colours • Add white to colours to make tints and black to make tones <p>Sculpture</p> <ul style="list-style-type: none"> • Use clay as a material • Use a variety of techniques such as rolling, cutting, moulding and carving 	<p>Autumn: Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour, my own work, neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones using coloured pencils <p>Printing</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes • Mimic print from the environment • Use objects to create prints • Press, roll, rub, stamp to make prints 		<p>Insects: Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour, my own work, neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones using coloured pencils <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture. <p>Sculpture</p> <ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card as materials • Use techniques such as rolling, cutting, moulding and carving <p>Planning and design</p> <ul style="list-style-type: none"> • Plan and design a purposeful object using a design criteria 		<p>Great artists, architects and designers:</p> <ul style="list-style-type: none"> • To know about the life and work of famous artists, Leonardo Da Vinci and George Seurat. • To know about the life and work of famous architects, Gaudi. • To know about famous designers in the past.
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<p>Music:</p> <p><u>Ukulele - taught by a Peripatetic Music Teacher</u></p>	<p>Ukulele - Unit: My New Instrument</p> <ul style="list-style-type: none"> Assemble and demonstrate appropriate care of the instrument Develop an awareness and understanding of the key elements of music and its related vocabulary through playing an instrument and singing Demonstrate good posture and hand position 	<p>Ukulele - 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 - Unit: I Can Read Music</p> <ul style="list-style-type: none"> Change smoothly between chords Read a melody on a string using TAB notation Create own melody Improve and perform own melody 	<p>Ukulele - Unit: I can read music and improve performance</p> <ul style="list-style-type: none"> Create and perform own compositions Introduction to dynamics 	<p>Ukulele - Unit: Improvise and Compose</p> <ul style="list-style-type: none"> Improvise melodic and rhythmic phrases Compose own work 	<p>Ukulele - 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
<p>French</p>	<p>Je Me Presente (Presenting Myself)</p> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. 	<p>Au Café (At the Café)</p> <ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast Order typical French snacks. Ask for the bill. 	<p>Chez Moi (My Home)</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. 	<p>La Famille (Family)</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. 	<p>En Classe (In the Classroom)</p> <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. 	<p>Les Habitats (Habitats)</p> <ul style="list-style-type: none"> Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a

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	<ul style="list-style-type: none">· Tell you their nationality and understand basic gender agreement rules.	<ul style="list-style-type: none">• Remember how to say hello, goodbye, please and thank you.	<ul style="list-style-type: none">· Tell somebody in French what rooms they have or do not have in their home.• Ask somebody else in French what rooms they have or do not have in their home.• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age)	<ul style="list-style-type: none">· Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	<ul style="list-style-type: none">· Say and write what they have and do not have in their pencil case.	<ul style="list-style-type: none">named example of these habitats.• Tell somebody in French which animals live in these different habitats.• Tell somebody in French which plants live in these different habitats.
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