

Year 4 Long Term Curriculum Map 2023-24

| Year 4 | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| 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 and performance poetry • Recipes and instructions • Myths | Fiction - Robin Hood: <ul style="list-style-type: none"> • Character descriptions • Legends • Comic Strips • Journey - Narrative assessment | Non-fiction - The Great Kapok Tree: <ul style="list-style-type: none"> • Information texts • Balanced arguments • Debates • Persuasive writing - letters | 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 • Persuasive writing - Adverts • 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 • Length and perimeter | <ul style="list-style-type: none"> • Multiplication and division • Fractions | <ul style="list-style-type: none"> • Fractions • Decimals | <ul style="list-style-type: none"> • Decimals B • Money • Time | <ul style="list-style-type: none"> • Shape • Statistics • Position and direction |

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| Science: | <p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound 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>Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with</p> | <p>States of matter Compare and group materials together 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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Living things and their habitat Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>Animals including humans Describe the parts and functions of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | |
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| | | being good conductors. | | | | |
| Computing: | <p>Online 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. • Understand computer networks. | <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. • Use sequence, selection & repetition, use variables and different forms of input/output. | <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>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>Communication & Collaboration:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. • Understand computer networks including the internet. | <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> |

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| 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. • The resistance by Alfred the Great and Athelstan. • King Ethelred and Danegeld. • Laws and justice • Edward the Confessor and his death in 1066 | | | | <p>A local history study:</p> <p>Battle of Bosworth</p> <ul style="list-style-type: none"> • King Richard III • Battle of Bosworth <p>Industry</p> <ul style="list-style-type: none"> • The importance of the hosiery and knitwear industry in the area <p>Famous People</p> <ul style="list-style-type: none"> • Joseph Hansom designer and inventor of the Hansom Cab. |
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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 | Reconciliation - Inter-Relating: Building Bridges (continued from Pentecost 1) Universal Church - World: God's People |

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| PSHE: | Being Safe: Online Safety Exploring Emotions: Uncomfortable Feelings | Bullying: Bullying Matters | Difference and Diversity: Gender, Stereotyping and Racism Being Me: Community | Being Responsible: Being Responsible Drug Education: Consequences and Risks | Being Healthy: Mental Health Money Matters: Cost Relationships | Changes: Loss A Journey in Love |
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| PE: | Dance - Val Sabin: Unit 1. <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. | Dance -Val Sabin: Unit 2 - Electricity. <ul style="list-style-type: none"> To work in small groups to develop movement. To interpret and comment upon other's work. | Gymnastics - Val Sabin: Unit R- Balance leading into change of front or direction. <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. | Dance - Val Sabin: Unit 3. <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. | Athletics - Val Sabin: Unit 1. <ul style="list-style-type: none"> To develop the ability to use tactics in different situations. To consolidate techniques used for particular activities. | Athletics - Val Sabin: Unit 2. <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. |
| | Gymnastics - Val Sabin: Unit P- Balance. <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. | Games - Val Sabin: Unit- 1 - Net/court/wall games. <ul style="list-style-type: none"> To consolidate striking skills. To vary shots appropriately. To adapt rules of net games. | Games - Val Sabin: Unit 2 - Problem-solving and inventing games. <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. | Gymnastics - Val Sabin: Unit S- Rolling. <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. | Games - Val Sabin: Unit 3- Invasion Games. <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. | Games -Val Sabin: Unit 4 - Striking and fielding games. <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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| <p>Design & Technology :</p> | | | <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 | <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> | |
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| | | | | | <ul style="list-style-type: none"> Plan and design a purposeful object using a design criteria | |
| Art: | <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 | <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 | | | | <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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| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Mimic print from the environment Use objects to create prints Press, roll, rub, stamp to make prints | | | | |
| Music: <u>Ukulele - taught by a Peripatetic Music Teacher</u> | <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 |

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| French | Je Me Presente (Presenting Myself) | Au Café (At the Café) | Chez Moi (My Home) | Ma Famille (My Family) | En Classe (In the Classroom) | Les Habitats (Habitats) |
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| | <ul style="list-style-type: none"> To know how to ask how someone is feeling and how to reply in French. To know how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French. To know numbers 1-20. To know how to ask and answer the question 'Quel âge as-tu ?' (How old are you?). To know how to answer the question 'Où habites-tu ?' (Where do you live?) To know the basics of adjectival agreement in French. | <ul style="list-style-type: none"> To know how to say and write food and drinks found in a French tea room To know how to order food in French. To know how to ask for the bill in French. To know how to pay a bill in France using French currency. | <ul style="list-style-type: none"> To know how to talk about the type of house that I live in and where it is located. To know the names of the rooms in a house. | <ul style="list-style-type: none"> To know the nouns for family members and how they are related to us. To know how to say how many brothers and sisters you have, or if you are an only child. To know how to give the name of family members. To know how to ask how old family members are and how to answer using the correct masculine/feminine/plural form. | <ul style="list-style-type: none"> To know the French noun for some classroom objects including determiners. To know how to ask and answer "What do you have in your pencil case / rucksack?" To know and apply the 3 possessive adjectives in French 'mon', 'ma', 'mes'. To know how to say what is NOT in my pencil case. | <ul style="list-style-type: none"> To know how to say what a habitat is, and what plants and animals need. To know how to give examples of habitats and where they are found. To know the nouns for 5 plants and say what their habitat is. To know the nouns for 5 animals and say what their habitat is. |

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