

## Year 4 Long Term Curriculum Map 2023-24

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

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<p><b>Science:</b></p>	<p><b>Sound</b> 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><b>Electricity</b> 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><b>States of matter</b> 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><b>Living things and their habitat</b> 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><b>Animals including humans</b> Describe the functions of the digestive system in humans.</p> <p>Identify the different types of teeth 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.				
<b>Computing:</b>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly;</li> <li>know a range of ways to report concerns and inappropriate behaviour.</li> <li>Use search technologies effectively,</li> <li>Appreciate how results are selected and ranked and be discerning in evaluating digital content.</li> <li>Understand computer networks.</li> </ul>	<p><b>Programming - Turtle Logo:</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>Solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection &amp; repetition, use variables and different forms of input/output.</li> </ul>	<p><b>Scratch - Questions &amp; Quizzes:</b></p> <ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs</li> <li>Work with variables and various forms of input and output.</li> <li>Design, write and debug programs that accomplish specific goals.</li> </ul>	<p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Communication &amp; Collaboration:</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly.</li> <li>Recognise acceptable/unacceptable behaviour.</li> <li>Identify a range of ways to report concerns about content and contact.</li> <li>Understand computer networks including the internet.</li> </ul>	<p><b>Animation:</b></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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<b>History:</b>	<p>The Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• Roman withdrawal from Britain</li><li>• Scots invasions from Ireland to North Britain (now Scotland)</li><li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>• Anglo-Saxon art and culture</li><li>• Christian conversion - Canterbury, Iona and Lindisfarne</li></ul>	<p>The Vikings:</p> <ul style="list-style-type: none"><li>• Viking raids and invasion</li><li>• Resistance by Alfred the Great and Athelstan, first king of England</li><li>• Further Viking invasions and Danegeld</li><li>• Anglo-Saxon laws and justice (as taken from National Curriculum)</li><li>• Edward the Confessor and his death in 1066</li></ul>				<p>A local history study:</p> <p>Battle of Bosworth</p> <ul style="list-style-type: none"><li>• King Richard III</li><li>• Battle of Bosworth</li></ul> <p>Industry</p> <ul style="list-style-type: none"><li>• The importance of the hosiery and knitwear industry in the area</li></ul> <p>Famous People</p> <ul style="list-style-type: none"><li>• Joseph Hansom designer and inventor of the Hansom Cab.</li></ul>
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<b>Geography</b>			<p>Study of a region: Nottingham</p> <ul style="list-style-type: none"> <li>Physical features of Nottingham now and in the past</li> <li>Human features of Nottingham now and in the past</li> <li>Compare human and physical features of Nottingham now and in the past</li> </ul>	<p>United Kingdom:</p> <ul style="list-style-type: none"> <li>Counties and major cities in the UK.</li> <li>Key physical features in the UK</li> <li>Urban and rural area land use</li> <li>Position and significance of the Prime Meridian</li> </ul>	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Identify and use the 8 points on a compass</li> <li>Use grid references</li> <li>Use symbols and keys in maps</li> <li>Use sketch maps</li> <li>Identify the human and physical features of the local area</li> </ul>	
<b>RE:</b>	<p>Domestic Church - Family: People</p> <p>Baptism/Confirmation - Belonging: Called</p>	<p>Baptism/Confirmation - Belonging: Called</p> <p>Other World Faiths - Judaism</p> <p>Advent/Christmas - Loving: Gift</p>	<p>Local Church-Community: Community</p> <p>Eucharist - Relating: Giving and Receiving</p>	<p>Lent/Easter - Giving: Self Discipline</p>	<p>Pentecost - Serving: New Life</p> <p>Other World Faiths: Hinduism</p> <p>Reconciliation - Inter-Relating: Building Bridges</p>	<p>Reconciliation - Inter-Relating: Building Bridges (continued from Pentecost 1)</p> <p>Universal Church - World: God's People</p>

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

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<b>Design &amp; Technology</b> :			<b>Robin Hood Hat:</b> <ul style="list-style-type: none"><li>• Develop techniques in textiles</li><li>• Join materials using glue and a stitch</li><li>• Plan, design and evaluate a purposeful product using a design criteria</li></ul>	<b>Super Seasonal Cooking - Reared, Caught and Processed:</b> <ul style="list-style-type: none"><li>• Select and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks</li><li>• To know about a healthy and varied diet</li><li>• Select ingredients and plan a meal</li><li>• To understand where food comes from and when it is grown</li></ul>	<b>Insects:</b> <b>Drawing</b> <ul style="list-style-type: none"><li>• Draw lines of different sizes and thickness</li><li>• Colour, my own work, neatly following the lines</li><li>• Show pattern and texture by adding dots and lines</li><li>• Show different tones using coloured pencils</li></ul> <b>Collage</b> <ul style="list-style-type: none"><li>• Use a combination of materials that are cut, torn and glued</li><li>• Sort and arrange materials</li><li>• Mix materials to create texture.</li></ul> <b>Sculpture</b> <ul style="list-style-type: none"><li>• Use rolled up paper, straws, paper, card as materials</li><li>• Use techniques such as rolling, cutting, moulding and carving</li></ul>	
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<p><b>Art:</b></p>	<p>Fruit and vegetables: Drawing</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness</li> <li>• Colour, my own work, neatly following the lines</li> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones using coloured pencils</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints and black to make tones</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Use clay as a material</li> <li>• Use a variety of techniques such as rolling, cutting, moulding and carving</li> </ul>	<p>Autumn: Drawing</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness</li> <li>• Colour, my own work, neatly following the lines</li> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones using coloured pencils</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes</li> <li>• Mimic print from the environment</li> <li>• Use objects to create prints</li> <li>• Press, roll, rub, stamp to make prints</li> </ul>				<p>Great artists, architects and designers:</p> <ul style="list-style-type: none"> <li>• To know about the life and work of famous artists, Leonardo Da Vinci and George Seurat.</li> <li>• To know about the life and work of famous architects, Gaudi.</li> <li>• To know about famous designers in the past.</li> </ul>
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<p><b>Music:</b></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"> <li>• Correct posture while holding the instrument</li> <li>• Correct positioning of hands</li> <li>• Correct action for strumming with freedom</li> <li>• Safe storage of the instrument in class</li> <li>• Introduction to solfege hand signs</li> <li>• Understand pulse and pitch and the related vocabulary through playing and singing</li> <li>• Strum open strings using chords <i>C/F/G7/C7</i></li> </ul>	<p>Ukulele - Unit: Sounds Good</p> <ul style="list-style-type: none"> <li>• Smooth chord changes and playing 2/3 chords in a sequence</li> <li>• Understand the concept of fast and slow strumming</li> <li>• Understand loud and quiet strumming - dynamics</li> <li>• Importance of finger position and movement to create correct pitch</li> <li>• Play a rhythm on one chord</li> <li>• Play in unison with the class</li> </ul>	<p>Ukulele - Unit: I Can Read Music</p> <ul style="list-style-type: none"> <li>• Play 2/3 chords in a sequence</li> <li>• Play open strings from TAB notation</li> <li>• Play a melody on 1 string from TAB notation</li> <li>• Play a melody on more than one string from TAB notation</li> <li>• Compose own melody using open strings and TAB notation</li> <li>• Demonstrate correct positioning of the left and right hands and fingers</li> <li>• Clap a rhythm from graphic notation</li> <li>• Recognise a semibreve, minim, crotchet, quaver and rests</li> <li>• Have knowledge of appropriate chord patterns <i>C, F, G7, Dm</i></li> </ul>	<p>Ukulele - Unit: I can read music and improve performance</p> <ul style="list-style-type: none"> <li>• Continue to read open strings from TAB notation</li> <li>• Play a melody on 1 string from TAB notation</li> <li>• Play a melody on more than one string from TAB notation..</li> <li>• Basic understanding of Pentatonic Scale</li> <li>• Compose own melody using correct rhythms such as; crotchets, minims, quavers</li> <li>• Understand how to use dynamics</li> <li>• Maintain a part in a two part piece</li> </ul>	<p>Ukulele - Unit: Improvise and Compose</p> <ul style="list-style-type: none"> <li>• Basic understanding of Pentatonic Scale</li> <li>• Compose own melody using correct rhythms such as crotchets, minims, quavers</li> <li>• Understand how to produce dynamics</li> <li>• Maintain a part in a two parts piece</li> <li>• Clap an improvised rhythm</li> <li>• Play an improvised rhythm on 1 chord</li> <li>• Improvise using different chord patterns on a given rhythm</li> <li>• Explore sounds on the instrument, e.g. a pitch bend</li> </ul>	<p>Ukulele - Unit: The Big Jamboree:</p> <ul style="list-style-type: none"> <li>• Play at least 3 chords in sequence</li> <li>• Read and play music notation</li> <li>• Maintain a part in a group piece</li> </ul>
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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)
	<ul style="list-style-type: none"> <li>• To know how to ask how someone is feeling and how to reply in French.</li> <li>• To know how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.</li> <li>• To know numbers 1-20.</li> <li>• To know how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).</li> <li>• To know how to answer the question 'Où habites-tu ?' (Where do you live?)</li> <li>• To know the basics of adjectival agreement in French.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to say and write food and drinks found in a French tea room</li> <li>• To know how to order food in French.</li> <li>• To know how to ask for the bill in French.</li> <li>• To know how to pay a bill in France using French currency.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to talk about the type of house that I live in and where it is located.</li> <li>• To know the names of the rooms in a house.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the nouns for family members and how they are related to us.</li> <li>• To know how to say how many brothers and sisters you have, or if you are an only child.</li> <li>• To know how to give the name of family members.</li> <li>• To know how to ask how old family members are and how to answer using the correct masculine/feminine/plural form.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the French noun for some classroom objects including determiners.</li> <li>• To know how to ask and answer "What do you have in your pencil case / rucksack?"</li> <li>• To know and apply the 3 possessive adjectives in French 'mon', 'ma', 'mes'.</li> <li>• To know how to say what is NOT in my pencil case.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to say what a habitat is, and what plants and animals need.</li> <li>• To know how to give examples of habitats and where they are found.</li> <li>• To know the nouns for 5 plants and say what their habitat is.</li> <li>• To know the nouns for 5 animals and say what their habitat is.</li> </ul>

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