

Year 4 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>Ancient Greece - What were their greatest achievements?</p> | | <p>East Midlands and Campania, Italy - What are the similarities and differences?</p> | | <p>The Romans – How did they impact Britain?</p> | |
| Experiences | Mansfield Museum? | | | | Mansfield Museum? | |
| Writing Units | | | | | | |
| | Non-fiction: write a fact file | Fiction: make a mini-book of their own adventure | Fiction: write a historical narrative | Fiction: write an adventure story from POV of the boy | Non-fiction: write an information board | Recount: write a letter |
| Geography | | | <p>East Midlands and Campania, Italy - What are the similarities and differences?</p> <ol style="list-style-type: none"> How is the world represented on maps and globes? What are the key features of the UK and the East Midlands? (recap) <p>What is the geography of Europe, Italy and the Campania Region?</p> <ol style="list-style-type: none"> What are Europe's human and physical features, including counties and capital cities? | | | |

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| | | <p>4) What are the key geographical features of Italy? <u>How do earthquakes and volcanic eruptions happen?</u> 5) What is plate tectonics? 6) What are earthquakes and how do they occur? 7) What are volcanoes and how do they occur? <u>What are the key physical and human features of Campanian, Italy and how do they compare to the East Midlands?</u> 8) What are the physical features of Campania, Italy and how do the compare to the East Midlands? 9) What are the key settlements in Campania, Italy and how do the compare to the East Midlands? 10) How is the land used in Campania, Italy, what are the economic activities and how do they compare to the East Midlands? 11) What are the similarities and differences between the East Midlands and Campania, Italy?</p> | |
| History | <p>Ancient Greece - What were their greatest achievements? <u>How did early Greece begin and what was it like there?</u> 1) What can excavations tell us about early Greece? 2) What was life like in early Greece? 3) How did the Minoans trade in early Greece? <u>What was life like in the city-states of Greece?</u> 4) What was life like in Athens and Sparta? 5) How did the city-states overcome the Persian invasion? 6) What was life like in the city states after the Persian retreated? <u>How did Alexander the Great expand Greek power and influence?</u> 7) How did King Philip II grow the Macedon Empire? 8) Who was Alexander the Great and what made him a significant leader? 9) What were the greatest achievements of Ancient Greece?</p> | | <p>The Romans – How did they impact Britain? <u>How did early Rome grow to become the Roman Empire?</u> 1) What do we know about early Rome & how do we know this? 2) Who was in charge of the Roman Empire? 3) How powerful was the Roman army? <u>How did the Britons resist occupation?</u> 4) What events led up to Emperor Claudius invading Britain? 5) How did the Roman settlements compare to the Celtic villages? 6) Who was Boudicca and why did she take revenge on the Romans? <u>How did the Roman maintain control over Britain?</u> 7) How did the Romans protect their land and do we know this? 8) What happened in the final years of the Roman Empire?</p> |
| Maths | <p>Place Value x 4 weeks Addition and Subtraction x 3 weeks Measurement – Area x 1 week Multiplication and Division A x 3 weeks Consolidation x 1 week</p> | <p>Multiplication and Division B x 3 weeks Measurement – Length and Perimeter x 3 weeks Fractions A x 4 weeks Decimals A x 3 weeks</p> | <p>Decimals B x 2 weeks Measurement – Money x 2 weeks Measurement – Time x 2 weeks Consolidation x 1 week Geometry – Shape x 2 weeks</p> |

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| | | | | | Statistics x 1 week Geometry – Position and Direction x 2 weeks | |
| Reading | <u>Orangutans</u> Non-Chron Report 2a/2b <u>Save our forest!</u> Narrative 2b/2d <u>The Bronze Age</u> Non-Chron Report 2a/2b/2c | <u>Visit Ancient Egypt</u> Unseen text 2a/2b <u>Plate Tectonics</u> Non-Chron Report 2a/2b/2c <u>Cindy Lou Visits the Grinch</u> Playscripts 2a/2b/2d | <u>Islamic Story</u> Narrative 2b/2d <u>Dental Hygiene</u> Non-Chron Report 2a/2b/2c | <u>Beaches/tropical/ rainforest</u> Poetry 2b/2d <u>Iron Age Celts</u> Non-Chron Reports 2a/2b/2c | <u>Europe</u> Non-Chron Report 2a/2b/2c <u>Arabian Nights tale</u> Narrative 2b/2d <u>Stoke-on-Trent</u> Non-Chron Report 2a/2b/2c | <u>Black Britons</u> Non-Chron Report 2a/2b/2c/2d <u>Weather</u> Poetry 2b/2d <u>How does the ear work?</u> Explanation 2a/2b/2c |
| Art | <u>Plant Art</u> <ol style="list-style-type: none"> To appreciate the work of different artists To develop observational skills To know how to create tints, shades and tones of colours To develop printing skills. To know how to create depth in an artwork To create sculptures using clay To plan and create a piece of artwork | | <u>Sonia Delaunay</u> <ol style="list-style-type: none"> To become familiar with the early life and artwork of Sonia Delaunay To learn about the Delaunays and Orphism To explore how Sonia Delaunay created rhythm and movement in her artwork To know how Sonia Delaunay expanded her artwork to include fashion To explore the influence and legacy of Sonia Delaunay | | <u>Recycled Art</u> <ol style="list-style-type: none"> To explore different ways to join materials. To explore the texture and appearance of different junk materials. To create a simple animal sculpture. To create a piece of art from recycled cardboard. To create a piece of art to convey a message. | |
| DT | <u>Food and Nutrition – Adapting a recipe</u> <ol style="list-style-type: none"> Following a recipe Testing ingredients Final design and budget Biscuit bake off. | | <u>Electrical Systems – Torches</u> <ol style="list-style-type: none"> Electrical Products Evaluating Torches Torch Design Torch Assembly | | <u>Textiles – Sewing Roman Purses</u> <ol style="list-style-type: none"> To research and develop design criteria to create a Roman purse. To know and practice different types of stitches To generate two designs and clearly communicate my final design To make a paper template To create a step by step to organise my ideas To make a Roman purse following my step-by-step guide. To evaluate your own and a friend's product against design criteria. | |
| Computing | <u>Creating Media</u> <u>Photo Editing</u> <ol style="list-style-type: none"> To explain that the composition of digital images can be changed To explain that colours can be | <u>Computer Systems and Networks</u> <u>The Internet</u> <ol style="list-style-type: none"> To describe how networks physically connect to other networks | <u>Programming</u> <u>Repetition in Shapes</u> <ol style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language | <u>Creating Media</u> <u>Audio</u> <ol style="list-style-type: none"> To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of | <u>Programming</u> <u>Repetition in games</u> <ol style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment | <u>Creating Media</u> <u>Word Processing</u> <ol style="list-style-type: none"> To format images for a purpose To use formatting tools to create an effective layout |

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| | Self-image and Identity – To explain that others online can pretend to be someone else, including my friends, and can suggest why, they might do this | Online Relationships - To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. | Online Reputation - To explain ways that some of the information about anyone online could have been created, copied or shared by others. | Online Bullying - To explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). | Managing Online Information - To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others | Managing Online Information - To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true |
| | Dental (x1) (Teacher Planned) To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (add in glossing (revisit from year 1) | Additional Lesson as Required | Additional Lesson as Required | Additional Lesson as Required | Keeping Safe Emergencies (Teacher Planned) (x1) - To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services and to know how to contact them and what to say. | Economic Wellbeing: Money (Teacher Planned) (x1) To know that people's spending decisions can affect others and the environment (eg fair trade, buying single use plastics or giving to charity) |
| MFL 2023/2024 | All Aboard 1) To Introduce simple weather phrases. 2) To introduce the written words for weather phrases. 3) To introduce the days of the week. 4) To introduce different options of transport. 5) To focus on pronunciation of words where final consonants are not pronounced. 6) To consolidate learning using an end-of-unit project (daily weather chart, diary entry). | Pocket Money 1) To introduce common nouns of items you may find in a shop. 2) To learn numbers up to 30. 3) To state opinions of objects and food. 4) To ask questions to find out the price of unknown objects. 5) To practise pronunciation by rehearsing a poem about likes and dislikes. 6) To consolidate knowledge through an end-of-unit project (toy advert – visual or audio). | La Phonetique (2 Lessons) Je me présente (Presenting Myself) | Ma famille (My Family) | En classe (In the Classroom) | Quel temps fait-il ? (What Is the Weather?) |

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| MFL 2024/2025 | La Phonetique (1 Lessons) Je me présente (Presenting Myself) | Ma famille (My Family) | Boucle d'or et les Trois Ours (Goldilocks and the Three Bears) | En classe (In the Classroom) | Au salon de thé (At the Tea Room) | Quel temps fait-il ? (What Is the Weather?) |
| Music (EMMC v2) | <u>Musical Structures</u> | <u>Exploring Feelings When You Play</u> | <u>Compose with Your Friends</u> | <u>Feelings Through Music</u> | <u>Expression and Improvisation</u> | <u>The Show Must Go On!</u> |
| RE | <u>The Journey of Life and Death</u> Why do some people think life is like a journey? Where do we go? What do different people think about life after death? 1. To know why life is like a journey – information about key moments eg birth, death and marriage 2. To know about rituals for welcoming a baby in Christianity, Hinduism and Islam 3. To know about rituals for marriage in Christianity, Hinduism and Islam 4. To know about rituals for death in Christianity, Hinduism and Islam 5. To describe 4 different beliefs about life after death 6. To know about non-religious views eg Humanist ideas about the purpose of life and afterlife | <u>Spiritual Expression</u> Christianity, music and worship: What can we learn? | <u>Religion, family, community, worship, celebration, ways of life.</u> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? 1. Who founded Hinduism and where was it? 2. What are the main beliefs of Hinduism? 3. What are the special places in Hinduism? 4. What are the special festivals in Hinduism? 5. Do Hindus have any special books? 6. What symbols do Hindus use? | <u>Symbols and Religious Expression</u> How do people express their religious and spiritual ideas on pilgrimages? 1. Buddhist Pilgrimages 2. Christian Pilgrimages 3. Hindu Pilgrimages 4. Muslim Pilgrimages 5. Jewish Pilgrimages 6. Personal Pilgrimages | | |
| Science 2023/2024 | <u>Living Things and their habitats</u> <u>Where does all the food go?</u> 1. Where does the food go inside your body? 2. How is food broken down? 3. How can we model the digestive system? 4. What sort of teeth do we have? | <u>Good Vibrations</u> 1. What do we know about sounds? 2. How are sounds made? 3. How do sounds travel? 4. How can we make a sound louder and quieter? 5. How do sounds change as we move away from the source? | <u>Human impact on the environment</u> 1) What is the impact of litter in our school? 2) How do materials change over time? 3) How do micro-plants get into our food chains? 4) How can we prevent micro-plastics from getting into our seas and oceans? | <u>Changes of State</u> 1) Is this material a liquid or a solid? 2) How is temperature measured? 3) What difference does temperature make to how quickly the ice block melts? 4) What are melting and freezing? 5) Are spaces really empty? | <u>Electricity: Circuits</u> 1. What makes an appliance work? 2. How can you light the bulb? 3. What does a switch do? 4. Why doesn't the circuit work? 5. Which materials conduct electricity? | <u>Classifications of plants and animals</u> 1) How are living things classified? 2) How are vertebrates classified? 3) How are invertebrates classified? 4) Can you use a branching key? |

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| | <p>5. Why do we have different types of teeth?</p> <p>Our Changing World</p> <p>1. How can we classify trees by looking at their leaves?</p> | <p>6. How can we change the pitch of a plucked note?</p> <p>7. How can we use air to make music?</p> | <p>5) How can we clean up birds affected by an oil spill?</p> | <p>6) What is evaporation and how does it help get things dry?</p> <p>7) Where did the water come from?</p> <p>8) Where does the rain come from?</p> | | <p>(branching databases are taught in computing in year 3)</p> <p>5) What is this living thing?</p> |
| <p>Science 2024/2025</p> | <p>Changes of State</p> <p>1) Is this material a liquid or a solid?</p> <p>2) How is temperature measured?</p> <p>3) What difference does temperature make to how quickly the ice block melts?</p> <p>4) What are melting and freezing?</p> <p>5) Are spaces really empty?</p> <p>6) What is evaporation and how does it help get things dry?</p> <p>7) Where did the water come from?</p> <p>8) Where does the rain come from?</p> | <p>Electricity: Circuits</p> <p>1) What makes an appliance work?</p> <p>2) How can you light the bulb?</p> <p>3) What does a switch do?</p> <p>4) Why doesn't the circuit work?</p> <p>5) Which materials conduct electricity?</p> | <p>Human impact on the environment</p> <p>6) What is the impact of litter in our school?</p> <p>7) How do materials change over time?</p> <p>8) How do micro-plants get into our food chains?</p> <p>9) How can we prevent micro-plastics from getting into our seas and oceans?</p> <p>10) How can we clean up birds affected by an oil spill?</p> | <p>Digestion and Food Chains</p> <p>1) Where does all the food we eat go?</p> <p>2) What teeth do humans have?</p> <p>3) What do teeth do in the digestive system?</p> <p>4) What happens to food after we put it in our mouths?</p> <p>5) What do animals eat?</p> <p>6) What do animals teeth tell us?</p> | <p>Sound</p> <p>1) How are sounds made?</p> <p>2) How do sounds reach our ears?</p> <p>3) How can we change the volume of a sound?</p> <p>4) How does the volume of a sound change as we move away from the source?</p> <p>5) How can we change the pitch of a sound?</p> <p>6) What affects the pitch of a plucked note?</p> | <p>Classifications of plants and animals</p> <p>1) How are living things classified?</p> <p>2) How are vertebrates classified?</p> <p>3) How are invertebrates classified?</p> <p>4) Can you use a branching key?</p> <p>(branching databases are taught in computing in year 3)</p> <p>5) What is this living thing?</p> |