

Year 4 Curriculum Map

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Theme	Roman Rule	The Great War – whole school	The World’s kitchen	Crime and punishment	Reign over us	Britain from the air
Literacy	<p>Stories in historical settings focusing on <i>Escape from Pompeii</i>. Describing settings, characters and developing plots.</p> <p>Myths: Reading, verbally retelling and writing Roman Myths. Using fronted adverbials</p> <p>Information texts: Organising paragraphs around a theme. Using organisational features such as headings and subheadings.</p>	<p>Stories with dilemmas: War stories. Evaluate and edit accurate use of pronouns within sentences.</p> <p>Poetry- Preparing poems to read aloud: World War I poems</p> <p>Instructions. Develop organisational features.</p>	<p>Persuasive texts</p> <p>Stories from another culture: <i>The Great Kapok Tree</i></p> <p>Poetry: Linked to rainforests and jungle animals. Explore poetry of different forms</p>	<p>Diary entries</p> <p>Adventure stories: Spy stories and Elizabeth Singer Hunt’s <i>Jack Stalwart</i> stories</p> <p>Performing Play scripts</p>	<p>News reports</p> <p>Fairytales & Traditional tales, reading and verbally re-telling.</p> <p>Poetry: Linked to local environment.</p>	<p>Fables/ Legends. Link to Legends about Britain and local area</p> <p>Stories in fantasy settings: <i>Harry Potter</i>. Creating and describing their own fantasy settings</p>
Literacy Cross-Curricular	<p>Write a recount of a battle from a Roman soldier’s point of view.</p> <p>Write an information page about Roman weaponry.</p> <p>Write a play about a Roman battle.</p>	<p>Children create written accounts ‘in role’ as a child living during the First World War.</p> <p>Children create an eBook/fact file about toys and games that would have been popular during wartime.</p> <p>Children write their own peace poems/prayers with the theme of reconciliation.</p> <p>Linked activities as suggested in the ‘Your Country Needs You’ English Quest.</p>	<p>Stories from other cultures.</p> <p>Persuasive writing (e.g. Monologues- Project Ecuador).</p>	<p>Children to write a descriptive diary entry in the role of a prisoner.</p> <p>Make relevant comments or ask questions in a discussion or a debate.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p> <p>Write a newspaper report to inform others about a crime committed.</p> <p>Write a poem describing prison life.</p> <p>Write a biography of Dick Turpin.</p> <p>Children to design a wanted poster to catch witches.</p>	<p>Children will create fact sheets, newspapers, reports and prepare presentations.</p> <p>They will show that they have an understanding of Standard English and formal language when making their presentations.</p>	<p>Write mini pocket guide entries for famous landmarks.</p> <p>Write a persuasive argument or letter, in order to preserve a landmark.</p> <p>Use written sources to collect information about important landmarks.</p> <p>Write a set of directions.</p> <p>Write diary entries for a hot air balloon ride.</p>

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				Write persuasively about corporal and capital punishment throughout history.		
Maths	Place value Place value – decimals Written addition & subtraction Written addition & subtraction (problems & inverse) 2d shape Time Assess & review	Mental multiplication Mental division Written multiplication Length – perimeter Statistics Assess & review	Place value Roman numerals Counting – negative numbers Fractions and decimals Fractions, decimals and division Position and direction Area Multiplication (statistics, money, measures) Assess & review	Mental multiplication and written division Place value Written multiplication 2d shape & position Addition & subtraction (statistics) Assess & review	Counting & sequences (statistics) Fractions & decimals (measures) Fractions & written division Measures – volume, capacity & mass Position & area Multiplication facts & time Assess & review	Place value Statistics Addition & subtraction (statistics) Multiplication & division Shape Assess & review
Maths Cross-Curricular	Measures Children to make a catapult and measure the distances travelled using different materials. To convert units of measure. Number To order and compare dates within and beyond the Roman Empire. Geometry To use symmetry to create mosaic art.	See accompanying maths quest for activities and challenges linked to theme.	Data Handling Collect, record and present data on a bar chart (favourite foods). Space, shape and measures Using an atlas scale, calculate different distances from countries to UK. Geometry Plot and read coordinates on a world map.	See accompanying maths quest for activities and challenges linked to theme.	See accompanying maths quest for activities and challenges linked to theme.	To solve a range of problems involving crop circles. Identify shapes in a crop circle. Use co-ordinates to locate features.
Science	Animals including humans describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it	States of matter compare and group materials together, according to whether they are solids, liquids or gases 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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch	Living things & their habitat recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.	

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		recognise that sounds get fainter as the distance from the sound source increases.		opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.		
Science Cross-Curricular	To use catapults to investigate friction linked to forces.		Solids and Liquids: Plan, carry out and evaluate an investigation re: what happens when some foods are heated and cooled? Keeping warm: Plan, carry out and evaluate an investigation re: which materials are the best insulators?			Carry out a fair test into how shadows are formed. Discuss the properties of materials found in an archaeological expedition of their school site.
Computing	Presentation Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? •Can they insert sound recordings into a multi media presentation? •Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?	Using the internet Can they use a search engine to find a specific website? •Can they use note-taking skills to decide which text to copy and paste into a document? •Can they use tabbed browsing to open two or more web pages at the same time? •Can they open a link to a new window? •Can they open a document (pdf) and view it?	Databases Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Do they recognise what a spreadsheet is? •Can they use the terms cells, rows and columns? •Can they enter data, highlight it and make bar charts?	Communicating Safely Have they completed e-safety training and understand safety of personal information? •Do they appreciate the benefits of ICT to send messages and to communicate? •Can they use the automatic spell checker to edit spellings? •Can they send an email with attachment?	Data retrieving and organising Can they capture images using webcams, screen capture, scanning, visualiser and internet? •Can they choose images and download into a file? •Can they download images from the camera into files on the computer? •Can they copy graphics from a range of sources and paste into a desktop publishing program?	Algorithms and programs •Can they use repeat instructions to draw regular shapes on screen, using commands? •Can they experiment with variables to control models? •Can they make turns specifying the degrees? •Can they give an on-screen robot specific directional instructions that takes them from x to y? •Can they make accurate predictions about the outcome of a program they have written?

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<p>Computing Cross-Curricular</p>	<p>To use programming to create invasion Art linked to a Roman battle.</p>	<p>Use ICT to research and publish/present their work.</p>	<p>To use some of the advanced features of apps and devices in order to communicate ideas (iMovie, puppet pals).</p>	<p>Children will use the internet to research and present their work.</p> <p>Children will create multimedia presentations.</p>		<p>Use SCRATCH to create a model maze design.</p> <p>Use the internet and Google Earth.</p>
<p>History Cross-Curricular</p>	<p>To evaluate primary and secondary sources to find out about Caesar's attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius (including Hadrian's Wall) and the Roman Empire.</p> <p>To trace and understand Britain's role within the Roman Empire.</p> <p>To use evidence to ask questions and understand the decline and fall of the Western Roman Empire and its impact on Britain.</p>	<p>Children find out about key events that triggered the start of the First World War and other key wartime events from the start of the war to the end—placing them on a timeline.</p> <p>Children use a range of sources to research and collate information on some key British wartime figures and the roles that they played in the war.</p> <p>Children use a range of sources to find out about what life was like for women, families and children in Britain during the First World War and the impact that the war had on society back home.</p>	<p>Describe changes that have happened over time in British history. Describe the social and ethnic changes that have occurred in Britain over time.</p> <p><u>Citizenship</u></p> <p>Try different foods to expand their knowledge of different cultures. Consider global issues and act upon them.</p>	<p>Children will explore crime and punishment through time.</p> <p>Children will look at case studies of crimes committed in the past.</p> <p>Create a timeline of events</p> <p>Write a Saxon 'Oath of Loyalty'</p> <p>Compare crime and punishment through time.</p>	<p>Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.</p> <p>Children will think carefully about how people's lives have shaped their country and how Britain has influenced and been influenced by the wider world.</p> <p>Children will begin to understand such abstract terms as 'empire', 'civilisation', and 'parliament'.</p>	<p>To use evidence to ask questions and understand the contributions that people in the past have made to the local area.</p> <p>Find out how the Industrial Revolution changes the landscape of Britain.</p> <p><u>Citizenship:</u></p> <p>Understand the important role of volunteers. When asking questions to find out more about the role of The National Trust.</p>
<p>Geography Cross-Curricular</p>	<p>Use maps and atlases to locate where Romans travelled from and where they settled.</p>	<p>Children use world maps and European maps to identify: countries that people enlisted from and countries that formed the two opposing sides in the First World War</p>	<p>Ask and answer geographical questions about the human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps and atlases to locate countries. Use a range of resources to identify the key human features of a location.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Explore countries that continue to use capital punishment.</p> <p>Compare uses of corporal punishment in different countries.</p>	<p>Children will use maps to understand where Britain had its colonies and where it had the most influence as part of the British Empire.</p>	<p>Use atlases and OS maps. Draw own maps.</p> <p>Locate physical and human features on a map, including important landmarks.</p> <p>Recognise features on an OS map using correct symbols.</p> <p>Write a set of directions using points of the compass and grid references.</p>

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						<p>Visit London, or a large town/city in your locality to see important landmarks.</p> <p>Understanding what a 'Bird's-eye view means and how it is used.</p>
<p>Art and Design Cross-Curricular</p>	<p><u>Art</u></p> <p>To use Roman influence in order to design and create a mosaic made of paint and square wooden doweling.</p> <p>To use sketching to design and create a poster to advertise a new museum attraction.</p> <p><u>Design and Technology</u></p> <p>To analyse, design and create a catapult.</p>	<p><u>Art</u></p> <p>Children use graphical art materials to create their own propaganda posters in the style of those created in the First World War.</p> <p><u>Design Technology</u></p> <p>Children plan, design, make and evaluate a model airship in the style of the German Zeppelins.</p>	<p><u>Art</u></p> <p>Develop ideas from starting points; collect information, sketches and resources; adapt and refine ideas; comment on artworks using visual language; replicate some techniques used by notable artists; evaluate their own art work and that produced by others.</p> <p><u>Design Technology</u></p> <p>Prepare ingredients; make products by working efficiently by carefully selecting materials; refine work and techniques as work progresses continually evaluating the product design.</p>	<p><u>Art</u></p> <p>Research the work of courtroom artists such as Priscilla Coleman</p> <p>Create artwork using chalks and pastels in the style of a courtroom artist</p> <p><u>Design Technology</u></p> <p>Design and make medieval 'stocks'</p>	<p><u>Art</u></p> <p>Children will study the work of a famous architect and make sculptures based on his designs.</p> <p>Children will consider how the use of colours and materials can improve a large installation.</p>	<p><u>Art</u></p> <p>Look at sculptors and their work.</p> <p>Design a model sculpture to represent the local area.</p> <p><u>Design Technology</u></p> <p>Use a variety of tools and materials to make a model.</p>
<p>PE</p>	<p>Invasion games & Swimming</p> <p>To develop a range of passing skills</p> <p>To develop a variety of receiving skills</p> <p>To develop a variety of movement skills</p> <p>To be able to move safely in / out space</p>	<p>Gymnastics</p> <p>To develop a range of movement skills</p> <p>To develop a range of movement vocabulary</p>	<p>Invasion games & Swimming</p> <p>To develop a range of passing skills</p> <p>To develop a variety of receiving skills</p> <p>To develop a variety of movement skills</p> <p>To be able to move safely in / out space</p>	<p>Net / wall games</p> <p>Develop a range of hitting skills</p> <p>Develop a range of returning skills</p> <p>Develop a range of movement skills appropriate to net/wall games</p>	<p>Striking & fielding games</p> <p>To develop accurate catching</p> <p>To develop a variety of throwing skills</p> <p>To develop a variety of receiving skills</p> <p>To develop the ability to apply accurate throwing and catching skills in a range of game situations</p> <p>To develop accurate throwing to hit a variety of targets from different distances</p>	<p>Athletics</p> <p>To develop a range of throwing techniques</p> <p>To develop a range of jumping techniques</p> <p>To develop a variety of running skills</p>

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PE Cross-Curricular			Plan and perform and repeat sequences in a clear, fluent and expressive manner.			Take part in arrange of orienteering activities.
Music	Instrumental lessons provided by Worcestershire Youth Music	Instrumental lessons provided by Worcestershire Youth Music	Instrumental lessons provided by Worcestershire Youth Music	Listen carefully to beats and rhythms within music and describe their effect. Clap beats and rhythms and begin to play them on tuned and un-tuned instruments. Compose a rap (Some children will begin to improvise).	Sing familiar songs containing steps and leaps. Listen to, and notate ostinatos. Learn and perform a two part songs and play an ostinato on the glockenspiel to accompany it. Compose a song containing steps, leaps and ostinatos.	Listen to contrasting pieces of music by the same famous composer and note the images and moods they portray. Describe the pieces and identify the purpose. Discuss the impact of silence within a piece of music. Compose music that portrays a journey using silence for effect. Describe a poem through music.
Music Cross – curricular	To create a piece of warrior music.		Sing from memory with accurate pitch; Sing in tune.			
MfL	Children will learn how to introduce themselves, greet others and say how they are. They begin to respond to and ask questions about name and age. They will understand that French is spoken in France and elsewhere.	Children continue to build on their knowledge of the French language through playing games and singing in French.	Children will learn to say what activities they can do well and not so well. They recognise and respond to instruction and understand and use praise words. They will learn to say when their birthday is and write a French party invitation.	Children will be taught to name body parts and colours in French. They will also look in more detail at adjectives to describe such as big and small, eventually combining their new skills to describe a person or character.	Children will learn how to listen and respond to a story. They will learn to talk about animals and describe their colour and movement. They will learn new verbs and gain in confidence with language for classroom interaction.	Children learn the names of fruit and vegetables and how to say which they like and dislike. They learn how to describe the life cycle of a plant in French and work on the story of 'Jack and the Beanstalk', Children learn how to say what they would like to buy in a market and order in a restaurant.
SMSC	Spiritual Compare laws and rules within the Roman Empire. To look at Roman Gods, the roles and responsibilities they held and how they were symbolised. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture	Spiritual Discuss the contrasting attitudes held towards war by a number of different religions. Moral Discuss issues to do with the morality of war. Can a war ever be morally justified? Is it ever morally right to kill another human, whatever the circumstances?	Spiritual Reflect on the lives of others around the world through drama. Recognise their own creativity when experimenting with a range of ingredients and planning their insulator. Explain some of the religious practices of individuals. Moral	Spiritual Children will consider whether choices made in the past influences us in the present day. Moral Children will consider whether decisions made in the past can be judged as	Spiritual Children will consider whether choices made in the past influences us in the present day. They will consider how the power of the 'church' had a major effect on people's lives. Moral Children will consider whether decisions made in	Spiritual Children will compare places of worship in different faiths. Moral Children will argue a point of view using the agreed rules in an attempt to preserve a landmark.

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	<p>and beliefs, including early Christianity.</p> <p>Moral</p> <p>To look at how the Roman Empire was led and discuss the effects of democracy within an empire.</p> <p>Social</p> <p>Children to work collaboratively.</p> <p>Discuss the use of rules and laws within Roman society and how it may've been different if the rules were different.</p> <p>Cultural</p> <p>Explore the Roman way of life and discuss how traditions affected daily life.</p>	<p>Social</p> <p>Children will work as part of both ability and mixed ability groups to create presentations about different aspects of WW1.</p> <p>Cultural</p> <p>Find out about the different countries involved in the First World War. Who were the Allied Forces? How far did people travel to fight in the war?</p>	<p>Reflect upon their own views regarding Fair Trade and its impact on others.</p> <p>Recognise the impact of the inequality of food distribution on others.</p> <p>Social</p> <p>Identify how different sections of society eat.</p> <p>Develop cooperation and collaboration via participation in the South American Food Festival.</p> <p>Cultural</p> <p>Reflect on the way that cultures are represented in stories.</p> <p>Recognise similarities and differences between and within food cultures of other countries over time.</p> <p>Experience the significance of dance from other cultures.</p>	<p>'good' or 'bad'.</p> <p>Think of the effect of behaviour on others.</p> <p>Social</p> <p>Children will consider how to work well together in groups. They will debate and discuss the past showing consideration for others opinions.</p> <p>Cultural</p> <p>Children will discuss how life has changed and what the culture was like in different times.</p> <p>To explain how beliefs about right and wrong affect people's behaviour.</p>	<p>the past can be judged as 'good' or 'bad'.</p> <p>Social</p> <p>Children will consider how to work well together in groups. They will debate and discuss the past showing consideration for others opinions.</p> <p>Cultural</p> <p>Children will discuss how life has changed and what the culture was like in different times.</p>	<p>Social</p> <p>Children are to work collaboratively to successfully carry out orienteering tasks.</p> <p>Cultural</p> <p>Children are to explore where they live and the people who shaped their locality.</p>
<p>External visitors, trips and themed days</p>	<p>Excursion to Chedworth Roman Villa.</p> <p>Children to re-enact a Roman battle. Throughout the day, children to use knowledge and understanding from the topic so far to develop the persona of a Roman soldier. Children are to design and make weapons and a shield.</p>	<p>Take part in a whole school WW1 Armistice celebration event/party with music and songs from WW1, food dances etc. Invite older members of the local community.</p>	<p>South American food festival: A fusion of physical education (Zumba), Spanish, human geography and design and technology (tasting and evaluating food).</p>	<p>CSI day - children are to investigate a crime scene using a variety of techniques to learn how crime scenes are investigated today.</p> <p>Plan a trip to some dungeons. (Warwick Castle)</p>	<p>Children role-play the battle of Stamford Bridge and Hastings.</p> <p>Visit a royal palace / house with royal connections that is within the local area.</p>	<p>Visit from the National Trust to explain their roles.</p> <p>Plan a trip to a major city (Birmingham) to see the sights.</p>