

KS2 Curriculum Mapping 2017 – 2018

Year 4

	Autumn term	Spring term	Summer term
Topic / Theme	What does it mean to be powerful?	Is it art?	How can small actions change the world?
Authentic Outcome	Publishing Roman Books	Art exhibitions @ Winter Garden and Tesco. Y4/5 Performance	Bug Hunt Share explanation texts in Firth Park Library and Community Centre of how people in the community can make small changes, and improve their own lifestyle and the area they live in.
Events, visits and enrichments	1.1 History Van Waterstones 1.2 Book Launch	2.1 Sculpture Park Winter Garden Art Exhibition 2.2 Music Workshop Art Thornbridge	3.1 Local walk – Longshaw 3.2 Crab Tree Pond Walk University of Sheffield
English Genre (s) Writing Opportunities	Term 1.1 Genre focus: narrative Theme Link: Roald Dahl. Children to write character descriptions. Children to write setting descriptions. Reading HA/MA: Matilda, reading coverage focus.	Term 2.1 Genre focus: Biographies Theme Link: Artist David Hockney. Children to learn about the artist and his work. Write biographies. Write letters to Hockney inviting him to see the art exhibition.	Term 3.1 Genre focus: Performance Poetry/personification, links to insects and mini beasts, non-chronological reports on animals and insects in the local areas. Theme Link: Insects and animals Children to innovate Brian Moses 'If I had ears the size of satellite dishes', what noises

	<p>LA: Guided Reading carousel, decoding and comprehension focus.</p> <p>Term 2.1 Genre focus: non-chronological reports Theme Link: Romans.</p> <p>Children to write and publish Roman Handbooks.</p> <p>Reading HA/MA: Non-chronological reports, Reading coverage focus. LA: Guided Reading carousel, decoding and comprehension focus.</p>	<p>Reading HA/MA: Biographies, Reading coverage focus. LA: Guided Reading carousel, decoding and comprehension focus.</p> <p>Term 2.2 Genre focus: Narrative, performance poetry Theme Link: Shakespeare</p> <p>Children to read Midsummer Night’s Dream describe characters, setting and write a build-up.</p> <p>Children to perform small parts of the original works of Shakespeare.</p> <p>Reading HA/MA: Midsummer Night’s Dream, Reading coverage focus. LA: Guided Reading carousel, decoding and comprehension focus.</p>	<p>could you hear of the tiny animals around you?</p> <p>Ch to write non-chronological reports on insects and local wildlife and how we can conserve the area to ensure we attract different types of wildlife, and help them to survive.</p> <p>Reading HA/MA: Poetry, Reading coverage focus. LA: Guided Reading carousel, decoding and comprehension focus.</p> <p>Term 3.2 Genre focus: explanation texts. Theme Link: Small actions change the world.</p> <p>Children to learn about the digestive system and teeth through science.</p> <p>Receive a letter from the Prime Minister/Mayor; explaining about the growing epidemic of children losing teeth and obesity. Children to write explanation texts telling people how they can make small changes in order the live a healthier lifestyle.</p> <p>Reading HA/MA: Reading coverage focus. LA: Guided Reading carousel, decoding and comprehension focus.</p>
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<p>Maths cross curricular links</p>	<p>Number and Place Value, calculation. Roman Numerals and coins (PM)</p>	<p>Number and Place Value, calculation addition subtraction times divide, fractions. Baking measures (PM)</p>	<p>Number and Place Value, calculation addition subtraction times divide, fractions, graphs Fractions, measure, shape</p>
<p>Science</p>	<p>Y4 Electricity</p> <ul style="list-style-type: none"> •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 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. <p>Build circuits Investigate circuits through:</p> <p>- Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Y4 States of matter</p> <ul style="list-style-type: none"> •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. <p>Y4 Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •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. •recognise that sounds get fainter as the distance from the sound source increases. 	<p>Y4 Living things and their habitats</p> <ul style="list-style-type: none"> •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. <p>Y4 Animals, including humans</p> <ul style="list-style-type: none"> •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. <p>Investigate habitats and animals through:</p> <p>- Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.</p>

	<ul style="list-style-type: none"> - Set up simple practical enquiries, comparative and fair tests. - The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. - The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - The identification of differences, similarities or changes related to simple scientific ideas and processes. - The use of straight forward scientific evidence to answer questions or to support their findings. 	<p>Investigate states of matter and sound through:</p> <ul style="list-style-type: none"> - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests. - The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. - The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - The identification of differences, similarities or changes related to simple scientific ideas and processes. - The use of straight forward scientific evidence to answer questions or to support their findings. - The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. 	<ul style="list-style-type: none"> - The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. - The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - The identification of differences, similarities or changes related to simple scientific ideas and processes. - The use of straight forward scientific evidence to answer questions or to support their findings. - The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
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<p>Computing</p>	<p>Create a PowerPoint presentation on Roald Dahl (T1.1) and Romans (T1.2)</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. <p>Anti-bullying week</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. 	<p>Create a PowerPoint presentation on Is it Art – famous artist.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. 	<p>Create a PowerPoint presentation on Rainforest animals (T3.1) and Bugs in Britain (T3.2)</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Create a geocache
<p>Art and Design</p>	<p>Links to Roman designs, mosaic tiles, vases, shields, jewellery, coins</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history 	<ul style="list-style-type: none"> - David Hockney, Graffiti (is it art?), Banksy, Pete McKee, Art around Sheffield, create sculptures clay. - Copy graffiti art/Pete Mckee art - Build own sculpture out of clay or rubbish collected? <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing</p>	<p>Artist Russau – Rainforest art work, Design bug hotels</p>

		<p>awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	
Music	Sheffield Music Service, clarinets, violins, cornets	<p>Links to Performance. Sheffield Music Service, clarinets, violins, cornets</p> <p>Music Work shop with Art – Violin and Cello.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and 	Sheffield Music Service, clarinets, violins, cornets

		<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. 	
DT	<p>BLP – electrical links. Making Volcanoes – explode.</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Sculptures, baking, packaging for food, making props and set, costumes for the performance.</p> <p>– Cooking and nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Bug hotels</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>

	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world
History	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Y4 only Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica Romanisation' of Britain: sites such as Caerwent and the impact of 	<ul style="list-style-type: none"> History of great British artist and how art has moved forward through the centuries 	

	<p>technology, culture and beliefs, including early Christianity</p>		
<p>Geography</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: volcanoes and earthquakes 	<ul style="list-style-type: none"> • 	<p>Sheffield Local Walk - Longshaw</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Geographical skills and fieldwork</p> <p>Rainforest Focus</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

			<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, including sketch maps, plans and graphs, and digital technologies. •
PE	<p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Team Building Games</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance [gymnastics] • compare their performances with previous 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
RE	<p>Christianity Links to Romans and Christmas</p> <ul style="list-style-type: none"> • experience well told storytelling, and develop their own skills as story tellers in relation to ‘great lives’ in religious story (A2) • describe the lives of some inspirational spiritual and leaders from the modern world (A2) • understand how key leaders can be sources of wisdom for religious believers (A2) • explore the lives of key religious leaders from contemporary life, describing the challenges they have 	<p>Links to Easter, Christianity.</p>	

	<p>faced and the commitments by which they lived (B2)</p> <ul style="list-style-type: none"> • apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) 		
PSHE coverage	P4C – power and how we use it.	P4C – discussions Is it Art? Looking at abstract structures.	
MFL	<p>Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 		