

Somers Park Primary School  
Year 4 Curriculum Map 2016- 2017



| Year 4   | Autumn  |   | Spring   |  | Summer  |   |
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| School events  | -3-day residential to West Malvern Outdoor Centre<br>-Cheltenham Literary Festival  |   |  | -West End Trip   |   | -Café Day<br>-Rocket Day  |
| English  | Science Fiction<br>-Narrative<br>-Non-fiction<br>-Recounts and reports<br>-Poetry   | -Diaries<br>-Instructions<br>-Narrative<br>-Poetry  | -Fantasy world setting<br>-Biographies<br>-Explanations<br>-Letter writing   | -Setting descriptions<br>-Recounts<br>-Non-chronological reports<br>-Play scripts<br>-Reviews                    | -Persuasive writing<br>-Poetry<br>-Letters<br>-Play scripts   | -Discussion texts<br>-Fables, myths and legends<br>-Historical fiction  |
| Ongoing- Reading (word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language |   |   |  |  |   |   |
| Maths  | -Addition/subtraction<br>-Multiplication<br>-Shape and geometry<br>-Statistics  | -Addition/subtraction<br>-Multiplication/division<br>-Time and measurement<br>-Fractions<br>-Shape and geometry | -Addition/subtraction<br>-Multiplication/division<br>-Fractions and decimals   | -Addition/subtraction<br>-Time<br>-Multiplication/division<br>-Shape and geometry<br>-Statistics and measurement | -Addition/subtraction<br>-Money<br>-Measurement<br>-Fractions   | -Mental calculation<br>-Measurement and decimals<br>-Addition/subtraction<br>-Multiplication/division<br>-Geometry<br>-Statistics |
| Ongoing- Number and Place Value  |   |   |  |  |   |   |
| Science  | <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>-Identifying common appliances that run on electricity.</li> <li>-Constructing simple series electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>-Identifying 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.</li> <li>-Recognising that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit.</li> <li>-Conducting experiments to test good conductors or insulators of electricity.</li> </ul> <p><b><u>Digestion</u></b></p> <ul style="list-style-type: none"> <li>-Describing the simple functions of the basic parts of the digestive system in humans.</li> <li>-Identifying the different types of teeth in humans and their simple functions.</li> <li>-Identifying differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.</li> <li>-Setting up and managing an enquiry or test to understand what causes tooth decay.</li> </ul> |   | <p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>-Comparing, sorting and describing materials between solids, liquids and gases.</li> <li>-Observing that some materials change state when they are heated or cooled by investigating how heating and cooling can change a material's state, and how water can change its state to a solid, liquid or gas.</li> <li>-Associating the rate of evaporation with temperature by investigating the effect of temperature on drying washing and reporting on findings.</li> <li>-Identifying the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</li> </ul> <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>-Identifying how sounds are made and associating some of them with something vibrating by identifying and explaining sound sources around school, finding patterns between volume and vibration strength, and recognising that sounds travel through a medium to the ear.</li> <li>-Recognising that vibrations from sounds travel through a medium to the ear and exploring how high and low sounds are created.</li> <li>-Finding patterns between the pitch of a sound and features of the object which produced it by exploring and creating musical instruments, and explaining how they change pitch.</li> </ul> |  | <p><b><u>Animals and habitats</u></b></p> <ul style="list-style-type: none"> <li>-Recognising that living things can be grouped in a variety of ways.</li> <li>-Gathering, recording, classifying and presenting data in a variety to help in answering questions by using a range of methods to sort and group living things.</li> <li>-Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.</li> <li>-Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.</li> <li>-Using tables and keys to show the characteristics of living things.</li> <li>-Recognising that environments change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</li> <li>-Researching and presenting about an endangered species.</li> </ul> |   |
| Computing  | <p><b><u>Digital literacy and e-safety</u></b></p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact by learning how to be a good digital citizen.</p>  |   | <p><b><u>Computing and programming</u></b></p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts by deconstructing and building slug trail/maze games.</li> </ul> <p>-Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.</p>  |  | <p><b><u>Computing and programming</u></b></p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output by creating Scratch programs to measure the altitude and distance of water rockets.</p>   |   |

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| Humanities | <p><b><u>Stone Age to Iron Age Britain</u></b><br/>         -changes in Britain from Stone Age to Iron Age<br/>         -Celtic culture – farming, art and roundhouses<br/>         -Celtic hill forts</p> <p><b><u>The Roman Empire and its impact on Britain</u></b><br/>         -origins of Rome – Romulus and Remus<br/>         -Roman army<br/>         -expansion of Roman Empire<br/>         -invasion of Britain and Celtic resistance; Caesar, Caligula, Claudius and Boudicca<br/>         -impact of Roman Empire on Britain<br/>         -Roman art and architecture<br/>         -Roman numerals</p> | <p><b><u>Anglo Saxons and Scots</u></b><br/>         -Roman withdrawal from Britain c.410AD<br/>         -Anglo-Saxon invasions, settlements and kingdoms: place names and village life<br/>         -Anglo Saxon art and culture</p> <p><b><u>UK Geography</u></b><br/>         Name and locate counties of cities of the United Kingdom, geographical regions and their identifying human and physical characteristics' key topographical features (including hills, mountains, coasts and rivers), land-use patterns and understand how some aspects have changed over time <i>by investigating the geography of the UK and its regions.</i></p> | <p><b><u>North America</u></b><br/>         -Locate the countries of North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.<br/>         -Understand geographical similarities and differences through the study of human and physical geography of a region within North America, <i>specifically Annapolis, Maryland</i><br/>         -Native American history, culture and art<br/>         -penpal letter writing to Somers Park partner school in Annapolis</p> <p><b><u>French</u></b><br/>         -listen attentively to spoken language and show understanding by joining in and responding<br/>         -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br/>         -speak in sentences, using familiar vocabulary, phrases and basic language structures</p> |
| RE         | <p><b><u>What is the most significant part of the Nativity story for Christians today?</u></b><br/>         -Do sacred texts have to be 'true' to help people understand their religion?<br/>         -Can the arts help to communicate religious beliefs?</p>   | <p><b><u>How important is it for Jewish people to do what God asks them to do?</u></b><br/>         Do religious people lead better lives?<br/>         Is religion the most important influence and inspiration in everyone's life?</p>  | <p><b><u>Do people need to go to church to show they are Christians?</u></b><br/>         -Do religious people lead better lives?<br/>         -Does participating in worship help people to feel closer to God or their faith community?</p>   |
| Art        | <p><b><u>Drawing/collage</u></b><br/>         To create sketchbooks to record their observations and use them to review and revisit ideas <i>in the following contexts:</i><br/>         -Celtic art – Celtic knots and patterns<br/>         -Roman art<br/>         -Roman mosaics</p>   | <p><b><u>Painting</u></b><br/>         To learn about great artists <i>by learning about and using the techniques of famous British landscape artists.</i></p>  | <p><b><u>Collage, painting and sculpture</u></b><br/>         To improve their mastery of art and design techniques including drawing, painting and sculpture using a range of materials <i>by drawing, painting and sculpting art in the Native American style.</i></p>  |
| DT         |  | <p><b><u>Textiles</u></b><br/>         -Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose <i>by designing money/phone containers</i><br/>         -Select from and use a wider range of materials and components according to their functional properties to evaluate ideas and products against their own design criteria and consider the views of others to improve their work <i>by designing money/phone containers.</i></p>   | <p><b><u>Movement and mechanisms</u></b><br/>         -To understand and use mechanical systems in their products <i>by designing and creating pressurized water rockets.</i><br/>         -To apply their understanding of computing to monitor the actions of their product <i>by creating software to gather and compute data from their pressurized water rockets.</i></p> <p><b><u>Café Day</u></b><br/>         Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <i>by planning, preparing and administering a pop-up charity café for their families.</i></p>  |
| Music      | <p><b><u>Singing and recorders</u></b><br/>         Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>by singing hymns and songs, and learning to play recorders.</i></p>   | <p><b><u>Composition</u></b><br/>         To improvise and compose music for a range of purposes in the following contexts:<br/>         African music<br/>         British music.<br/>         French songs</p>  | <p><b><u>Singing and recorders</u></b><br/>         -Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>by singing hymns and songs, and learning to play recorders.</i><br/>         -To use and understand staff and other musical notations.</p>  |

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| PE   | <p><b><u>Gymnastics/Dance</u></b><br/>         -Develop flexibility, strength, technique, control and balance.<br/>         -Perform dances using a range of movement patterns.</p> <p><b><u>Football/Netball/Hockey</u></b><br/>         -Play competitive games and apply basic principles suitable for attacking and defending.</p> |  | <p><b><u>Gymnastics/Dance</u></b><br/>         -Develop flexibility, strength, technique, control and balance.<br/>         -Perform dances using a range of movement patterns.<br/>         -Compare their performances and demonstrate improvement.</p> <p><b><u>Netball/Hockey/Swimming</u></b><br/>         -Play competitive games and apply basic principles suitable for attacking and defending.<br/>         -To use a range of strokes effectively.<br/>         -Swim competently and confidently.</p> |                            | <p><b><u>Gymnastics/Dance</u></b><br/>         -Develop flexibility, strength, technique, control and balance.<br/>         -Perform dances using a range of movement patterns.</p> <p><b><u>Swimming/Athletics/Rounders</u></b><br/>         -Use running, jumping, throwing and catching in isolation and in combination.<br/>         -To use a range of strokes effectively.<br/>         -Swim competently and confidently.</p> |                             |
| PSHE | Being Me In The World <b>Jigsaw</b> (a comprehensive scheme of learning for PSHE. Education including emotional literacy, social skills and spiritual development)   | Celebrating Difference <b>(Jigsaw)</b> | Dreams and Goals <b>(Jigsaw)</b>  | Healthy Me <b>(Jigsaw)</b> | Relationships <b>(Jigsaw)</b>  | Changing Me <b>(Jigsaw)</b> |