



Curriculum Map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Thread, Text and Writing Links	The Power of Pictures	British Classics	Stories from Other Cultures	Myths, Legends and Fairy tales	Nature's Treasures	Science Fiction, Fantasy and Adventure
	<p>The Hunter Paul Geraghty Narrative</p> <p>The Tale of a Toothbrush Non-chronological Report and Story adaption</p> <p><i>A planet full of plastic.</i> Poetry and Debate</p>	<p>The Lion, The Witch and the Wardrobe</p> <p>Setting description, character description, narrative, dialogue, <i>Poetry</i>, Letter and Biography</p>	<p>Escape from Pompeii Christina Balit Narrative</p> <p>Non Fiction text National Geographic magazines Report and Debate</p> <p><i>The Crocodile by Lewis Carroll</i> Poetry</p>	<p>Hans Christian Anderson Tales The Nightingale Story writing, direct speech and narrative and Setting scenes.</p> <p><i>The Emperor's New Clothes by Roald Dahl</i> poem</p>	<p>A Drop in the Ocean Jacqui Bailey Leaflet</p> <p>The Wind in the Willows Kenneth Graeme Character description, setting description and story writing</p> <p><i>Duck's Ditty</i> Kenneth Graeme Poem</p> <p><i>Waiting at the Window</i> AA.Miln Poem</p> <p><i>River Story</i> Meredith Hooper Shape poem</p>	<p><i>Harry Potter</i> Character description, setting description, diary entry, narrative, dialogue, story adaption, non-chronological report.</p> <p><i>Sensational Poems inspired by the Senses</i> <i>Sounds Like Magic</i> <i>Haiku</i> <i>A Small Dragon</i> Brian Boran Poetry</p>
Maths	Place Value, Addition & Subtraction,	Length & Perimeter, Multiplication & Division	Multiplication & Division,	Area, Fractions, Decimals	Decimals, Money, Time, Statistics,	Properties of Shape, Position & Direction
Humanities Thread and Topic	Geography Theme: Our World, Our Home!	History Theme: Social History Pivotal Periods (British)	Geography Theme: Global Explorers	History Theme: Conflict and Tension	Geography Theme: The Natural World	History Theme: Ancient Civilizations

	Geography Topic: Sustainability	History Topic: British Monarchy and Empire	Geography Topic: Bella Italia	History Topic: The Roman Empire	Geography Topic: River Deep, Mountain High & Fieldwork Fun!	History Topic: Ancient Egypt
	-Global Warming -Plastic Crisis – plastic in the ocean (solutions)	Enquiry question – Which has had the greatest impact on Britain – Empire, invasion, trade, war or immigration? Overview: Chronology intro – reference previous and future topics. Intro: Monarchy - Chronological sequence and development over time (build monarchy timeline, referencing key moments and monarchs) – add the to a working classroom timeline	- Case Study: Italy - Comparison (Human and Physical Geography)	Enquiry question – What did the Romans do for us? Overview: Chronology intro – reference previous and future topics. -What have the Romans done for us? (social developments/daily life, Warcraft, organisation and Empire/food & farming eg vineyards) - Technology, food and farming. -Case Study: Key strategists and Boudicca (Was she Britain’s first hero?) Why did Julius Caesar invade England (include successful attempt AD45)	-Rivers (journey of the river, water cycle, specific rivers) -Mountains (how mountains are formed, specific mountains ranges) -Progressive Fieldwork/Map work	Enquiry question – What does Ancient Egyptian culture tell us about civilisation? Overview: Chronology intro – reference previous and future topics. -Significance of artefacts: What stories can we discover? What happened to this once mighty empire? -Gods & Goddesses -Case Study: Tutankhamun, Cleopatra
Science	Animals including humans – Key Stage 2 (Year 4) <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 	Electricity – Key Stage 2 (Year 4) <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and 	States of matter – Key Stage 2 (Year 4) <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 	Sound – Key Stage 2 (Year 4) <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Find patterns between the pitch of a sound and features 	Living Things and Their Habitats – Key Stage 2 (Year 4) <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 	Living Things and Their Habitats – Key Stage 2 (Year 4) <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

	<p>teeth in humans and their simple functions.</p> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> • 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 • Recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognize some common conductors and insulators, and associate metals with being good conductors 	<p>they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>of the object that produced it.</p> <ul style="list-style-type: none"> • Identify patterns between the volume of a sound and the strength of the vibrations that produced it 	<p>and name of living things in their local and wider environments.</p> <ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>and name of living things in their local and wider environments.</p> <ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things.
Art	<p>Dragon egg</p> <p>3D shapes, sketching and sculpture (link to science)</p>			<p>Roman mosaics</p> <p>(topic link)</p>		<p>Egyptians</p>

DT		Light houses Use electricity (science link)	Healthy Pizza (revision of science)		Build a bridge (topic link)	
Computing	Internet safety	Coding	Toy design	HDML editors	Searching online safely	Producing digital music
PSHE	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
PE	Netball/ baseball Fitness	Dance Tag Rugby	Gym – apparatus and floor Golf	Tennis Yoga	Cricket/ rounder's Hockey	Athletics track Athletics field
RE	L2.8 What does it mean to be a Hindu in Britain today?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? <i>Eid focus possibly</i>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?

Music	Can sing a wide variety of songs from memory – improved tonal quality and intonation	Christmas Carols	Can sing a wide variety of songs from memory – improved tonal quality and intonation. Looking at Opera and practicing singing and learning an Italian song.	Can improvise using repeated patterns (Music technology)	Can identify musical character and motifs Can discuss the purpose of music Composers – case study	Can develop use of body percussion. Egyptian music.
French	<i>On y va!</i> <i>All aboard!</i>	<i>Raconte-moi une histoire!</i> <i>Tell me a story</i>	<i>L'argent de poche</i> <i>Pocket money</i>	<i>Quel temps fait-il?</i> <i>What's the weather like?</i>	<i>Vive le Sport!</i> <i>Our sporting lives</i>	<i>Le Carnaval des Animaux</i> <i>The carnival of the animals</i>