Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	**Creation and Covenant.** Children look in-depth into the role of Abraham and Joseph (Old Testament). We discover the sacred meaning of covenant and how our faith is deepened through belief and love.	**Prophecy and Promise** In this unit, children look at the prophets Elijah and Isaiah, and John the Baptist to gain a deeper understanding of Advent.	**Galilee to Jerusalem** Throughout this unit, children make links between Jesus' speech to John the Baptists' followers and signs He is the Messiah. They develop a better understanding of the Sacrament of Reconciliation and the Sacrament of The Sick and consider how we can serve others.	**Desert to Garden** Children will retell with increasing detail The Parable of the Prodigal Son. We look at the sequence of Holy Week, paying attention to different reactions of Jesus. We consider why St. Peter may have turned away from Jesus and reflect on what we need to change about ourselves during Lent to be better people.	**To the Ends of The Earth** During this unit, children will develop their understanding of the term 'apostle' and how the Catholic church is structured. We discuss The Pope and why he is 'the servant of servants God'. We reflect on the story of Peter and what his life teaches Christians today.	**Dialogue and Encounter** Our final topic of the year sees us describing some facts about the life of St. Paul and why he is important. We recognise some reasons why different liturgical traditions arose around the world. We also look at the five pillars of Islam and why they are an important part of the Islamic faith.
English	**Non-Chronological Report** The final written piece will be a report about pollution which links to the autumn geography unit. The children will examine good examples of reports and how they are	**Narrative** The children will be writing a fantasy ,adventure which will take inspiration from the Autumn class text: The Fireworkmaker's Daughter by Philip Pullman.	**Diary Entry** The children will be writing a diary entry linked to the class text : A Series of Unfortunate Events by Daniel Handler.	**Letter** The children will be developing the skill of letter writing which will be linked to the class text: A Series of Unfortunate Events by Daniel Handler.	**Narrative** The children will writing a mystery narrative linked to the class text: Emil and the Detectives by Eric Kastner.	**Persuasive** Following their Tree Top Adventure at 'Go Ape' the children will be exploring the art of persuasive writing. The final piece will be a text to persuade the reader to try the activity.

	written in paragraphs base around a theme.					
Maths	**Place Value** Within this unit, children expand their knowledge of number and place value to include the thousands, tenths and hundredths.	**Addition and subtraction** Children develop their knowledge of column addition and subtraction, whilst also developing mental strategies to support calculations.	**Multiplication and Division** Children continue to build on their knowledge of multiplication division by learning the formal written methods for short multiplication and division. They increase in confidence in multiplying and dividing by 10 and 100 and link this to measurement.	**Fractions** Children will learn about hundredths, equivalent fractions, and their decimal forms. They will convert between mixed and improper fractions and practise adding and subtracting fractions with the same denominator.	**Measurement** Children will learn to estimate, compare, and convert measurements of length, mass, and volume. They will calculate perimeter and area of rectilinear shapes and relate area to multiplication.	**Geometry** Children will compare and classify 2D shapes, recognise symmetry and angles, and complete symmetric figures. They will also use coordinates to draw and translate polygons on a grid.

Science	**Animals including Humans** This unit primarily focuses on the human digestive system. The children then learn about the digestive systems of other animals and compare them. The end of the unit looks at food chains and food webs and the environmental factors that can adversely affect them.	**Materials** This unit explores the properties and changes in states of matter of three states of matter: solid liquids and gases through scientific inquiry. The unit culminates in applying their knowledge of the processes of matter changing state to understand the water cycle.	**Sound** By the end of the unit the children will Know that sound is produced when waves of vibrations travel through an object They will be able to explain how different types of sounds are produced (high or low pitch, loud or quiet, short or long).	**Habitats** In this unit the children will compare the features of living things (plants, animals, fungi, bacteria). They will learn that living things inherit features from their parents which can change over time in a process known as evolution which enables them to adapt to their environment.	**Forces** This unit helps the children to identify the components of an electrical circuit. They will be able to explain how a switch completes the circuit, which allows the electricity to flow, or breaks it. They will learn to draw simple circuit diagrams using the correct symbols and be able to correct errors in circuits.	**Plants** This unit focuses on what plants need to germinate and grow, stay healthy and produce their food. Children will learn that plants obtain the minerals they require from the soil they grow in.
History		**Anglo Saxons** The children will explore why the Anglo-Saxons came to Britain through a variety of sources. By the end of the unit they will understand how and why the Anglo-Saxon communities converted to Christianity and the		**Vikings** This unit focuses on where the Vikings came from: Denmark, Norway and Sweden (Scandinavia) and the prevailing culture which shaped their desire to conquer Britain and the impact of their invasion of Britain.		**Baghdad** This unit focuses on the circular city of Baghdad and the impact that the early Islamic civilisation had on the way we live today. Especially advances in medicine, engineering and education in general.

		impact of this series of events on modern day Britain.				
Geography	**Rubbish and Recycling** In Rubbish and Recycling, we learn about the impact rubbish has on our world and the importance of recycling. We develop our understanding of natural resources to enable us to be more mindful of our usage to help our planet. become more sustainable.		**Migration** In our migration topic, we look at different types of settlement. We look into how choosing a place to settle has changed over time and potential reasons to move from one place to another. We develop our understanding of refugees.		**Earthquakes and Volcanoes** Within this unit, we develop our knowledge of the layers of the earth and how this contributes to the formation of volcanoes, and what happens during an eruption. We look at what causes an earthquake and we learn the impact these events have	
Art	**Storytelling through drawing** Children learn that drawings can be sequenced to tell a story and learn how artists use imagery to tell their own stories. They develop their understanding of composition, sequencing, mark making and how all		**Exploring pattern** Throughout this unit children will learn that a pattern is a design that is created by repeating elements such as line, shape or colour. They will look closely at tessellation and collage and form their own patterns using different		**The Art of Display** Children will learn how we present our work influences the way people think. They will look at different materials, such as wire and clay, to understand that sculpture is an artistic form in which hard or plastic	

	these, including text, can all be used in imagery.		techniques..		materials are worked into 3D objects	
Design Technology		**Mechanisms** By the end of the unit the children will know that mechanical systems have an input. They will create simple mechanical systems using linkages and levers.		**Textiles** The children will learn that a single fabric shape can be used to make a 3D textile product by joining pieces using a variety of stitches. By the end of the unit the children will have produced a simple bag, purse or wallet.		**Electrical Systems** This unit requires the children to know that electrical systems have an input, process and an output. The practical side of the unit will involve the Children using computing to program and control products containing electrical components such as LED lights or buzzers.
Computing	**Computing systems and networks** During this unit the children will learn to work collaboratively on a shared document through the medium of online word documents and presentation software.	**Programming 1** In this unit the children will build on the programming skills that they learnt in year 3 using Scratch which is an intuitive block programming application.	**Creating media** This unit focuses on website design using 'Google Sites'. They will use the skills that they have developed from creating digital presentations to help them design a website.	**Skills showcase** This unit builds on the previous unit to deepen the children's knowledge of the complexities of web design. The unit deals with the concept of information integrity and how they need to be discerning when they search the World Wide Web i.e	**Programming 2** This unit builds on the Spring 1 unit and uses the web-based Scratch application along with several 'Unplugged' activities to deepen the children's understanding of computational thinking.	**Data Handling** This unit teaches the children how to collate, record and disseminate data relating to the weather. Google Sheets which is an online spreadsheet application is used for this purpose.

				the concept of Fake News and misinformation.		
PE	**Athletics** In this unit the children will learn to perform a triple jump and will learn the basic skill for the javelin, discus and shot put field events.	**Gymnastics** By the end of the unit the children will be able to perform a co-ordinated routine by combining several elements such as an arabesque, tuck jump and forward roll. The emphasis is developing the children's core strength and balance.	**Boccia** The children are introduced to the concept of an inclusive sport that can be played by able bodied and disabled contestants at the same time. They will have the opportunity to put their skills into practice in a an inter-school Boccia competition towards the end of the unit.	**Rounders** In this unit the children will learn to bowl underarm with accuracy and control and be able to catch and field the ball in the context of a game of rounders. They will be taught to strike a dropped ball which will then be progressed to hitting a ball that has been bowled to	**Basketball** In this unit the children will develop their skills so they can accurately perform chest and bounce passes and be able to dribble with control. They will be taught to apply these skills along with some tactical awareness in a game of bench ball as a precursor to playing basketball.	
Music	**Musical Structures** Children learn that a time signature is the organisation of the regular pulse recurring into groups. They will be able to identify the time signature of a piece of music and understand that specific styles of music have specific time signatures.	**Exploring features when you play** Children continue to develop their knowledge of music by learning how musical elements work together to create music. They work collaboratively in a group to compose and organise ideas and learn the basic features of music for	**Compose with your friends** Children learn how to keep a steady beat when composing. They will learn to recognise when music has a clear beginning, middle, end and repeated sections. Finally, children will record group compositions using symbols, pictures, or simple	**Feelings through music** Children will be able to demonstrate basic control of dynamics, tempo and articulation when performing. They will also improvise rhythmic or melodic ideas and will record ideas using graphic notation, symbols, or	**Expression and improvisation** Children will be able to recognise when changes in pitch, tempo or rhythm affect how the music sounds and will learn how to use improvisation to express different moods or feelings.	**The Show must go on!** Children will be able to recognise when musical cues (such as starts, stops, or changes) are needed within a performance. They will develop their ability to organise musical ideas into a clear performance

		different purposes.	notation.	simple staff notation.		structure (beginning, middle, end)
MFL	**Je peux** Pupils will learn ten common French verbs and how to say what they can do using *je peux*. They will practise making simple sentences to say what they can and cannot do, including using *je ne peux pas*. They will also learn to join ideas together using *et* (and) and *mais* (but).	**Vegetables** Pupils will learn the names of ten vegetables in French. They will practise describing vegetables. We also introduce the language "je voudrais…" (I would like) and "s'il vous plaît" (please) so pupils can start to create longer, more complex sentences.	**Quel temps fait-il?** Children will learn how to describe the weather in French. They will practise new and previously learned weather phrases through games, listening, and reading activities, including learning the days of the week. They will also read a simple weather map in French, developing both language and geography skills.	**Au salon de thé** Pupils will learn the names of common foods and drinks you might find in a French tea room, starting with masculine nouns and then adding feminine ones. They will practise using this vocabulary to order food and drink, ask for the bill, and say thank you and goodbye in French. Pupils will also learn about French currency, practise calculating a bill, and build confidence by taking part in role-play activities.	**Boucle d'or et les trois ours** Pupils will use the familiar story *Goldilocks and the Three Bears* to learn and practise new French vocabulary. They will listen to, read, and sequence the story using pictures, word cards, and phrase cards to build understanding and confidence. Pupils will then create their own simple French version of the story over two lessons, using pictures and language suited to their ability.	**Consolidation and catch up** Children use the remaining time in Year 4 consolidating learning and recapping trickier words and phrases/
PSHEE/HRSE	**Relationships** Children will learn about positive friendships and how to communicate respectfully. They will explore different types of behaviour, how to respond to hurtful actions, and how to handle pressure from dares or secrets.		**Living in the wider world** Children will learn what makes a community, including helping others, showing compassion, and taking shared responsibility through volunteering. They will explore digital		**Health and Mental wellbeing** This unit teaches the children about the importance of maintaining a balanced lifestyle. It also deals with personal hygiene	

	Children will also learn to respect and discuss differences and similarities.	footprints, how data is shared and used, and how to recognise online adverts. Children will also learn how to make decisions about money, keep it safe, use tools like Go Henry cards, and use money to help others.	and dental care. **Growing and changing** This unit deals sensitively with the changes that children face during puberty and the need for good personal hygiene routines.