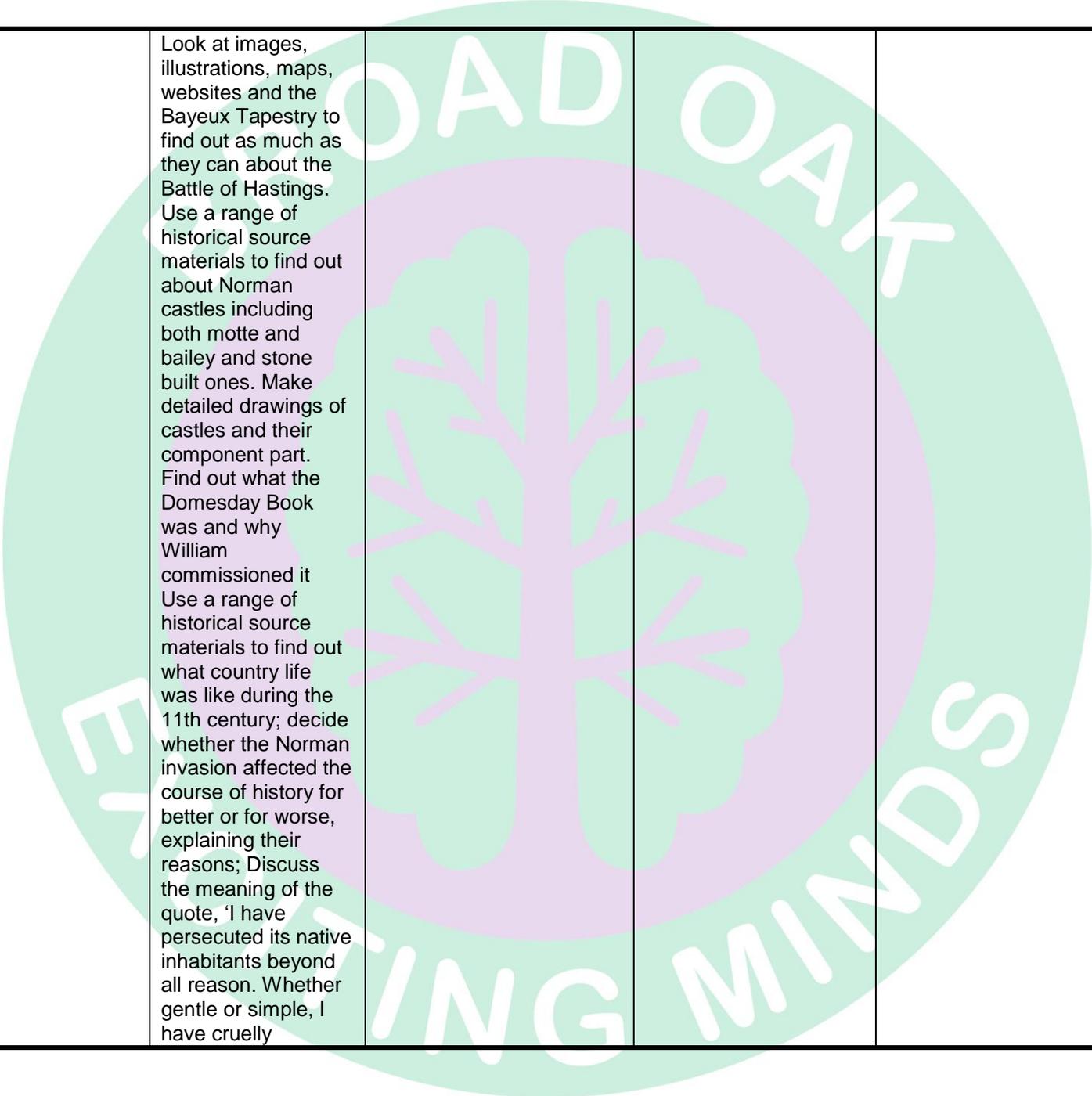


Year 4 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Fact Files Explanatory Texts Idioms Fantasy Narrative Slogans	Reports Fact Files (incorporating research Skills) Stories with historical settings	Treasure Island (Robert Louis Stevenson) Pirates 'n' Pistols (Chris Mould) Poetry using Personification, Stories with dilemmas, Biography Ballads Invitations	The Indian in the Cupboard (Lynne Reid Banks) Postcards Emails Diary writing Myths and Legends Poetry Persuasive texts and letters	Soliloquies Historical play scripts Instructions Invitations and Menus Letters	Recounts Recipes and Instructions Nonsense Poetry Non-chronological Reports Adverts Letters Menus
Mathematics	Place value Place value (including decimals) Written addition and subtraction (including using the inverse) Written addition and subtraction word problems 2D shape Time	Mental multiplication (including 6x & 9x tables) Mental division Written multiplication Length (including perimeter) Statistics (including bar charts and time graphs)	Place value Roman numerals Counting (including negative numbers) Fractions and decimals Fractions, decimals and division Position and direction (coordinates in the 1st quadrant; translation) Area Multiplication (statistics, measures, money)	Mental multiplication and written division (including 7x & 11x tables) Place value Written multiplication 2D shape and position Addition and subtraction (statistics)	Counting and sequences (statistics) Fractions and decimals (measures) Fractions and written division Measures (volume, capacity and mass) Position and area Multiplication facts (including 12x table) Time	Place value Statistics Addition and subtraction (statistics) Multiplication and division Shape (symmetry)
Topic title	Burps, Bottoms and Bile	1066	Blue Abyss	Scrumdiddlyumptious	Misty Mountain Sierra	
Science	Investigate how well they brush their teeth; find out about the 4 main teeth types understanding the features and functions of each one; take dental impressions of their own teeth and compare with others;	Create a picture timeline that sequences the events of the year 1066.	Understand that marine creatures can be sorted and classified on the basis of their physical characteristics; learn about deep sea creatures and find out about their features and behaviours; look after and study brine shrimp (sea monkeys) in	Explore a range of foods using touch, smell and taste; sort different foods into groups and plan a nutritious lunch box; investigate how food can be altered e.g. make bouncy eggs, green pancakes etc;	Following instructions, create a mini water cycle; Investigate how water changes state due to heating and cooling and explain how this relates to the water cycle; Work on a hilly slope to investigate differences between plants growing at two different altitudes; Look at images of animal species that have adapted to live at high altitude.	

	<p>examine own teeth and record numbers of each type; display the information in a graph and compare with others; investigate the process of digestion and test the effectiveness of saliva; examine and explore animal organs and understand the role of each; compare human and animal digestive systems; create binary trees to classify and sort animals; design a fair test to investigate a question related to digestion;</p>		<p>the classroom; understand food chains and the terms predator, prey and producer; research a marine creature and consider how it is adapted to its environment; research the 'crown of thorns' starfish and understand the ecological impact it is having on the Great Barrier Reef; design a sea creature considering how it is adapted to its lifestyle and environment.</p>		
<p>Computing</p>	<p>Use image editing software to modify a photograph of themselves; create a flow diagram (algorithm) illustrating the process of digestion; use movie maker to create a video of the working digestive system model</p>	<p>Discuss how to tell if evidence found online is true; use online maps to locate the positions of Norman castles of England; use online tools, such as the National Archives, to locate places mentioned in the Domesday Book</p>	<p>Program an onscreen device (submarine) to respond to simple 'Logo' commands; use 'Movie Maker' to create a promotional video about the Great Barrier Reef (including narration, sound effects and music); use presentation software to create a multimedia presentation about one species of sea creature eg sharks or whales.</p>		<p>Use the web to research satellite and webcam images of mountains (including panoramics); Watch demonstrations for ways of finding a geocache, a modern day version of a treasure hunt.</p>
<p>History</p>		<p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Learn about the significance of H.M.S. Challenger and how it contributed to the study of oceans.</p>	<p>Use a range of historical resource materials to find out about the work of James Lind (the man who identified a cure for scurvy)</p>	



Look at images, illustrations, maps, websites and the Bayeux Tapestry to find out as much as they can about the Battle of Hastings. Use a range of historical source materials to find out about Norman castles including both motte and bailey and stone built ones. Make detailed drawings of castles and their component part. Find out what the Domesday Book was and why William commissioned it Use a range of historical source materials to find out what country life was like during the 11th century; decide whether the Norman invasion affected the course of history for better or for worse, explaining their reasons; Discuss the meaning of the quote, 'I have persecuted its native inhabitants beyond all reason. Whether gentle or simple, I have cruelly

		<p>oppressed them; many I unjustly inherited; innumerable multitudes, especially in the county of York, perished through me by famine or the sword', allegedly by William the Conqueror.</p>			
<p>Geography</p>		<p>Search Ordnance Survey and online maps of the local area, to identify good and bad places for building a castle and explain why.</p>	<p>Use maps and globes to locate the world's seas and oceans; locate the equator, tropics and (Ant)arctic circles on a globe; find out about the Great Barrier Reef using satellite images and maps; find out about the environmental issues linked to oceans (oil spills, overfishing, erosion, tourism and pollution).</p>	<p>Explore the concept of 'food miles' and trace the journey of a banana from plantation to table; learn about Fair trade products and consider why people buy them;</p>	<p>Find out where in the world the most impressive mountains are located using an atlas and its index; Use the eight points of the compass, maps and globes to describe the location of significant UK hills and mountains in relation to their own; Explore a range of contour maps to see how height is represented; Watch animations and documentaries that explain how mountains are formed, noting down the key words and technical language used to describe the process; Look at and analyse Ordnance Survey maps of a mountainous region of the UK such as the Lake District or Snowdonia, identifying various local human and geological features; Look at a number of images of two contrasting mountainous regions; Demonstrate how plants grow in environmental zones which are characterised by different temperatures, altitudes and other conditions.</p>
<p>Art &amp; Design</p>		<p>Make drawings of sections of the Bayeux Tapestry; create their own Bayeux Tapestry Practise simple stitches (running, back, blanket and cross) on a piece of hessian cloth and</p>	<p>Make detailed first hand observations and sketches of a range of aquatic creatures (fish, crabs, mussels etc); make an annotated model denoting the different ocean layers; use clay to sculpt a model of a real or imaginary sea creature; create an ocean themed</p>	<p>Create a still life painting using different fruit and vegetables; sculpt a real or imaginary fruit or vegetable from clay;</p>	<p>Work in small groups to make a small, 3-D clay model of a mountain; Look at examples of Adi weaving, discussing the geometrical patterns and colours used</p>

		then recreate the section isolated. Create an 'Our Class' embroidered panel.	batik or printed fabric; paint, draw or collage a seascape after having looked at a range of seascapes or artworks inspired by the sea, considering how the artist created movement, mood and depth.		
DT	Adapt recipes and design healthier snack options e.g. vegetable wedges instead of chips; Express preferences for recipes they enjoyed; Find out about food packaging and food labels focusing on healthier options; investigate the effects of different foods and drinks on tooth enamel like substances; make a 'wearable' digestive system using fabric paints and stitching; design an experiment to simulate stomach and digestive processes; create a working digestive system model; make snack packs/ open a pop-up café containing/ serving healthy food options cost out the food	Make an individual 'Domesday Book' to record information about themselves; Evaluate their castle models	Find out about Cornelius Drebbel (the inventor of the first submarine); create a simple working model submarine considering how and why it works; add a simple electrical system to the model (propulsion or lights).	Taste a range of different breads and follow a recipe to bake bread; modify a recipe and measure out accurately the different ingredients and describe the changes that take place during cooking; look at packaging designs and samples and plan and make a design of their own; prepare and cook food to serve in a 'One day café';	Review their 3-D model mountains, reflecting on the accuracy of their design and scale.
Music	Create a funny song relating to food, diet and digestion	Learn the lyrics to a song linked to the Bayeux	Learn how to play in accompaniment to a piece o music. Learn Lyrics to song linked to topic.	Learn and sing, 'Food, glorious food'; create a musical accompaniment for a	Music composition & singing

				piece of performance poetry; create musical instruments from a range of natural materials and food stuffs;		
PHSCE	New Beginnings	Friendship	Going for Goals	Good to be Me	Relationships	Changes
PE	<p><b>Invasion</b>  <b>Physical Me:</b> To keep control of the ball when changing direction and pace to beat an opponent or create space with a partner / game situation  To play an un even a 2 v1 / 3 v 2 game to include a broad range of these FMS which attacks a goal</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To select and link at least 3 actions in a sequence and improve control and fluency of performance to perform with increasing control and fluency on both floor and apparatus. To be able to get out all equipment safely as part of a group and ask for help when needed.</p>	<p><b>Invasion</b>  <b>Physical Me:</b> To keep developing my FMS with and without a ball / ball and stick in isolation and combination.  To develop the control and possession of the ball when passing and moving against a defender.  To play an un even a 3 v 1 / 3 v 2 game to include a broad range of these FMS which attacks a goal</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To select and link at least 3+ actions in a sequence and improve control and fluency of performance to perform with increasing control and fluency on both floor and apparatus.  To focus on different types of balances</p>	<p><b>Gymnastics</b>  <b>Physical Me:</b> To select and link at least 3 actions in a sequence demonstrating contrasting speed. To perform with contrasting speed on both floor and apparatus</p>	<p><b>Striking and Fielding</b>  <b>Physical Me:</b> To be able to cover and move space quickly.  To send and receive a ball accurately. To be able to apply principles of running for speed from previous athletics units of work.</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To perform a sequence with a minimum of 4 actions with a focus on contrasting body shapes and changes of direction. To demonstrate control and fluency in performance. To perform sequence with contrasting body shape and changes in direction on both floor and apparatus safely, fluently and with control.  <b>Social ME:</b> To be able to act responsibly in gymnastics and can show the values e.g.</p>	<p><b>Net and Wall Games</b>  <b>Physical Me:</b> To perform a range of FMS for N &amp; W activities maintain balance and stability.  To be able to move into space quickly to return or receive a ball accurately in the chosen net and wall activity.</p>	<p><b>Athletics</b>  <b>Physical Me:</b> To explore and develop the most effective use of body parts, control and strength when throwing for distance and height for the push and pull throw.  To explore the most efficient way to pace yourself in endurance running.</p>

		with differing points of contact. To reduce the level of contact with the floor when moving from one balance to another		determination to be a good role model <b>Thinking Me:</b> To use IT to support my reflections in my sequence to improve the speed, direction and fluency <b>Healthy Me:</b> To enjoy participating in gymnastics activities and focus on improving my work and my skills. To be able to say or show what muscles and my heart is doing during gymnastics and why this is good for my health and well-being		
French						
RE	<b>Believing</b> <b>Why is Jesus inspiring people?</b> What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What is so radical about Jesus?		<b>Expressing</b> <b>Why do some people think that life is a journey and what significant experiences mark this?</b> (Christians, Hindus and/or Jewish People and non-religious) Why are festivals important to religious communities? (Muslims)		<b>Living</b> <b>What does it mean to be a Hindu in Britain today?</b> <b>What can we learn from religions about deciding what is right and wrong?</b> (Christians, Jewish People, and non-religious responses) Where do we belong? What does it mean to belong to a faith community?	