

St George's Year 4 Curriculum Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - see Come and See Overview for specific dates	Domestic Church: People Baptism/Confirmation: Called Advent/Christmas: Gift Judaism Week: The Torah		Local Church: Community Eucharist: Giving and Receiving Lent/Easter: Self Discipline		Pentecost: New Life Reconciliation: Building Bridges Universal Church: God's People Islam Week: The Quran	
RSE - see life to the full overview #pathway 3	Module 1: Religious understanding Me, my body my health Emotional well being Life cycles		Module 2: Religious understanding Personal relationships Keeping safe		Module 3: Religious understanding Living in the wider world	
English	Text(s): Firework Maker's Daughter Writing Genres: Fiction: Description of a Pirate Non Fiction: Letter about Year 4	Text(s): Lost Words: The Acorn Poem Writing Genres: Fiction: Continuing a story with Dialogue. Non Fiction: InstructionText: Recipe - How to make a Leek Soup	Text(s): The Spiderwick Chronicles Writing Genres: Fiction: Spooky Story 1 including description of setting. Non Fiction: Persuasive leaflet. A: Roman Army recruitment leaflet	Text(s): Poems- Michael Rosen: Chocolate cake and My Brother Writing Genres: Fiction: Spooky Story 2 Character description and dialogue. Non Fiction: Diary Entry Boudicca Persuasive leaflet.	Text(s): Writing Genres: Fiction: Re-telling the story Non Fiction: Newspaper Report	Text(s): Mr Gumpy's Outing Writing Genres: Fiction: A Story in the style of Mr Gumpy's Outing for our Reception Buddy. Non Fiction: Information text about ordinary people who do extraordinary things. Eg. Oscar Romero, Rosa Parks, Marcus Rashford, Harriet Tubman etc.... (RE link)

Drama / S&L	The Shang Dynasty	Anti Bullying Workshops	Now Press Play: Romans Electricity	MENTAL MATHS	Harriet Tubman
Maths	Number: Place Value Addition and Subtraction Measure: Length and Perimeter Number: Multiplication and Division		Number: Multiplication and Division Measure: Area Number: Fractions Number: Decimals	Number: Decimals Measure: Money Measure: Time Statistics Geometry: Properties of Shape Position and Direction	
Science	States of Matter Compare and group materials based on their states of matter, ie, liquid, solid or gas Explain what happens to materials when they are heated or cooled Measure the temperature at which different materials change state Use measurements to explain changes to the state of water Explain the part that evaporation and condensation has in the water cycle <i>•Can they group and</i>	Sound •Describe a range of sounds and explain how they are made •Compare sources of sound and explain how the sounds differ •Explain how to change a sound (louder/softer) •Describe and explain how a sound travels from a source to our ears •Explain what happens to sound as it travels away from its source •Explain how you could change the pitch of a sound •Investigate how	Electricity •Explain how electricity is useful to us •Construct a simple circuit •Explain what a conductor is and test materials for conductivity •Explain closed and open circuits •Construct a circuit with a switch •Recognise some common conductors and insulators <i>•Can they explain how a bulb might get dimmer? •Can they recognise if all metals are conductors of electricity? •Can they work out which metals can be used to connect across a gap in a circuit?</i>	Animals including Humans •Identify and name the basic parts of the human digestive system •Describe the function of the organs of the human digestive system •Identify the simple function of different types of human teeth •Compare the teeth of herbivores and carnivores •Explain what a simple food chain shows	Living things/Habitats •Use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) •Compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) •Name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore) •Recognise that environments can change and this can sometimes pose a danger to living things

	<p><i>classify a variety of materials according to the impact of temperature on them?</i></p> <ul style="list-style-type: none"> •Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? •Can they relate temperature to change of state of materials? 	<p>different materials can affect the pitch and volume of sounds</p> <ul style="list-style-type: none"> •Can they explain why sound gets fainter or louder according to the distance? •Can they explain how pitch and volume can be changed in a variety of ways? •Can they work out which materials give the best insulation for sound? 		<ul style="list-style-type: none"> •Can they classify living things and non-living things by a number of characteristics that they have thought of? •Can they explain how people, weather and the environment can affect living things? •Can they explain how certain living things depend on one another to survive? 	<ul style="list-style-type: none"> •Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? •Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)
Computing	<p>Online Safety: Purple Mash 4.2</p>		<p>Instruction Text- google docs Purple Mash writing for different</p>	<p>Links to Maths Logo and shape project Information Technology:</p>	

	<p>CEOP resources Digital literacy: I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Effective searching Purple Mash 4.7 Information Technology: I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>audiences 4.4 Computer science: I select and use software to accomplish given goals I can 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. Information Technology: I can create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Coding Code Studio course D Computer Science: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. I can sequence, selection and repetition in programs; work with variables and various forms of input and output. I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> ● I select and use software to accomplish given goals ● I collect and present Data ● I produce and upload a Podcast. <p>I can 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.</p>
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MFL (Italian)	MAIN TOPICS: <ul style="list-style-type: none"> • Personal information • Colours • Food • Numbers 1-10 • Christmas Traditions - La Befana SPOKEN LANGUAGE: <ul style="list-style-type: none"> • I can join in with songs and rhymes • I can respond to simple commands. • I can answer with a single word/short phrase • I can ask a question. • I can use set phrases READING: <ul style="list-style-type: none"> • I can read and understand words and phrases. WRITING: <ul style="list-style-type: none"> • I can label a picture • I can copy a simple word or a phrase 		MAIN TOPICS: <ul style="list-style-type: none"> • Age • Food - likes and dislikes • Animals • Numbers 11-20 • Carnival, Mother's Day, Easter SPOKEN LANGUAGE <ul style="list-style-type: none"> • I can name and describe people, places or objects • I can choose the right word to complete a word or phrase • I can ask questions. READING <ul style="list-style-type: none"> • I can read and understand a short description WRITING: <ul style="list-style-type: none"> • I can write single words correctly. • I can write phrases from memory . 		MAIN TOPICS: <ul style="list-style-type: none"> • Personal information - • Favourite colour, animals, food • Numbers 11-20 • Father's Day, SPOKEN LANGUAGE <ul style="list-style-type: none"> • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase • I am starting to speak in sentences. READING <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can read a passage independently. WRITING: <ul style="list-style-type: none"> • I can write phrases from memory • I can write 2-3 short sentences on a familiar topic . • I can say what I like/dislike about a familiar topic. 	
PE	Get set 4 PE Swimming Ball Skills	Swimming Handball	Swimming Netball	Swimming OAA	Swimming Rounders	Swimming Tennis
Foundation	<u>Topic: Transport/Local History</u>		<u>Topic: The Romans and York</u>		<u>Topic: Holidays Mapwork (Focus on York)</u>	

Subjects	<p>Geography</p> <ul style="list-style-type: none"> • I know how to plan a journey from my town / city to another place in England. • I know how to find at least 6 cities in the UK on the map. <p>History:</p> <ul style="list-style-type: none"> • I know how our locality today has been shaped by what happened in the past. • I know about the impact that one of these periods of history had on the world. <p>Art -</p> <ul style="list-style-type: none"> • I know how to use sketches to produce a final piece of Art. • I know how to use different grades of pencil to shade and show different tones and textures. • I know how to use marks and lines to show texture in my Art.(Pencil Train Drawing) • I know how to show reflections in 	<p>History – Yorkshire Museum visit</p> <ul style="list-style-type: none"> • I know about at least three things that the Romans did for our country. • I know why the Romans needed to build forts in this country. • I know that Rome was a very important place and many decisions were made there. • I know about the lives of at least two famous Romans. • I know that there were many advanced civilizations on Earth 3000 years ago. • I summarise how Britain may have learnt from the countries and civilizations (historically and more recently) • I research what it was like for children in a given period of history and present my findings to an audience. • I know how historic items and artefacts have been used to help build up a picture of life in the past. 	<p>Geography:</p> <ul style="list-style-type: none"> • I know how to find at least 6 cities in the UK on a map • I research to discover features of villages,towns and cities and appreciate the differences. • I know about name and locate some of the main islands that surround the United Kingdom. • I know the areas of origin of the main ethnic groups in the UK and in our school. • I know the difference between the British Isles, Great Britain and the United Kingdom • I can use a road map to plan a journey from one city or town to another. <p>Art:</p> <ul style="list-style-type: none"> • I know how to use line, tone,shape and colour to represent forms in movement • .I know how to use a background using a wash. <p>Music- Sing Up Scheme Units : Favourite Song and Global Pentatonics</p>
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	<p>my art. (Renoir/Van gogh reflection pastel drawing)</p> <ul style="list-style-type: none"> • I experiment with the style used by other artists. <p>DT</p> <ul style="list-style-type: none"> • Make a model vehicle with axle wheels and chassis. • I use ideas from other people when I am designing. • I produce a plan and explore it. • I evaluate and suggest improvements for my designs. • I persevere and adapt my work when my original ideas do not work. <p>Music: Transport Songs and Sing Up Scheme Units: This little light of Mine The Pink Panther</p> <ul style="list-style-type: none"> • I know how to identify the character in a piece of Music • I know how to identify and describe the different purposes the Music • I know how to begin to identify the style of work of Beethoven, Mozart and Elgar (Morning Music) • I know how to perform a simple 	<p>DT- Shields</p> <ul style="list-style-type: none"> • I evaluate products for both their purpose and appearance. • I will explain how I have improved my original design. • I present a product in an interesting way. • I measure accurately. <p>Music – Roman songs and Sing up Scheme Units: The Doot Doot Song</p> <ul style="list-style-type: none"> • I know how to perform a simple part rhythmically. • I know how to sing songs from memory with accurate pitch. • I know how to explain why silence is often needed in music. <p>Art (Pompeii fresco)</p> <ul style="list-style-type: none"> • I know how to show facial expressions and body language in sketches and paintings. • I know how to integrate my digital images into my art. • I explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> • I know how to improvise using repeated patterns • I know how to use notation to record and interpret sequences of pitches • I know how to use notation to record compositions in a small group or on my own. <p>DT - Foods to celebrate different foods from different countries to celebrate the Ethnic groups in our school</p> <ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food.
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	<ul style="list-style-type: none"> part rhythmically. I know how to use notation to record and interpret sequences of pitches 		
York	<ul style="list-style-type: none"> I can shade a map and produce a key to show the location of transport types and routes in York. I know that York was an important centre for the development of the railway and the influence of George Hudson and George Leeman. I can compare different photographs of York transport from the past, order them from oldest to most recent and identify similarities and differences. <p>Top 5:</p> <ol style="list-style-type: none"> 1) The Romans settled in York in AD 71. The city was called Eboracum. They were amazing engineers and constructed straight roads and one of these passes in front of the school. 2) The Vikings settled in York. The city was called Yorvik. They used the river as their main form of transport by boat. 3) During the 19th Century, York became one of the centres for the 	<ul style="list-style-type: none"> I can find out why there is a statue of Emperor Constantine outside The Minster. I can produce a map of the main features of Roman York including the roads (particularly the road that passed our school) I can compare the similarities and differences of Roman artefacts from the Yorkshire Museum to the present day and make conclusions about what it tells us about life in Roman York. I can research the Roman origins of the names modern businesses and signs in York (Ebor, -ster) <p>Top 5:</p> <ol style="list-style-type: none"> 1) The Romans settled in York in AD 71. The city was called Eboracum. They were amazing engineers and constructed straight roads and one of these passes in front of the school. 2) The Ancient Roman Empire began in 800 BC until AD500. This Ancient Civilisation lasted for 1300 years. 	<ul style="list-style-type: none"> I can compare and contrast the features of the city of York, and the village of Bishopthorpe. I can make a Yorkshire Pudding <p>Top 5:</p> <ol style="list-style-type: none"> 1) We live in the City of York which is situated in North Yorkshire which is a large county in the north of England which is one of a group of countries that make up the United Kingdom. 2) There are many holiday destinations in North Yorkshire. People come to York on holiday as well as The Yorkshire Dales, North Yorkshire moors, The Wolds and many seaside towns such as Scarborough, Whitby and Filey. 3) There are many transport links and ways to travel to and within these holiday destinations by road, rail,

	<p>development of the railway. George Hudson the Lord Mayor of York persuaded George Stephenson the railway engineer to run the railway line he was constructing from Newcastle to London through York which brought great wealth to the city.</p> <p>4) We can use photo evidence of York in the 20th Century to see the changes from horse drawn to motorised vehicles including trams, buses, cars and bicycles.</p> <p>5) York has a great network of cycle lanes and sustainable transport is important in the city. All park and ride buses are now electric.</p>	<p>3) The Romans came to Britain in AD 43 and large parts of the island of Great Britain were occupied until AD410.</p> <p>4) Hadrian's Wall was a defensive fortification that was built by the Romans and was finished in AD122. It spanned 73 miles from the Solway Firth in the West to Wallsend in the East.</p> <p>5) One of the reasons for the size and rapid spread of the Roman Empire was the organisation of the Roman Army which was a highly disciplined fighting machine.</p>	<p>bicycle and even on foot.</p> <p>4)</p>
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