

Year Four Curriculum Map

Autumn Term

Mathematics

Place Value

Read, write, partition, order and compare numbers to at least 10,000 and determine the value of each digit.

Find 1, 10, 100, 1,000 more or less.

Estimate a number using a number line to 10,000.

Read and write Roman numerals up to 100.

Round to the nearest 10, 100 or 1,000

Solve number problems and practical problems that involve all the above.

Addition & Subtraction

Add and subtract 1s, 10s, 100s and 1,000s.

Add and subtract two 4-- digit numbers with more than one exchange, including using formal written methods.

Efficient subtraction

Estimate answers

Checking Strategies

Solve number problems and practical problems that involve all the above.

Length & Perimeter

Kilometers.

Find a perimeter on a grid.

Find the perimeter of a rectangle.

Find the perimeter of rectilinear shapes.

Solve number problems and practical problems that involve all the above.

Multiplication & Division

Multiply and divide numbers by 10 and a 100.

Multiply numbers by 1 and 0.

Divide by 1 and itself.

Multiply and divide numbers by 6, 7 and 9.

Know the times-table and division facts for 6, 7 and 9.

Solve number problems and practical problems that involve all the above.

RE

Skills	Knowledge
Hinduism Describe key features of Hindu religion, using terms correctly. Give one example of how Hindus show their faith within their families in Britain today. List some things that happen in a Mandir or at Diwali. Talk about Hindu belief in doing you duty and respecting all life. Make a simple link between being a Hindu and some ways to behave harmlessly or kindly. Talk about what is good about being a Hindu in Britain today, how Hindu life in the home and at the Mandir is similar and different to their own lives. Humanism Identify simply some beliefs about why people are good and bad (Christian and Humanist) Notice and talk about sources of authority that tell people how to be good (e.g. The 10 Commandments, the Golden Rule) Notice simple links between Christian and Humanist ideas about being good. Talk about how some people find it helpful to follow a moral code. Raise questions about how and why people should be good. Make simple links between the values studied and their own lives. Incarnation Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live.	Pupils will know that: Hinduism – What is it like to be a Hindu in the West Midlands? Hindus believe that there is one God with many faces and that the Trimurti are God's principle forms. Hindus worship in the home and in the family and that worship is something primarily done as a family. Hindus celebrate Diwali and the significance of the symbolism of light to them. Humanism – What matters most to Humanists and Christians? A code for living is a set of personal rules by which individuals live and what influences their and others' code for living – religious and non-religious. The values we hold are different to other peoples' and that these are influenced by religion among other things. Incarnation – What is the Trinity? People believe different things about God in the world today. John's Gospel does talk about the birth of Jesus by stating that 'the Word became flesh' and that this links to the Trinity. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. God is challenging; people spend their whole lives learning more about Him. What difference belief in the Holy Spirit makes to the church (St. Peter's).

Geography (taught discretely to ensure curriculum coverage)

Skills	Knowledge
- Explain climatic variations of a country or continent (Interconnected World/Develop 1/Lesson 3) - Locate the countries and major cities of North, central and South America on a world map, atlas or globe (Interconnected World/Develop 1/Lesson 2) - Identify the location of the Tropics of Cancer and Capricorn on a world map (Interconnected World/Develop 1/Lesson 1) - Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map (Interconnected World/Engage/Lessons 1, 2 & 3)	

Science

Skills

Electricity

Construct a simple series circuit. Identify whether 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. Make predictions and suggest improvements to their circuit. Test circuits with a variety of possible conductors and present findings and conclusions using labelled diagrams.

Knowledge

Electricity

Electricity What common appliances run on electricity? What are the different parts to a circuit? (cell, wires, bulbs, switches and buzzers) How does a switch work and will this light a lamp in a simple series circuit? What are the common conductors and isolators? What are good conductors?

Music (Charanga)

Title: Mama Mia

Style: Pop

Theme: ABBA's music.

Performance: Vocal and Instruments/ Christmas performance

History

Skills	Knowledge
Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain in detail the multiple causes and effects of significant events. Sequence significant dates about events from 410 – 1199 on historical timelines. Study and draw conclusions about places and geographical features in the UK using a range of geographical resources. Explain the cause, consequence and impact of invasion, power struggles and settlement in Britain. Describe a series of significant events, linked by a common theme, that show changes over time in Saxon Britain. Present a thoughtful selection of relevant information by answering a range of historical questions on Saxon life. Compare and contrast Saxon and Viking Britain.	The impact of the Romans leaving Britain. Timeline showing the periods of invasion and settlement in Britain from AD 410–1199 The invasion of the Angles, Jutes and Saxons: why they invaded, how and where. The religious beliefs of the Anglo-Saxons, Christianity and the significance of monasteries. The split of England into 7 kingdoms and how their borders shifted over time. Everyday life in Anglo-Saxon and Viking Britain: its hierarchy and settlements. The legacy left by the Anglo-Saxons. The life of Alfred the Great, his descendants and how England was united. The invasion of the Vikings, the raid on Lindisfarne and how they were resisted. The Norman Invasion, the key events of 1066 and the significance of William I.

PE

Skills

Games – Ballskills/Handball

To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills. To use a change of direction and speed to lose a defender and move into space.

Dance

To copy and create actions in response to an idea and be able to adapt this using changes of space. To understand how dynamics, space and relationships can be used to represent a dance idea. To remember and repeat actions and create dance ideas in response to a stimulus. To use action and reaction when creating ideas with a partner. To use choreographing ideas to change how actions are performed.

Knowledge

To persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Use their attacking skills to maintain possession in game situations. Be able to play small-sided, un-even and even games. Understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.

Be creative and imaginative with characters and narrative through movement and gesture. Keep time working individually, in pairs and small groups. Show how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop confidence in performing and will be given the opportunity to provide feedback and utilize feedback to improve their own work.

Art and Design

Artist: Joan Miro & Ken Done

Art form: Drawing (Landscape)

Skills

Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone. Identify and draw the effect of light. Accurate drawings of whole people including proportion and placement. Record from first-hand observation, experience, make thoughtful observations. Work on a variety of scales. Computer generated drawings. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.

Knowledge

Surrealism	A movement where artists depicted imaginary scenes and developed techniques to allow the unconscious mind to express itself.
Fauvism	A style of painting with vivid expressionistic and non-naturalistic use of colour.
Expressionism	A style in which the artist seeks to express the inner world of emotion rather than the external reality.
Dimension	Drawings that present the dimensions of height, width, and depth.
Perspective	The representation of three-dimensional objects or spaces in two dimensional artworks. Artists use perspective techniques to create a realistic impression of depth.
Horizon line	A horizontal line that runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground.
Vanishing point	A point in a drawing which is supposed to appear the furthest from the viewer.

DT

Area: Simple electrical circuit	Brief: Create a torch
Skills	Knowledge
- Start to generate ideas, considering the purposes for which they are designing- link with Science. - Confidently make labelled drawings from different views showing specific features. - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Then suggesting alternative methods of making, if the first attempts fail. - Identify the strengths and areas for development in their ideas and products. When planning, consider the views of others, including intended users, to improve their work.	- Describe how a simple battery powered circuit can be controlled by different kinds of switches. - Identify key features of electrical safety. - Create simple circuits.

PSHE, Citizenship, Relationships

Skills	Knowledge
<u>Me and My Relationships</u> I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive. <u>Valuing Difference</u> I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	Recognising Feelings: Can you tell how someone is feeling by looking at them? How? What is body language? What body language tells you that a person is worried? How? Are all feelings shown by body language? Bullying: What is the difference between bullying and teasing? What can someone do to help themselves if someone upsets them or is bullying them? How can you help someone else who is upset? Can you help someone who is being bullied? How? Assertive Skills: What is being assertive? Are there different ways to be assertive? How? When would someone need to be assertive? Why? Recognising and Celebrating Difference How are people different, besides how they look? Does being different cause problems? Why? Can people being different be positive? Why? Understanding and Challenging Stereotypes How do we label people? Why do we label people? What is a stereotype? How does someone feel if they have been labelled? Does labelling someone change them or affect them? Why is it important to challenge stereotyping?

Computing

Skills

The Internet

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web (WWW)
- To describe how content can be added and accessed on the World Wide Web (WWW)
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

Audio Production

- To identify that sound can be recorded
- To explain that audio recordings can be edited
- To recognise the different parts of creating a podcast project
- To apply audio editing skills independently
- To combine audio to enhance my podcast project

Knowledge

The Internet

- How information can be shared via the World Wide Web
- That the WWW is part of the internet
- That the global interconnection of networks is the internet
- The need for security on the internet

Audio Production

- That an input device is needed to record sound
- That output devices are needed to play audio
- That recorded audio can be stored on a computer
- That audio can be edited
- That audio can be layered so that multiple sounds can be played at the same time

French

Skills	Knowledge
1. To understand and answer questions about pets. 2. To understand and use numbers to 40. 3. How others celebrate festivals. 4. Children learn more about sounds and the spellings of certain words	(a) To give details of pets in response to the question, <i>As-tu un animal?</i> <i>Oui, j'ai un animal</i> or <i>Non, je n'ai pas d'animal</i>; <i>As-tu un chein?</i> <i>Non, je n'ai pas de chein.</i> (b) To pronounce words clearly and correctly. (c) To develop their response to the question, e.g. <i>J'ai un chien. Il s'appelle Ollie.</i> (d) To show understanding of short phrases presented in a familiar context by matching sound to print and by reading aloud. (e) To listen carefully to identify meaning and show their understanding of familiar statements. (f) To ask others if they have any pets, and respond appropriately. (g) To develop listening skills by picking out key words. (a) To understand and use numbers 0-40 both in and out of sequence. (a) To consider their own culture and compare it with others. (b) To work with English language materials to research other countries and cultures. (c) To use the foreign language for real purposes. (a) To recognize sounds when they hear them. (b) To produce the written form of certain sounds and words. (c) To recognize familiar words when spelt out and be able to write them down. (d) To learn more about how sounds are represented in writing. (e) To listen carefully to discriminate sounds and develop strategies for using correct pronunciation.