

Year Four Curriculum Map

Spring Term

Mathematics

Multiplication & Division

11- and 12-times table.

To multiply 3 numbers.

To understand and recognise factor pairs.

To use efficient multiplication.

To be able to apply and use formal written methods.

Multiply and divide 3-digit numbers by 1-digit.

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

Measurement Area

To understand what area is.

Measure area by counting squares.

Making shapes with a given area.

Comparing the area of different shapes.

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

Fractions

To understand what a fraction is.

To be able to recognize and write Equivalent fractions.

Fractions greater than 1.

Count in fractions.

Add 2 or more fractions.

Subtract 2 fractions.

Subtract from whole amounts.

Calculate fractions of a quantity.

Problem solving - calculate quantities.

Decimals

Recognise tenths and hundredths

Tenths and hundredths as decimals.

Tenths and hundredths on a place value grid and on a number line.

Divide 1-digit and 2-digits by 10 and 100.

Reading	Writing
Key text: Journey to Jo'burg by Beverley Naidoo	Tasks To write an informal letter in character. To write a narrative (the missing chapter) from a third person perspective.

RE

Skills

Why does the Prophet matter to Muslims? (Islam)

Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.

Explain the meanings of examples of texts that Muslims use to understand Islam

Consider questions about leadership, and Islamic examples of answers

Make simple connections between sacred texts and Muslim admiration for the Prophet

Describe how Muslim people follow the example of the Prophet today.

Raise questions about why we often seem to like to follow a leader

Express their own ideas about the meaning and value of different kinds of leadership.

Give good reasons for their views about the leadership of the Prophet.

Salvation

Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.

Give examples of what the texts studied mean to some Christians.

Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.

Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

Knowledge

Why does the Prophet matter to Muslims? (Islam)

Pupils will know that:

Books are special for different reasons for different groups of people

Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect.

Christians believe that the Bible is the book God has given people, so it is loved and respected.

Muslims usually say, 'Peace Be Upon Him' (PBUH) when they mention the Prophet.

For Muslims, belief in one God is linked to every human being equal and deserving fair treatment.

Muslims make no visual images of the Prophet Muhammad (PBUH).

Salvation

Pupils will know that:

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.

Christians today trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus' last week, death and resurrection.

Science

Skills

States of Matter

Compare and group materials together according to whether they are solids, liquids or gases. Explore how materials change state when they are heated or cooled. Measure or re-search the temperature at which this change happens. Set up a simple practical enquiry to test what happens to water at various temperatures. Present findings using scientific vocabulary, in a variety of ways.

Living things and their habitats

Recognise that living things can be grouped in a variety of ways. Classify and group them by chosen criteria. Explore plants and animals living in the local area and present information using a key. Use secondary sources to aid identification. Research and identify environmental dangers and their effects upon animal and plant life. Set up a simple test to gain evidence and to support findings. Suggest possible solutions.

Knowledge

States of Matter

What are the different states of materials? (gas, liquid and solids) How do some materials change state when they are heated or cooled? At what temperature do these changes happen (in degree Celsius)? What is evaporation and condensation and how do these influence the water cycle? What happens to water as it is heated and cooled to various temperatures?

Living things and their habitats

Can you group living things according to specific characteristics? How do you use a key to identify local plants and animals? What environmental changes can pose dangers to living things? What ways can we protect living things and the environment?

Music (Charanga)

Title: Stop!

Lean On Me

Style: Crime

Gospel

Theme: Writing lyrics linked to a theme

Gospel Music and helping one another

Performance: Performing their own lyrics

Geography—Misty Mountains, Winding River

Skills	Knowledge
Pupils should be able to: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Use four or six-figure grid references and keys to describe the location of objects and places on a map. Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Describe and explain the transportation of materials by rivers. Name, locate and explain the importance of significant mountains or rivers. Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. Describe and compare aspects of physical features. Identify, describe and explain the formation of different mountain types. Identify the topography of an area of the UK using contour lines on a map. Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Use specific geographical vocabulary and diagrams to explain the water cycle.	Pupils should know: A river is a body of water that flows downhill, usually to the sea. They start in elevated areas, collecting water from various sources. The many features of a river, including: delta, floodplain and waterfalls. The stages of a river, the upper, middle and lower course, and their features. How a river changes a landscape through erosion, deposition and transportation. That rivers have many practical uses: habitats for wildlife, hydroelectric power, leisure activities and water for crops. The water cycle. How flooding happens (naturally and unnaturally) and its effects. A mountain is a large raised part of the Earth's surface, at least 610m high. The key features of a mountain, including summit, ridges and face. Altitudinal zones have different climates, landscapes and oxygen levels and can support different wildlife. Contour lines are used on maps to show the topography of the land and how to read/ draw them. Different types of mountain and how they are formed.

PE

Skills	Knowledge
Pupils should be able to: Gymnastics To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. Hockey To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.	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: William Turner	Art form: Colour (Watercolour)																
Skills	Knowledge																
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.	<table> <tr> <td>Romanticism</td><td>Romantic art started at the end of the 1700's to the mid 1800's. It focused on emotions, feelings, and moods of all kinds including spirituality, imagination and mystery. The subject matter varied widely including landscapes, religion, revolution, and peaceful beauty.</td></tr> <tr> <td>Landscape</td><td>Artwork which focuses on natural scenery, such as mountains, forests, cliffs, trees, rivers and valleys etc.</td></tr> <tr> <td>Seascape</td><td>Artwork which portrays or draws its inspiration from the sea.</td></tr> <tr> <td>Watercolour</td><td>A type of paint which is dry and then mixed with water, usually used on paper and creates a semi-transparent effect.</td></tr> <tr> <td>Oil paint</td><td>A type of paint which is slow drying and can be applied in many different ways with a variety of tools.</td></tr> <tr> <td>Tint</td><td>A pale or light colour made by adding white.</td></tr> <tr> <td>Shade</td><td>A colour made darker by adding black, e.g. a shade of blue (dark blue).</td></tr> <tr> <td>Tone</td><td>A pure colour mixed with grey. The colour remains the same but is less vibrant.</td></tr> </table>	Romanticism	Romantic art started at the end of the 1700's to the mid 1800's. It focused on emotions, feelings, and moods of all kinds including spirituality, imagination and mystery. The subject matter varied widely including landscapes, religion, revolution, and peaceful beauty.	Landscape	Artwork which focuses on natural scenery, such as mountains, forests, cliffs, trees, rivers and valleys etc.	Seascape	Artwork which portrays or draws its inspiration from the sea.	Watercolour	A type of paint which is dry and then mixed with water, usually used on paper and creates a semi-transparent effect.	Oil paint	A type of paint which is slow drying and can be applied in many different ways with a variety of tools.	Tint	A pale or light colour made by adding white.	Shade	A colour made darker by adding black, e.g. a shade of blue (dark blue).	Tone	A pure colour mixed with grey. The colour remains the same but is less vibrant.
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DT

Area: Shell Structures	Brief: Create packaging for an Easter Egg
Skills	Knowledge
- Deconstruct and assemble the net of a range of basic 3D shapes. - Join 2D frames to make 3D structures. - Make rectangular frames of different sizes using strip wood, reinforcing with cross braces.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

PSHE, Citizenship, Relationships

Skills	Knowledge
Keeping Safe I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions. Rights and Respect I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.	Keeping Safe Managing Risk What might influence someone to take risks? Do people have a choice whether they take a risk? What can a person do to reduce risk or remove risk in a situation? Understanding the Norms of Drug Use Do most young people choose to smoke or not smoke? Do all adults choose to drink alcohol? Why do most people choose not to smoke or drink too much alcohol? Is smoking and alcohol more harmful for a young person's body? Why? Influences What can influence someone's behaviour and decisions? What is a positive influence? What is a negative influence? Can the consequences of decisions be positive or negative? How? Rights and Respect Making A Difference Can one person make a difference to the environment? Do the actions of one person affect lots of people? Can a bystander have a positive effect on negative behaviour? How? What is an active bystander? How can someone be an active bystander? Media Influence Is everything in the media true? Are there always two sides to a story? Can media reports influence people? How? Decisions About Spending Money What choices and decisions do we make about spending money? How do decisions about money affect groups in the community?

Computing

Skills

Repetition in Shape

- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task in small steps
- To create a program that uses count-controlled loops to produce a given outcome

Data Logging

- To explain that data gathered over time can be used to answer questions
- To use a digital device to collect data automatically
- To explain that a data logger collects 'data points' from sensors over time
- To recognise how a computer can help us analyse data
- To identify the data needed to answer questions

Knowledge

Repetition in Shape

- What 'repeat' means
- Everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves
- That we can use a loop command in a program to repeat instructions.
- That an indefinite loop will run until the program is stopped
- That you can program a loop to stop after a specific number of turns.

Data Logging

- Data can be logged over time.
- Data can be used to find information.
- That sensors are input devices and can be used as an input device for data collection.
- That a data logger captures 'data points' from sensors over time.

French

Skills	Knowledge
1. To ask and tell the time on the hour. 2. To recognize how analogue times on the hour are abbreviated in French. 3. To link the times on the hour with the phrases du matin, de l'après-midi, du soir. 4. To understand and use the numbers 41 – 60. 5. To ask and give a birthday date; to wish someone happy birthday.	(a) To show their understanding of times by holding up a number card or turning the hands of a clock, for example. (b) To pronounce time phrases accurately when copying/echoing. (c) To ask and give the time on the hour. (d) To predict what time it will be in a given number of hours. (e) To read time phrases allowed from text showing understanding of pronunciation. (f) To read aloud a poem or join in singing a song containing time references. (g) To show understanding of abbreviated times by responding with a spoken phrase, a gesture, by writing l'h00 or writing a sentence in French. (h) To show understanding of time phrases such as Il est quatre heures de l'après-midi by writing 4 p.m. (i) To count with accurate pronunciation. (j) To name in French any number from 0 to 60 both in and out of sequence. (k) To say their birth date: Mon anniversaire est le huit mars. (l) To ask when a birth is, using Quelle est la date de ton anniversaire? Or Et toi? (m) To ask and give information about birthdays in a letter, card or email. (n) To sing a song about birthdays.