

Year Four Curriculum Map

Summer Term

Mathematics

Decimals

Making a whole.

How to write, compare, order and round decimals.

Halves and quarters.

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

Money

To calculate money to pounds and pence.

How to order money.

How to estimate in pounds and pence.

Money using the four main operations.

Solve practical problems that involve all the above.

Time

How to tell the time in hours, minutes and seconds.

Years, months, weeks and days.

How to convert Analogue to digital - 24 hour

Statistics

Interpret charts.

Comparison, sum and difference.

Introducing line graphs.

Geometry - Properties of shape

Identify, compare and order angles.

Identify features of a triangle.

Identify features of quadrilaterals.

Lines of symmetry.

Complete a symmetric figure.

Geometry - Position and direction

Describe position.

Draw and move on a grid.

Describe movement on a grid.

Reading	Writing
Key text: The Miraculous Journey of Edward Tulane by Kate DiCamillo Key text: The Lost Happy Endings by Carol Ann Duffy	Tasks To write a diary entry from Edward's perspective showing his character. To retell a chapter from another perspective in first person (Narrative) Tasks

Skills	Knowledge
Kingdom of God Order concepts within a timeline of the Bible's 'big story'. List two distinguishing features of a narrative and a letter a different types of biblical text. Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean and give examples of what the texts studied means to some Christians. Make simple links between the idea of the Church as a body, the fruit of the Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Judaism Use religious words to talk about how many Jewish people describe what God is like and how they worship God in the family of the Synagogue. Talk thoughtfully about how people show what they believe by how they act Reflect on some stories of Moses and begin to express their own understanding of God.	Kingdom of God Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. Christians should act in fellowship as one 'body' – without each individual piece, nothing will work. Christians as part of a church can all help each other and that the Church is the community of Christians, not the building itself. Judaism – What is it like to be Jewish? Many Jews find it disrespectful to say or write the name of God (replace it with G-d). Jews worship in a Synagogue. The Torah is the holy text of Jews and that it is treated with great respect (not touch, placed in the Aron Hakadesh etc.) The Torah is the word of God. Shabbat is a special time for Jews because it is a chance to worship and to spend time with family. Many Jews do not work at all during Shabbat (Friday evening – Saturday evening). Moses is an important figure to Jews because he rescued them from slavery and brought them the 10 Commandments from God. Pesach is festival in which Jews remember the story of Moses and the history of their people.

Science

Skills

Animals including humans

Record the functions of the digestive system using labelled diagrams. Draw and label the different types of human teeth. Use secondary sources to identify predators and their prey. Construct a variety of food chains.

Sound

To explore how sounds are made. Identify patterns between volume, strength and distance through comparative and fair tests. Make predictions and present conclusions using scientific language.

Knowledge

Animals including humans

What are the simple functions of the basic parts of the digestive system in humans? What are the different types of teeth in a human and what are their simple functions? What are predators and prey? Can you construct and interpret a variety of food chains?

Sound

How are sounds made? (vibration) How do vibrations travel? Are there patterns between the volume of a sound and the strength of the vibration? What happens to sound as the distance from the sound source increases?

Music (Charanga)

Title: Blackbird

Classical Music

Style: The Beatles/ Pop

Classical

Theme: Civil rights and equality

The history of music/ Consolidation

Performance: Vocal & instruments

History—Ancient Civilisations

Skills

Pupils should be able to:

Use more complex historical terms e.g. civilisation, to explain and present historical information.

Explain how ancient artefacts provide evidence of everyday life in the past.

Construct a narrative, chronological and non-chronological account of the ancient civilisations, focusing on their features and achievements and life in their cities.

Answer and ask historically valid questions about changes over time to ancient civilisations and suggest or plan ways to answer them.

Describe and compare the hierarchy and different roles in ancient civilisations.

Compare and contrast the ancient Sumer with the ancient Egyptians.

Knowledge

Pupils should know:

Timeline showing the Ancient Sumer, Ancient Egypt and Indus Valley civilisations.

That the ancient Sumer were the very first civilization, where they were established and why it was such a habitable region.

Ancient Sumer and Egyptian cities, their layouts and buildings.

Rulers of the ancient civilisations and how they shaped them.

The structure of the social hierarchy in ancient Sumer and Egypt.

The inventions of the ancient Sumer and how they helped the civilisations to progress.

The location of ancient Egypt and the importance of the Nile.

The Indus Valley, its geography, cities, rulers and agriculture.

What happened to these civilisations and how they died.

PE

Skills	Knowledge
Athletics To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. Rounders To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. Swimming – Harborne Baths Unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	Athletics To develop basic running, jumping and throwing techniques. To demonstrate basic balance and control and perform with some accuracy. To think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. To understand the effect of exercise on the body. Rounders Learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. To demonstrate basic throwing, catching and batting skills. To think about how to use skills, strategies and tactics to outwit the opposition. To work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Art and Design

Artist: Robert Bradford	Art form: Form														
Skills	Knowledge														
Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Decorate, coil, and produce sculptures confidently when necessary. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	<table border="1"> <tr> <td>Recycled art</td><td>A specific type of creative work made from discarded materials.</td></tr> <tr> <td>Sculpture</td><td>3D art work which is physically presented in the dimensions of height, width and depth.</td></tr> <tr> <td>Shape</td><td>An element of art that is two-dimensional, flat, or limited to height and width.</td></tr> <tr> <td>Form</td><td>An element of art that is three-dimensional and encloses volume; includes height, width and depth.</td></tr> <tr> <td>Scale</td><td>Scale refers to the overall physical size of an artwork or objects in the artwork.</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 is semi-transparent effect.</td></tr> <tr> <td>Viewfinder</td><td>A viewfinder is a simple square or rectangle cut out of card that you can look through. It will help you pay close attention to the image that you are trying to create.</td></tr> </table>	Recycled art	A specific type of creative work made from discarded materials.	Sculpture	3D art work which is physically presented in the dimensions of height, width and depth.	Shape	An element of art that is two-dimensional, flat, or limited to height and width.	Form	An element of art that is three-dimensional and encloses volume; includes height, width and depth.	Scale	Scale refers to the overall physical size of an artwork or objects in the artwork.	Watercolour	A type of paint which is dry and then mixed with water, usually used on paper and creates is semi-transparent effect.	Viewfinder	A viewfinder is a simple square or rectangle cut out of card that you can look through. It will help you pay close attention to the image that you are trying to create.
Recycled art	A specific type of creative work made from discarded materials.														
Sculpture	3D art work which is physically presented in the dimensions of height, width and depth.														
Shape	An element of art that is two-dimensional, flat, or limited to height and width.														
Form	An element of art that is three-dimensional and encloses volume; includes height, width and depth.														
Scale	Scale refers to the overall physical size of an artwork or objects in the artwork.														
Watercolour	A type of paint which is dry and then mixed with water, usually used on paper and creates is semi-transparent effect.														
Viewfinder	A viewfinder is a simple square or rectangle cut out of card that you can look through. It will help you pay close attention to the image that you are trying to create.														

DT

Area: Food	Brief: Make a healthy meal
Skills	Knowledge
- Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.	- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'. - Know that to be active and healthy, food and drink are needed to provide energy for the body.

PSHE, Citizenship, Relationships

Skills	Knowledge
Being My Best I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment. Growing and Changing I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.	Being My Best Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now? Why is it important to look after myself in the future? Taking Care of My Environment What different things do I do to look after our environment? Why is it important to look after our environment? How does this affect our future? Growing and Changing Body Changes During Puberty What parts of the body are the same for girls and boys? What parts of the body are different for girls and boys? How do some parts of the body change during puberty? Managing Difficult Feelings What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise? Relationships, Including Marriage Why do some people choose to get married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?

Computing

Skills

Photo Editing

To explain that the composition of digital images can be changed

To explain that colours can be changed in digital images

To explain how cloning can be used in photo editing

To explain that images can be combined

To combine images for a purpose

To evaluate how changes can improve an image

Repetition in Games

To develop the use of count-controlled loops in a different programming environment

To explain that in programming there are infinite loops which run at the same time

To develop a design that includes two or more loops which run at the same time

To modify an infinite loop in a given program

Knowledge

Photo Editing

How to use an application to change the whole of a digital image.

How to use an application to change part of a digital image.

How to use an application to add to the composition of a digital image..

Repetition in Games

That we can use a loop command in a program to repeat instructions.

That in programming there are indefinite loops and count-controlled loops.

That an indefinite loop will run until the program is stopped.

That you can program a loop to stop after a specific number of times.

French

Skills

1. To learn the names of some countries.
2. To learn the names, pronunciation and geographical location of towns.
3. To respond to the question *Où vas-tu?*
4. To learn the points of the compass.
5. To describe the geographical location of towns.

Knowledge

- 1.(a) To show understanding of names of countries by ticking the word, pointing or choosing a picture.
 (b) To pronounce the name of each country clearly and accurately when repeating.
 (c) To identify correctly countries on an outline map by pointing, naming orally or placing a label.
 (d) To read the names of the countries accurately from text, showing understanding of pronunciation.
 (e) To spell the names of countries, orally, using the French alphabet.
- 2.(a) To pronounce the names of the selected towns accurately when shown a pictorial stimulus.
 (b) To show aural recognition of town names by ticking, labelling pointing or writing.
 (c) To identify the names of towns in text and when listening to stories.
 (d) To locate the towns on an outline map and copy the names or name them orally.
 (e) To read town names accurately from text, showing understanding of pronunciation.
 (f) To spell the names of the towns accurately, using the French alphabet.
- 3.(a) To state their destination using *Je vais à...*
 (b) To show understanding of *Je vais à (+ destination)* by responding with *vrai/faux*, ticking on paper or pointing.
 (c) To respond to the question *Où vas-tu?*
- 4.(a) To pronounce the four words accurately when repeating.
 (b) To show aural recognition of the four points of the compass in response to a spoken instruction.
- 5.(a) To describe orally the location of some French towns, e.g. *Calais est dans le nord de la France*.
 (b) To understand spoken and written description of geographical locations of towns and features of a region.
 (c) To describe in writing the location of some French towns, e.g. *Saint-Tropez est dans le sud de la France*.