



**Curriculum Map
Year 4: 2020/21**

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.

Foundation Subjects:	National Curriculum Coverage:	Year 4		
		Autumn Mayan Civilisations	Spring The Romans are coming!	Summer Inventors and Inventions of North America
Art and Design	To create sketch books to collect information, sketches and resources to show the development of an idea and how it's been adapted and refined. Annotate sketches to explain and elaborate ideas.		Sketch, annotate and develop drawings of Roman buildings.	Sketch, annotate and develop drawings of Inventions.
	In drawing, use different hardness's of pencils to show line, tone and texture; sketch lightly; use shading to show light and shadow; use hatching and cross-hatching to show tone and texture		Sketch showing line, tone and texture, light and shadow. Use hatching and cross-hatching drawing everyday objects.	
	In collage, select a range of materials for a striking affect; ensure work is precise; use coiling, overlapping, tessellation, mosaic and montage.	Create collage for Mayan Mosaics effects using coiling, overlapping and tessellation. Then create a mosaic in the Mayan styles.		
	In print, use layers of two or more colours; replicate patterns observed in natural or built environments; make printing blocks e.g. from coiled string, glued to a block; make precise repeated patterns	Make printing blocks to create a Mayan Mosaic style print.		
	Create original pieces influenced by the study of others	Roy Lichtenstein study		
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems			
	Solve problems by decomposing them into smaller parts			
	Use sequence, selection and repetition in programs			
	Work with variables and various forms of input and output			
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			
	Understand computer networks, including the internet; how they can provide multiple services, such as the WWW and the opportunities they offer for communication and collaboration			
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
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 to collect and present data and information				

		Recognise acceptable/unacceptable behaviour when using technology; identify a range of ways to report concerns about content and contact.			
Design and Technology		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			Design a useful invention (every day item) out of recycled materials.
		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			Design a useful invention (every day item) out of recycled materials.
		Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately			Design a useful invention (every day item) out of recycled materials.
		Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities			Design a useful invention (every day item) out of recycled materials.
		Investigate and analyse a range of existing products			Design a useful invention (every day item) out of recycled materials.
		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			Design a useful invention (every day item) out of recycled materials.
		Understand how key events and individuals in design and technology have helped shape the world		Design and create a catapult for the Roman army.	
		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Design and create a catapult for the Roman army.	
		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Design and create a catapult for the Roman army.	
		Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Design a lighting system for the colosseum for Gladiators to battle in the dark.	
	Apply their understanding of computing to program, monitor and control their products.		Design a lighting system for the colosseum for Gladiators to battle in the dark.		
Science	Working scientifically	Ask relevant questions and use different types of scientific enquiries to answer them			
		Set up simple practical enquiries, comparative and fair tests			
		Make systematic and careful observations and, where appropriate take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			
		Gather, record, classify and present data in a variety of ways to help in answering questions			
		Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables			
		Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			
		Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			

		Identify differences, similarities or changes related to simple scientific ideas and processes			
		Use straightforward scientific evidence to answer questions or to support their findings			
Living things and their habitats		Recognise that living things can be grouped in a variety of ways			Learn about the local environment throughout the half-term to identify and study plants and animals in their local habitat. Understand the term vertebrate and group animals into categories including fish,
		explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			
		recognise that environments can change and that this can sometimes pose dangers to living things (including global warming and acid rain impact)			
Animals, including humans		describe the simple functions of the basic parts of the digestive system in humans			Understand the main parts of the digestive system and their role in successful digestion in the human body. Pupils will also learn about the different roles of different teeth in the human mouth.
		identify the different types of teeth in humans and their simple functions			
		construct and interpret a variety of food chains, identifying producers, predators and prey			
States of matter		compare and group materials together, according to whether they are solids, liquids or gases	Explore a variety of materials and develop simple descriptions of states of matter. Pupils should undertake practical investigations to show how solids, liquids and gases change states.		
		observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius			
		identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature			
Sound		identify how sounds are made, associating some of them with something vibrating		Understand how sound travels in sound waves. They will be able to understand that sound is made through vibrations. Practical demonstration of an acoustic guitar.	
		recognise that vibrations from sounds travel through a medium to the ear			
		find patterns between the pitch of a sound and features of the object that produced it			
		find patterns between the volume of a sound and the strength of the vibrations that produced it			
		recognise that sounds get fainter as the distance from the sound source increases			
Electricity		identify common appliances that run on electricity		Construct a series of simple circuits including - bulbs, cells (batteries), switches and motors. Draw circuits using pictorial representations using the correct scientific circuit symbols. Dangers of electricity and will understand man-made and natural sources of electricity	
		construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers			
		identify whether or not 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			
		recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			
		recognise some common conductors and insulators, and associate metals with being good conductors			
Geography		Locate the world's countries, using maps with a focus on North and South America			Use atlases to identify where North and South America are and look at different countries within North and South America to compare and contrast.
		Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.			Compare climate in North and South America and discuss how the climate is different in different

				countries within North and South America based on the Geographical position to the equator.
	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America			Inventors and Inventions of North America. Human/ physical features of North America Different states and their different climates.
	Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.		Link to Mount Vesuvius and Pompeii	
	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.		Roman roads and types of Roman settlements	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Looking at different states and their climates in North America.
	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Understand the position of North America in relation to the UK.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
History	Devise historically valid questions and find informed answers, using thoughtful selection and organisation of relevant historical information from a range of sources, about the past.		Use curriculum vision books to find informed answers about the Romans	
	The Roman Empire and its impact on Britain, including locally		School trip to Colchester Castle to look at the impact of the Roman Empire and its impact on Britain.	
	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ		Class debate discussing different accounts of historical figures including: Julius Caesar, Nero and Queen Boudicca	
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		Write a non-chronological report describing the different features of the Roman Era	
	The achievements of the earliest civilisations - Mayan and Roman civilisations.	Chocolate, Mathematics, The Maya Calendar, Maya Writing System and astronomy	Roman road, water wheel, oil lamp, weaponry and armour, buildings	
	Place events, artefacts and historical figures on a timeline, using dates and historical terms	Create a timeline using knowledge organiser to plot key dates, historical figures and terms relevant to Mayan Civilisation	Create a timeline using knowledge organiser to plot key dates, historical figures and terms relevant to Roman Empire	

<p>Music</p> <p>*National curriculum statements are marked as bold. Italics show the knowledge from Charanga units.</p> <p>Develop an understanding of the history of music is not covered until Years 5 and 6.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression:</p> <p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> <i>Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow; Songs can make you feel different things e.g. happy, energetic or sad; Singing as part of an ensemble or large group is fun, but that you must listen to each other; Texture: How a solo singer makes a thinner texture than a large group; To know why you must warm up your voice</i> <p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> <i>The instruments used in class (a glockenspiel, recorder or xylophone); Other instruments they might play or be played in a band or orchestra or by their friends</i> <p><i>To know and be able to talk about:</i></p> <p><i>Performing is sharing music with other people, an audience; A performance doesn't have to be a drama! It can be to one person or to each other; You need to know and have planned everything that will be performed; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; It involves communicating feelings, thoughts and ideas about the song/music.</i></p>	ongoing	ongoing	ongoing
	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music:</p> <p><i>To know and be able to talk about improvisation:</i></p> <ul style="list-style-type: none"> <i>Improvisation is making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before; It is not written down and belongs to them; To know that using one or two notes confidently is better than using five; To know that if you improvise using the notes you are given, you cannot make a mistake; To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</i> <p><i>To know and be able to talk about:</i></p> <p><i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; Different ways or recording compositions (letter names, symbols, audio etc.).</i></p>	ongoing	ongoing	ongoing
	<p>Listen with attention to detail and recall sounds with increasing aural memory:</p> <p><i>To know five songs from memory and who sang them or wrote them.</i></p> <p><i>To know the style of the five songs.</i></p>	ongoing	ongoing	ongoing
	<p>Use and understand staff and other musical notations:</p> <p><i>Know and be able to talk about:</i></p> <p><i>How pulse, rhythm and pitch work together; Pulse: Finding the pulse - the heartbeat of the music; Rhythm: the long and short patterns over the pulse; Know the difference between pulse and rhythm; Pitch: High and low sounds that create melodies; How to keep the internal pulse; Musical Leadership: creating musical ideas for the group to copy or respond to</i></p>	ongoing	ongoing	ongoing
<p>Religious Education</p>	<p>Know what key beliefs people hold about God, the world and humans: Sikhism, Christianity</p>			
	<p>Why some figures, e.g. founders, leader and teachers, inspire religious believers: Abraham and Moses</p>			
	<p>What sacred texts and other sources say about God, the world and human life: Christmas story,</p>			
	<p>What is expected of a believer following a religion and the impact of belief on people's lives? Forgiveness, Judaism</p>			
	<p>How religious families and communities practise their faith and the contributions this makes to local life: commitment to God</p>			
	<p>Where, how and why people worship including the importance of some particular religious sites: going to Church</p>			
<p>Physical Education</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p>			
	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, Hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>			
	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>			
	<p>Perform dances using a range of movement patterns</p>			
	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>			
	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>			
	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>			
	<p>Perform safe self-rescue in different water-based situations.</p>			

French	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Numbers 1-10		Days of the week
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> Ask someone's name and say your own. Ask how someone is and respond to the same question 		
	speak in sentences, using familiar vocabulary, phrases and basic language structures			Describe hair and eyes
	appreciate stories, songs, poems and rhymes in the language	Numbers 1-10		Days of the week
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Musical Instruments and girl/boy/dragon.	<ul style="list-style-type: none"> Classroom Objects Colours 	Identify parts of the body
	describe people, places, things and actions orally* and in writing		Say your age	Give basic character descriptions (physical)
	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	First notions of gender	<ul style="list-style-type: none"> Gender Basic word order 	<ul style="list-style-type: none"> Simple word order Gender The definite article
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Musical instruments	Describe an object's colour	Describe eyes, hair and appearance
	present ideas and information orally to a range of audiences	French Chateaux project	Say your age	Famous French People Project
	read carefully and show understanding of words, phrases and simple writing	Read greetings and questions	Recognise classroom instructions	Recognise days of the week
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Greetings	Classroom objects	Give basic character descriptions
	listen attentively to spoken language and show understanding by joining in and responding	Asking and answering spoken questions/greetings.	Classroom instructions	Listen and understand classroom instructions and praise words.