



YEAR 4 Curriculum Map 2023/2024



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>Adventures! (Mountains, rivers, settlers & settlements)</i>		<i>Our Planet! (Rainforests, biodiversity & the environment)</i>		<i>Invention & Industry! (Pioneers and innovators)</i>	
English	<p><u>POR The Boy at the Back of the Class</u> Diary Narrative with cliffhanger</p> <p><u>The Ice Palace</u> Poetry Persuasive letter - formal</p> <p><u>Beowulf</u> Description Letter writing informal</p> <p><u>Authors to study: Cressida Cowell Michael Morpurgo</u></p> <p style="color: red; font-size: small;">Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences.</p>		<p><u>POR The Kapok Tree</u> Persuasive writing Balanced argument Formal letters</p> <p><u>The Tin Forest POR</u> Poetry</p> <p><u>Chocolate: Bean to Bar</u> Explanation text</p> <p><u>Authors to study: Anthony Browne Gillian Cross</u></p> <p style="color: red; font-size: small;">Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences.</p>		<p><u>Street Child</u> Letter Newspaper report Poetry</p> <p><u>POR The Miraculous Journey of Edward Tulane</u> Diary Character description Narrative</p> <p><u>POR Leon & the Place Between</u> Writing in role Narrative</p> <p><u>Authors to study: Jeremy Strong Jenny McLachlan</u></p> <p style="color: red; font-size: small;">Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</p>	
Maths	<p>Number - Place Value</p> <p>Number - Addition & Subtraction</p> <p>Measurement – Area</p> <p>Number – Multiplication & Division</p>		<p>Number – Multiplication & Division</p> <p>Measurement – Length & Perimeter</p> <p>Fractions</p> <p>Decimals</p>		<p>Decimals</p> <p>Money</p> <p>Measurement – Time</p> <p>Statistics</p> <p>Geometry – Properties of shape</p> <p>Geometry –Position & direction</p>	



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Science	States of Matter		Living Things and the Habitats		Animals, including Humans		Electricity		Sound						
	Compare and group materials based on solid, liquid and gas; observe changes in states due to temperature; identify the role of evaporation and condensation <u>Scientists/Inventors to study:</u> Maria Telkes, Lord Kelvin, Joseph Priestly		Group living things in a variety of ways; explore and use classification keys; recognise changes in environment and their impact <u>Scientists/Inventors to study:</u> Gerald Durrell, Jane Goodall		Construct food chains; identify producers, predators and prey; describe functions of the digestive system; identify different types of teeth <u>Scientists/Inventors to study:</u> Washington Sheffield		Identify common electrical appliances; construct simple circuits; use lamps and switches; recognise conductors and insulators <u>Scientists/Inventors to study:</u> Garrett Morgan		Identify how sounds are made; recognise that vibrations travel through the ear; find patterns with pitch, volume and sound sources <u>Scientists/Inventors to study:</u> Alexander Graham Bell, Thomas Edison						
Computing	Unit 4.1		Unit 4.2		Unit 4.3		Unit 4.5		Unit 4.4		Unit 4.6				
	Coding Number of Weeks – 6		Online Safety Weeks – 4		Spreadsheets Weeks – 6		Logo Weeks – 4 Hardware Investigators Weeks – 2		Writing for Different Audiences Weeks – 5		Animation Weeks – 3 Effective Searching Weeks – 3				
Geography	<u>Settlements & Settlers</u>					<u>Rainforests (studying a biome)</u>					<u>Rivers, Mountains, The Water Cycle</u>				
	Locational Knowledge Name and locate geographical regions of the UK and their identifiable human and physical characteristics, including hills, mountains, rivers and seas; locate Anglo-Saxon countries; locate and name the countries and capital cities within Europe Human/Physical Geography Identify features of settlements; recognise physical processes relating to rivers; identify and describe types of mountains; begin to understand the impact					Locational Knowledge Name and locate a range of countries that have rainforests; identify the position and significance of the tropics, Arctic and Antarctic circles and lines of latitude and longitude Human/Physical Geography Develop understandings of climate zones and biomes; study the rainforest biome; understand deforestation; understand what affects the climate					Locational Knowledge Locate a wide variety of mountains and rivers across the globe on a map. Human/Physical Geography Recognise physical processes relating to rivers and explain how they change the character of places; be able to explain how a river or a coastline may change over time, due to erosion, environmental damage, oxbow lakes etc.; describe and understand key aspects of physical geography, including mountains and how				



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	<p>of displacement and immigration on human geography.</p> <p style="text-align: center;">Place Knowledge</p> <p>Compare places with historical settlements; compare UK with European regions</p> <p style="text-align: center;">Map Skills</p> <p>Use maps and atlases to located places and features studied; use of ordnance survey maps</p> <p style="text-align: center;">Sustainability Question: How do we build a sustainable and inclusive community? (SDG 10 – Reduced Inequalities / SDG 11 – Sustainable Cities & Communities)</p>	<p style="text-align: center;">Place Knowledge</p> <p>Compare locations with rainforests to the UK</p> <p style="text-align: center;">Map Skills</p> <p>Use maps and atlases to locate places and features studied; use the 8 points of a compass, symbols and a key.</p> <p style="text-align: center;">Sustainability Question: What conservation efforts are made in rainforest biomes? (SDG 15 – Life On Land)</p> <p style="text-align: center; color: red;">Class assembly/Learning Share</p> <p style="text-align: center; color: red;">Event: Trip to Yorkshire Wildlife Park</p>	<p>they are formed. Understand key vocabulary: peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain</p> <p style="text-align: center;">Place Knowledge</p> <p>Compare the UK with India</p> <p style="text-align: center;">Map Skills</p> <p>Use maps and atlases to located places and features studied; use fieldwork to observe human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <p style="text-align: center;">Field Work</p> <p>Project in the local area – Chalk Stream Visit</p> <p style="text-align: center;">Sustainability Question: What conservation efforts are made for our local environment? (SDG 11 – Sustainable Cities & Communities)</p>
History	<p style="text-align: center;">A study in British History that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">Britain's Settlements by Anglo-Saxons and Scots</p> <p>Understand the invasion of Britain; learn about settlements; examine artefacts; understand culture and conversion to Christianity</p>	<p style="text-align: center;">A non-European society that provides contrast with British History</p> <p style="text-align: center;">Mayan Civilisation</p> <p>Understand where and when they lived; know about cultural and religious beliefs; understand use of the number and writing system; use sources of evidence to find information</p>	<p style="text-align: center;">A study in British History that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">Victorian Children</p> <p>Understand facts about the life and reign of Queen Victoria; find out about the industrial revolution; learn about important inventions; understand about health and disease</p> <p style="text-align: center; color: red;">Visitor: Victorian School and Wash Day workshops</p>



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Art/Design	PAINTING AND MIXED MEDIA		CRAFT AND DESIGN	SCULPTURE AND 3D	DRAWING	
	Light and Dark		Fabric of Nature	Mega Materials	Power Prints	
Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.		Use flora and fauna to develop drawings to create a design with a repeating pattern suitable for fabric		Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.		Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.
Design /Technology	Structures		Food	Textiles	Electrical Systems	
	Shell structures using computer-aided design Gift Boxes		Healthy & Varied Diet A Mayan Feast	Design, sew and evaluate Dart frog beanbag	Simple circuits and switches Night Lights	
Shell structures using computer-aided design Gift Boxes		A Mayan Feast		Night Lights		
RE	Community – Hinduism Living	Community – Islam Living	Community – Christianity Living		Pilgrimage (including Christianity) Believing, Living, Thinking	
	How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? <i>Visitor: The Hindu Experience</i>	How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?	How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community?		What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage	
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French	All about town	Going Shopping	Where in the world?	Holidays & Hobbies	On the move	What's the time?



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Music	Percussion – Compose, Improve & Perform (Glockenspiels) Rhythmic notation (minim, crochet, quavers); graphic symbols; reading scores		Charanga Mamma Mia Cultural Context: 1970s/80s Pop	Charanga Lean on Me Cultural Context: Gospel World Music: Djembe lessons	Charanga Blackbird Cultural Context: 1960s Pop	Charanga Stop Cultural Context: Grime, Classical, Bhangra, Tango, Latin Fusion	Charanga Reflect, rewind, replay Composition Cultural Context: Western Classical	
	PE	Invasion Games Football & Handball	Invasion Games Basketball & Netball	Gymnastics Turning and Sequencing	Dance Year 4 – Swimming	Year 4 – Swimming Athletics Running, jumping, throwing – measuring and recording	Striking & Fielding Scatterball and Kickball Outdoor adventurous Circuit training, Orienteering	
PSHE	Health & Wellbeing			Relationships			RSE – Big Talk Living in the Wider World	
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment Money
RSE	‘Growing Up Safe’ programme – to be delivered in conjunction with Big Talk (AutumnTerm)							
		Internet Safety and Harms (Health Education)		Puberty		Reproduction		NC for Science
	Different types of families, same sex, foster families	Key facts about puberty and the changing adolescent body.		About the structure and function of the male and female reproductive systems.		Teaching about changes to the human body as it grows from birth to old age including puberty		Different types of families, same sex, foster families

SMSC & British Values on next page



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SMSC & British Values Curriculum				
	Social	Moral	Spiritual	Cultural
What is it?	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with British Values of democracy, the rule of law, liberty, respect and tolerance	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect	Appreciate cultural influences; appreciate role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
Opportunities to ensure coverage across the curriculum	<p>Opportunities to be responsible for their own learning journey</p> <p>Learning environment promotes co-operative work, peer work, making relationships and resolving conflicts</p> <p>Comprehensive PSHE scheme - personal identities, relationships, diversity and healthy living</p> <p>High expectations from children – communicating ideas, peer work, group work</p> <p>Promoting socialising with unfamiliar peers – collaborative learning, lunchtime seating plans, mixed year group Pupil Voice</p> <p>Targeted social skills/confidence building nurture support</p> <p>Transition dates with new staff</p> <p>Learning shares to celebrate achievements</p>	<p>Consistent Behaviour Policy, focused on regulate, relate, reason.</p> <p>School rules and expectations displayed in classrooms and around school</p> <p>Classroom charters discussed with class and displayed</p> <p>Discussions and debates, including HOQ are prominent within the curriculum</p> <p>PSHE Association and Big Talk schemes</p> <p>Practitioners expect high standards and lead by example</p> <p>School policies discussed with staff and governors</p> <p>Moral stories – assembly focus</p> <p>Acceptance and celebration of similarities and differences – e.g. SEN, cultures, faiths, inclusive ethos around school</p>	<p>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</p> <p>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</p> <p>Reflective practices: yoga, mindfulness, growth mindset, questions/thoughts e.g. I wonder...</p> <p>Celebrations of faiths and cultures</p> <p>Promotion of and respect of own cultures and beliefs or non-beliefs</p> <p>Remembrance Day</p> <p>Faith stories with key messages – assembly focal points</p> <p>Opportunities provided for reflection about learning</p>	<p>Sharing experiences of own and other cultures</p> <p>Visit places of worship</p> <p>Promoting acceptance and sensitivity to other cultures and beliefs</p> <p>BLM – understanding and awareness of how historical issues have long term effect for us all, including internationally</p> <p>Awareness of leadership – home, school, country</p> <p>Celebrate important events e.g. Olympics, Founders Day, Remembrance Day, D-Day etc</p> <p>Awareness of national and global issues that will impact on children's lives – e.g. plastic pollution</p> <p>Charity events in schools – Children in Need, Sports Aid, NSPCC</p> <p>Curriculum and learning environment offers drama, range of literature and</p>



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	<p>Year 6 end of year celebrations – performance, leavers assembly</p> <p>Parent workshops</p> <p>Community Events – e.g. Founder’s Day, Stanfest, Sports Days, St Margaret’s Church</p> <p>British Values focus in assemblies, whole school displays</p> <p>Age appropriate displays in classrooms regarding British Values</p>	<p>Tolerance and acceptance of others views and beliefs – Pupil Voice, RE lessons, PSHE lessons</p> <p>Participation in democratic elections of Head Boy and Head Girl</p> <p>KS2 focus – discussions with local MPs regarding democracy, Parliament and local Councils</p>		<p>arts to enrich the children’s cultural experiences</p>
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