








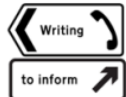




Year 4 Curriculum Map  
Learning for Life  
"Life in Abundance." John 10:10  
(Revised Sept 2022)

Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Reading	<b>Core Text:</b> The Vikings by Ladybird Histories The Dragon's Hoard by Lari Don	<b>Core Text:</b> Why the Wales Came- Michael Morpurgo	<b>Core Text:</b> Perry Angel's Suitcase by Glenda Millard	<b>Core Text:</b> Usborne History of Britain: Kings and Queens	<b>Core Text:</b> The Firework Maker's Daughter by Phillip Pullman	<b>Core Text:</b> Charlotte's Web by E. B. White
English: Reading End of Year Expectations	<p>I can read with sustained interest, a wide range of books for my own enjoyment and to support my learning.</p> <p>I can reflect on what I have read and think about the deeper meaning and subtle implications. (2d)</p> <p>I can appreciate the techniques and language the writer has used and the effect it has on the reader. (2g)</p> <p>I check that texts make sense to me and can discuss the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can make predictions from details that have been stated and implied. (2e)</p> <p>I can identify simple themes in a wide range of books (e.g. the triumph of good over evil or use of magical devices in fairy stories).</p> <p>I can identify key conventions used in texts (e.g. the greetings used in letters, a diary written in the first person or the use of headings/sub-headings and numbered steps in instructions).</p> <p>I can identify where a writer has used precise word choices for effect to impact on the reader. (2g)</p> <p>I can make inferences and begin to justify them with evidence from the text (e.g. infer characters' feelings, thoughts and motives from their actions.) (2d)</p> <p>I can take an active part in discussions about books that I have read independently or shared with the class/group.</p> <p>I can talk about several books that I have finished.</p> <p>I can retell stories such as fairy tales, folktales or myths and legends.</p> <p>I can prepare poems or plays to be read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can use a range of strategies to help me select a book (e.g. blurb, read first page, favourite genre/author).</p> <p>I can use a dictionary to check the meaning of words I have read.</p> <p>I can use contents pages and indexes to locate information. (2b)</p> <p>I can use the structure and presentational features of a text to find key information (e.g. headings, sub-headings, bullet points, introductory paragraph) (2b)</p>					
English (Writing)	 Poetry: The Viking Longboat Narrative: Conquering the monster	 Poetry Narrative: Finding Story	 Poetry Narrative: Rags to Riches Tale	 Poetry Narrative: Warning Tale	 Poetry Narrative: Wishing Tale 	 Poetry Narrative: Losing Tale 

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	 Non-Fiction Biography: WAGOLL regarding a Viking, invented about a peer	 Non-Fiction Explanation: Digestive system of a robot/creature	 Non-Fiction Letter: Persuading to come to our school	 Non-Fiction Recount: Day in a life of a made-up village/place	Non-Fiction Advert: for a new ruler	Non-Fiction Newspaper: Event in a Rainforest
<b>English Writing</b>  Text Features. Grammar and Punctuation Progression:  Year 4	<b>Text Structure</b>  Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)  Plan opening using: Description /action  Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	<b>Sentence Construction</b>  Consolidate Year 3 list  Introduce: Standard English for verb inflections instead of local spoken forms  Long and short sentences: Long sentences to enhance description or information  Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i>  Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i>  Secure use of simple / embellished simple sentences  Secure use of compound sentences (Coordination) using	<b>Word Structure/Language</b>  Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i>  Conditionals - <i>could, should, would</i>  Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i>  Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i>  The grammatical difference between plural and possessive -s  Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i> )	<b>Punctuation</b>  Consolidate Year 3 list  Introduce: Commas to mark clauses and to mark off fronted adverbials  Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i>  Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i> ) as opposed to s to mark a plural	<b>Terminology</b>  <u>Consolidate:</u>  Punctuation <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Statement question exclamation Command</li> <li>Full stops</li> <li>Capital letter</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Speech bubble</li> <li>'Speech marks'</li> </ul> Direct speech Inverted commas <ul style="list-style-type: none"> <li>Bullet points</li> <li>Apostrophe (contractions only)</li> <li>Commas for sentence of 3 – description, action</li> <li>Colon - instructions</li> </ul> Singular/ plural Suffix/ Prefix	

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	<p><b>Non-Fiction</b> (Refer to Connectives and Sentence Signposts document for Introduction and Endings) <b>Introduce:</b> <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing –up' grid</p> <p><b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader <b><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></b></p>	<p>coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions. <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in –‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p>			<p><b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b><u>Introduce:</u></b></p> <p><b>Pronoun</b> <b>Possessive pronoun</b> <b>Adverbial</b> <b>Fronted adverbial</b> <b>Apostrophe – plural possession</b></p>
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		<p><i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>			
<b>Maths</b>	<p><b>Numbers and the Number system</b></p> <ul style="list-style-type: none"><li>➤ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li>➤ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li><li>➤ identify, represent and estimate numbers using different representations</li></ul> <p><b>Counting and Comparing</b></p> <ul style="list-style-type: none"><li>➤ order and compare numbers beyond 1000</li><li>➤ count in multiples of 6, 7, 9, 25 and 1000</li><li>➤ count backwards through zero to include negative numbers</li></ul> <p><b>Checking, approximating and estimating</b></p> <ul style="list-style-type: none"><li>➤ round any number to the nearest 10, 100 or 1000</li><li>➤ estimate and use inverse operations to check answers to a calculation</li><li>➤ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li></ul> <p><b>Calculating: Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>➤ find 1000 more or less than a given number</li><li>➤ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>➤ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul> <p><b>Calculating Space</b></p> <ul style="list-style-type: none"><li>➤ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li></ul>	<p><b>Calculating: Multiplication and Division</b></p> <ul style="list-style-type: none"><li>➤ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li><li>➤ solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li></ul> <p><b>Calculating Space</b></p> <ul style="list-style-type: none"><li>➤ find the area of rectilinear shapes by counting squares</li></ul> <p><b>Exploring Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>➤ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li><li>➤ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li><li>➤ recognise and write decimal equivalents of any number of tenths or hundredths</li><li>➤ recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li></ul> <p><b>Calculating Fractions Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>➤ add and subtract fractions with the same denominator</li><li>➤ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li><li>➤ recognise and show, using diagrams, families of common equivalent fractions</li><li>➤ solve simple measure and money problems involving fractions and decimals to two decimal places</li></ul>	<p><b>Exploring Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>➤ recognise and write decimal equivalents of any number of tenths or hundredths</li><li>➤ round decimals with one decimal place to the nearest whole number</li><li>➤ compare numbers with the same number of decimal places up to two decimal places</li><li>➤ solve simple measure and money problems involving fractions and decimals to two decimal places</li></ul> <p><b>Exploring Time and Money</b></p> <ul style="list-style-type: none"><li>➤ read, write and convert time between analogue and digital 12- and 24-hour clocks</li><li>➤ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li><li>➤ estimate, compare and calculate different measures, including money in pounds and pence</li></ul> <p><b>Presentation of Data</b></p> <ul style="list-style-type: none"><li>➤ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li><li>➤ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul> <p><b>Investigating Properties of Shape</b></p> <ul style="list-style-type: none"><li>➤ identify lines of symmetry in 2-D shapes presented in different orientations</li><li>➤ complete a simple symmetric figure with respect to a specific line of symmetry</li></ul>		

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	<ul style="list-style-type: none"><li>➤ convert between different units of measure [for example, kilometre to metre; hour to minute]</li></ul> <b>Calculating: Multiplication and Division</b> <ul style="list-style-type: none"><li>➤ recall multiplication and division facts for multiplication tables up to 12 × 12</li><li>➤ recognise and use factor pairs and commutativity in mental calculations</li><li>➤ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li></ul>			<ul style="list-style-type: none"><li>➤ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li></ul> <b>Investigating Angles</b> <ul style="list-style-type: none"><li>➤ identify acute and obtuse angles and compare and order angles up to two right angles by size</li></ul> <b>Mathematical Movement</b> <ul style="list-style-type: none"><li>➤ describe positions on a 2-D grid as coordinates in the first quadrant</li><li>➤ plot specified points and draw sides to complete a given polygon</li><li>➤ describe movements between positions as translations of a given unit to the left/right and up/down</li></ul> Assess/Enrich and preventing the gap		
Science	<b>How do circuits work?</b> <b>National Curriculum:</b> Identify common appliances that run on 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.  <b>Knowledge &amp; Skills:</b> <b>Physics-Electricity</b>	<b>What happens to our food?</b> <b>National Curriculum:</b> Describe the simple functions of the basic parts of the digestive system in humans. 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.  <b>Knowledge &amp; Skills:</b> <b>Biology-Digestion</b> <ul style="list-style-type: none"><li>➤ identify and name the parts of the human digestive system</li><li>➤ describe the functions of the organs in the human digestive system</li><li>➤ identify and describe the different types of teeth in humans</li><li>➤ describe the functions of different human teeth</li></ul>	<b>Solid, liquid or gas?</b> <b>National Curriculum:</b> Compare and group materials together, according to whether they are solids, liquids or gases. 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 (°C)  <b>Chemistry-States of Matter</b> <ul style="list-style-type: none"><li>➤ group materials based on their state of matter (solid, liquid, gas)</li><li>➤ describe how some materials can change state</li><li>➤ explore how materials change state</li></ul> measure the temperature at which materials change state	<b>How do we hear noises?</b> <b>Big Science Investigation</b> <b>National Curriculum:</b> Identify how sounds are made, associating some of them with something vibrating. 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. <b>Knowledge &amp; Skills:</b>  <b>Physics-Sound</b> <ul style="list-style-type: none"><li>➤ describe how sound is made.</li><li>➤ explain how sound travels from a source to our ears.</li></ul>	<b>Where does water come from?</b> <b>National Curriculum:</b> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  <b>Letcombe Brook project</b>  <b>Knowledge &amp; Skills:</b> <b>Chemistry-States of Matter</b> <ul style="list-style-type: none"><li>➤ I describe the water cycle</li><li>➤ explain the part played by evaporation and condensation in the water cycle</li></ul>	<b>How can we protect our environment?</b>  <b>National Curriculum:</b> Recognise that living things can be grouped in a variety of ways. 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.  <b>Knowledge &amp; Skills:</b>  <b>Biology-Living things and their habitats</b> <ul style="list-style-type: none"><li>➤ group living things in different way</li><li>➤ use classification keys to group, identify and name living things</li><li>➤ create classification keys to group, identify</li></ul>

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	<ul style="list-style-type: none"><li>➤ Identify and name appliances that require electricity to function</li><li>➤ construct a series circuit.</li><li>➤ Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li><li>➤ Draw a circuit diagram</li><li>➤ predict and test whether a lamp will light within a circuit</li><li>➤ describe the function of a switch in a circuit</li><li>➤ Describe the difference between a conductor and insulators; giving examples of each</li></ul>	<ul style="list-style-type: none"><li>➤ use food chains to identify producers, predators and prey</li><li>➤ construct food chains to identify producers, predators and prey</li></ul>		<ul style="list-style-type: none"><li>➤ explain the place of vibration in hearing.</li><li>➤ explore the correlation between pitch and the object producing a sound.</li><li>➤ explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</li><li>➤ describe what happens to a sound as it travels away from its source</li></ul>		<ul style="list-style-type: none"><li>➤ and name living things (for others to use)</li><li>➤ describe how changes to an environment could endanger living things</li></ul>
Geography	<p>Are we British, European, or both?</p> <p><b>National Curriculum:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world</p> <p><b>Core Skills:</b></p>	<p>City or village: Where would you like to live?</p> <p><b>National Curriculum:</b> Human geography, including: types of settlement and land use.</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"><li>➤ Carry out a research to discover features of cities and villages</li></ul> <p><b>Core Knowledge:</b></p>	<p>Why should we rescue the rainforests?</p> <p><b>National Curriculum:</b> Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts.</b> Understand geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p> <p><b>Core Skills:</b></p>			

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	<ul style="list-style-type: none"> <li>➤ Label the same features on an aerial photograph as on a map</li> <li>➤ Use appropriate symbols to represent different physical features on a map?</li> <li>➤ Locate some of main islands that surround the UK</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know the difference between the British Isles, Great Britain and UK</li> <li>➤ Know some of main islands that surround the UK</li> </ul> <p><b>Key Link:</b> British values. Link to next History topic.</p>	<ul style="list-style-type: none"> <li>➤ Know the main features of a well-known city</li> <li>➤ Know the main features of a village</li> <li>➤ Know the main physical differences between cities and villages</li> <li>➤ Know why people are attracted to live in cities</li> <li>➤ Know why people may choose to live in a village rather than a city</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> <li>➤ Locate the Tropic of Cancer and the Tropic of Capricorn</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how a locality has changed over time with reference to human features</li> <li>➤ Know and find different views about an environmental issue</li> <li>➤ Know different ways that a locality could be changed and improved</li> </ul>
History	<p><b><i>Were the Viking vicious?</i></b></p> <p><b>National Curriculum:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i> *Viking raids and invasion *resistance by Alfred the Great and Athelstan, first king of England *further Viking invasions and Danegeld *Anglo-Saxon laws and justice *Edward the Confessor and his death in 1066</p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>➤ place periods of history on a timeline showing periods of time</li> <li>➤ know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>➤ appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</li> </ul>	<p><b><i>What is wonderful about Wantage?</i></b></p> <p><b>National Curriculum:</b> A local history study-</p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>➤ A study of Wantage Market place and how this has changed over 200 years</li> <li>➤ Visiting the Market place to find evidence of the town's history</li> <li>➤ plot recent history on a timeline using centuries</li> <li>➤ use their mathematical skills to round up time differences into centuries and decades</li> <li>➤ explain how our locality has changed our time</li> <li>➤ appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li>➤ explain how our locality has changed our time</li> <li>➤ research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> </ul>	<p><b><i>Do royals make good rulers?</i></b></p> <p><b>National Curriculum:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>➤ place periods of history on a timeline showing periods of time</li> <li>➤ plot recent history on a timeline using centuries</li> <li>➤ appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</li> <li>➤ recognise that the lives of wealthy people were very different from those of poor people</li> <li>➤ appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>



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	<ul style="list-style-type: none"> <li>➤ communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> <li>➤ give more than one reason to support an historical argument</li> </ul> <p><b>Enhancement:</b> Parent Exhibition</p>	<p><b>Enhancement:</b> Visit to Wantage Museum</p>	<ul style="list-style-type: none"> <li>➤ explain how Parliament affects decision making in England</li> <li>➤ research two versions of an event and say how they differ</li> </ul>
<b>Art</b>	<p><b>How far can the eye see?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i> To create sketch books to record their observations and use them to review and revisit ideas and learn about great artists, architects and designers in history.</p> <p><b>Knowledge and skills:</b> <b>Painting: Landscapes</b></p> <ul style="list-style-type: none"> <li>➤ Understand how to change the tint, tone and shade of a hue.</li> <li>➤ Display colours on a value scale.</li> <li>➤ Choose appropriate type of paint for purpose.</li> <li>➤ Create a background and foreground using tones, tint and shade.</li> <li>➤ Use tint, tone and shade to colour a picture.</li> <li>➤ Use different scales to create artwork.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Draw contour lines onto 3D shapes.</li> <li>➤ Use horizon line and vanishing point to draw one point perspective.</li> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> <li>➤ Create pictures using one point perspective.</li> </ul>	<p><b>What makes a village?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Knowledge and skills:</b> <b>3D – Making Street of 3D Houses</b></p> <ul style="list-style-type: none"> <li>➤ Experiment with and combine materials and processes to design and make 3D form</li> <li>➤ Begin to sculpt mouldable materials</li> <li>➤ Use early textile and sewing skills as part of a project</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Draw contour lines onto 3D shapes.</li> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> </ul> <p><b>Link:</b> <i>City or village: Where would you like to live?</i></p>	<p><b>Are all leaves identical?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Knowledge and skills:</b> <b>Printing – Creating Rainforests using leaves to print</b></p> <ul style="list-style-type: none"> <li>➤ Print using at least four colours</li> <li>➤ Create an accurate print design</li> <li>➤ Print onto different materials</li> <li>➤ How to combine printing materials.</li> <li>➤ Print organic shapes with different textures.</li> <li>➤ Choose a range of objects to create a textured picture.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Use horizon line and vanishing point to draw one point perspective.</li> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> </ul> <p><b>Enrichment – Creative Project Homework</b></p> <p><b>Link:</b> <i>Why should we rescue the rainforests?</i></p>
<b>Design &amp; Technology</b>	<p>What goes in to making bread?</p> <p><b>Unit:</b> Children to create a bread of their choice based on taste tests</p>	<p>Houses with Electrical Component</p> <p><b>Unit:</b> Create a Tudor house with electrical component</p>	<p>Pneumatics</p> <p><b>Unit:</b> Construct a simple pneumatic system – Jack in a box</p>



**Year 4 Curriculum Map**  
**Learning for Life**  
*"Life in Abundance." John 10:10*  
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	<p><b>National Curriculum:</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know that a range of utensils can be used for a range of techniques to prepare ingredients hygienically including the bridge and claw technique, grating, chopping, slicing, mixing, spreading, kneading and baking</li> <li>➤ Know how to use appropriate equipment and utensils to prepare and combine food</li> <li>➤ Know that the food's appearance is how it looks to the eye and the food's texture is how the product feels in the mouth</li> <li>➤ Know that sensory evaluation means evaluating taste, texture, smell and appearance</li> <li>➤ Know that processed foods includes ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose</li> <li>➤ Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas</li> <li>➤ Plan the main stages of a recipe, listing ingredients, utensils and equipment</li> <li>➤ Select and use appropriate utensils and equipment to prepare and combine ingredients</li> <li>➤ Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics</li> <li>➤ Carry out sensory evaluations of a variety of ingredients and products and record the evaluations</li> <li>➤ Evaluate the ongoing work and the final product with reference to the design criteria</li> </ul> <p><b>Enhancement:</b> Visit The Mill and get flour</p>	<p><b>National Curriculum:</b> Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)        Understand and use electrical systems in their products</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know and can use different methods for joining wood including a butt joint and mitre joint</li> <li>➤ Know how I can strengthen my wood joins</li> <li>➤ To use understanding of how the shape of a structure can influence its strength and how their own structure can be strengthened by internal support and exterior reinforcement</li> <li>➤ Know how to use and manipulate materials in order to create a structure</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use research to inform the design criteria for a shelter suitable to the context of an era</li> <li>➤ Select from and use finishing techniques suitable for the product they are creating</li> <li>➤ Evaluate different materials and their suitability for use</li> <li>➤ Accurately join using appropriate and robust joins</li> <li>➤ Cut thin wood/dowel using hacksaw and bench hook</li> <li>➤ Create a wooden shell or frame structure</li> <li>➤ Prototype frame and shell structures</li> <li>➤ Measure and mark square selection, strip and dowel accordingly to 1cm</li> <li>➤ Use a cool melt glue gun with close supervision (one to one)</li> <li>➤ Identify the strengths and weaknesses of my design ideas</li> <li>➤ Decide which design idea to develop</li> <li>➤ Consider and explain how the finished product could be improved and discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</li> </ul>	<p><b>National Curriculum:</b> Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know that pneumatic system is one that works using gases and a hydraulic system is one that works using liquids</li> <li>➤ Know that energy produced by pneumatic systems can be more flexible, less costly, more reliable and less dangerous than some actuators and electrical motors</li> <li>➤ Know that the 'input' is what goes into a system and 'output' is what comes out</li> <li>➤ Know that a 'pivot' is a point about which a lever turns</li> <li>➤ Know that the pressure is the force used on an object or surface</li> <li>➤ Know that inflating something is filling it with air/gas to make it swell up and deflating is removing the pressurised air to allow an object to shrink</li> <li>➤ Know that in a pneumatic system, the 'input movement' is where the user pushes or pulls a syringe or pump and the 'output movement' is where the object at the end of the tube moves.</li> <li>➤ Know and use technical vocabulary relevant to the project</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Understand and use pneumatic mechanisms</li> <li>➤ Investigate, analyse and evaluate familiar objects that use air to make them work e.g. bicycle pump, balloon, foot pump, swimming aids etc.</li> <li>➤ Construct simple pneumatic system by joining a balloon to tubing and a washing up bottle</li> <li>➤ Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user</li> <li>➤ Use annotated sketches and prototypes to develop, model and communicate ideas</li> <li>➤ Select and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.</li> <li>➤ Select from and use finishing techniques suitable for the product they are creating</li> </ul>
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					<ul style="list-style-type: none"><li>➤ Investigate and analyse books, videos and products with pneumatic mechanisms</li><li>➤ Evaluate their own products and ideas against criteria and user needs, as they design and make</li></ul>	
Music	<ul style="list-style-type: none"><li>➤ Imitate the sound of a drum kit using beatboxing</li><li>➤ Demonstrate choral speaking</li><li>➤ Explore different timbres of instruments</li><li>➤ Explore combination of timbres</li><li>➤ Accompany a song using different timbres / ostinato / drone</li><li>➤ Create an extended performance from a poem</li><li>➤ Perform a rap</li><li>➤ Use music notation</li><li>➤ Identify accent, metre, diminuendo, balance</li><li>➤ Accompany using canon and ostinato</li><li>➤ Compose music based on a setting description</li><li>➤ Use the music of 2 major composers to build up descriptions</li></ul>	<ul style="list-style-type: none"><li>➤ Sing a variety of song styles</li><li>➤ Sing with expression / increasing breath control / attention to phrasing</li><li>➤ Perform vocal chanting in 3 parts</li><li>➤ Create repeated rhythm patterns</li><li>➤ Add improvisation to a performance</li><li>➤ Perform repeated rhythm patterns</li><li>➤ Classify instruments according to how sound is produced</li><li>➤ Interpret notation</li><li>➤ Interpret different music structures</li><li>➤ Explore expressive effects of combined instrument sounds</li><li>➤ Use verse / chorus structure for performance</li></ul>	<ul style="list-style-type: none"><li>➤ Sing a variety of song styles</li><li>➤ Sing with expression / increasing breath control / attention to phrasing</li><li>➤ Explore texture in music</li><li>➤ Combine body percussion (4 parts) into a song accompaniment</li><li>➤ Explore the pentatonic scale</li><li>➤ Create rhythmic ostinati</li><li>➤ Play ‘leaps’ on tuned instruments</li><li>➤ Perform Rondo form</li><li>➤ Combine tuned / un-tuned percussion with singing in a performance</li><li>➤ Use a rondo structure</li><li>➤ Interpret notation</li><li>➤ Compose and notate pentatonic melodies</li></ul>	<ul style="list-style-type: none"><li>➤ Sing a variety of song styles with attention to phrasing</li><li>➤ Sing in smaller groups</li><li>➤ Sing in a minor key</li><li>➤ Sing in 2 / 3 parts with accompaniment</li><li>➤ Play in groups</li><li>➤ Develop descriptive song accompaniments</li><li>➤ Use instruments to create descriptive music</li><li>➤ Combine tuned / un-tuned percussion with singing in a performance</li><li>➤ Describe the effects of layering in a performance</li><li>➤ Explore layers and layering</li><li>➤ Identify features of minimalist structure</li><li>➤ Compare and contrast structures</li></ul>	<ul style="list-style-type: none"><li>➤ Sing in 2 / 3 parts with accompaniment</li><li>➤ Sing ostinato from notation</li><li>➤ Play ostinato from notation</li><li>➤ Create layered ostinato</li><li>➤ Use layered ostinati in a performance</li><li>➤ Create music which tells a story</li><li>➤ Combine parts in different metres</li><li>➤ Compose a rap</li><li>➤ Improvise using syncopation</li><li>➤ Copy rhythms and short melodic phrases</li><li>➤ Identify metre of a piece of music</li><li>➤ Identify how stories can be told through music</li></ul>	<ul style="list-style-type: none"><li>➤ Sing a variety of song styles</li><li>➤ Sing with expression / increasing breath control / attention to phrasing</li><li>➤ Sing a call and response</li><li>➤ Combine expressive voice with physical movement</li><li>➤ Play music for a given purpose (celebration)</li><li>➤ Perform sound sequences linked to visual sequences</li><li>➤ Use a rondo structure</li><li>➤ Compose a fanfare</li><li>➤ Use notation to learn an historical piece of music</li><li>➤ Compose sequences of word rhythms</li><li>➤ Create a performance using a range of musical features incl. Tuned accompaniment, chords, rhythmic ostinato,</li></ul>

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			<ul style="list-style-type: none"> <li>➤ Describe the structure of an orchestral piece of music</li> <li>➤ Describe music using musical / non-musical terms</li> </ul>	Combine sections in a layered structure		changing musical structure
Religious Education	<p><i>In what ways does a Jewish person fulfil their promises to God?</i></p> <p>Judaism Beliefs and practices</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p><b>Learning Objective</b> We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p> <p><b>Working towards:</b> I can explain why agreements are important and why they should be kept. I know a Jewish story and can say something Jewish people believe.</p>	<p><i>Why is the symbolism in the Nativity story so important for Christians today?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p><b>Learning Objective</b> We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <p><b>Working towards:</b> I can design a symbol to tell you something about myself and explain it.</p>	<p><i>How does a Jewish person demonstrate the value of their relationship with God?</i></p> <p>Judaism Passover</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth</p> <p><b>Learning Objective</b> We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p><b>Working towards:</b> I can discuss why I would choose to follow an instruction not to eat certain foods.</p>	<p><i>How does the Bible help Christians to demonstrate forgiveness?</i></p> <p>Christianity Easter Salvation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p><b>Learning Objective</b> We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p><b>Working towards:</b> I can talk about how easy it is to forgive some people sometimes, or how difficult it might be. I know a Christian story about forgiveness and</p>	<p><i>What are the ways in which Jewish people practise their commitment to God?</i></p> <p>Judaism Beliefs and practices</p> <p>AT1B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment</p> <p><b>Learning Objective</b> We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p> <p><b>Working towards:</b> I can explain why I could do certain things at certain ages. I can tell</p>	<p><i>Why is it not necessary for people to always go to church to show that they are Christian?</i></p> <p>Judaism Prayer and worship Gospel</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p><b>Learning Objective</b> We are learning to understand how important going to church is to show someone is a Christian.</p> <p><b>Working towards:</b> I can discuss my special place, tell you why it is special and how I feel when I am there. I know about some of the things that are important to Christians</p>

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	<p>I can start to explain the significance of an aspect of Jews' relationship with God.</p> <p><b>Working at:</b> I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I know, and can explain, what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><b>Working beyond:</b> I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I know, and can make, links between the Abraham and Moses stories and the Jewish belief that they are in a</p>	<p>I know what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.</p> <p><b>Working at:</b> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I know, and can describe, one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p><b>Working beyond:</b> I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I know, and can explain, which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p>	<p>I know about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p><b>Working at:</b> I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I know, and can describe, some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p> <p><b>Working beyond:</b> I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I know, and can describe, some of the ways Jews try to do as God asks and can start to explain why they feel it is important to do so. I can give you my opinion as to whether</p>	<p>can say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.</p> <p><b>Working at:</b> I can talk about what sort of help I might need to show forgiveness. I know, and can describe, what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p><b>Working beyond:</b> I can give my opinion as to why showing forgiveness may be important. I know, and can explain, how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	<p>you what I am most committed to in my life. I know, and can describe, one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p><b>Working at:</b> I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I know, and can describe, some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p><b>Working beyond:</b></p>	<p>during worship and can explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.</p> <p><b>Working at:</b> I can explain some of the feelings my special place gives me and suggest why that is. I know, and can describe, some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p> <p><b>Working beyond:</b> I can reflect on a range of special places and identify why they have the impact on me that they do. I know, and can describe, some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some</p>
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	special relationship with God. I can start to relate to how Jews feel about their special relationship with God.	I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.	these ways are important to Jews.		I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I know, and can describe, how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.	may need churches more than others. I can say why I think the church may or may not be important to Christians.
<b>PSHE</b>	<b>Being Me</b>  I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about	<b>Celebrating Difference</b>  Context: Black History Month  I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if	<b>Dreams and Goals</b>  I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to make a new plan and set new	<b>Healthy Me</b>  I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons	<b>Relationships</b>  I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can recognise how friendships change, know how to make new friends and how to	<b>Changing Me</b>  I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby

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	<p>other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I think it is going on but I'm not sure</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>goals even if I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>manage when I fall out with my friends</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I move to a new class</p>
Physical Education	<p><b>Gym</b>- work in a controlled way. Include change of speed and direction. Include a range of shapes.</p> <p><b>Football</b> – (Class B) vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball.</p>	<p><b>Dance</b> - take the lead when working with a partner or group. Use dance to communicate an idea.</p> <p><b>Swimming</b></p> <p><b>Tag Rugby</b> – (Class B) vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball. Throw and catch accurately.</p>	<p><b>Gym</b> - work with a partner to create, repeat and improve a sequence with at least three phases. Work in a controlled way.</p> <p><b>Football</b> – (Class A) vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball.</p>	<p><b>Dance</b> - take the lead when working with a partner or group. Use dance to communicate an idea.</p> <p><b>Tag Rugby</b> – (Class B) vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball. Throw and catch accurately.</p>	<p><b>Cricket</b> - vary tactics and adapt skills depending on what is happening in a game. Hit a ball accurately with control. Throw and catch accurately. Catch with one hand.</p> <p><b>Athletics</b> - run over a long distance. Sprint over a short distance. Throw in different ways. Hit a target. Jump in different ways.</p>	<p><b>OAA</b> - follow a map in a (more demanding) familiar context. I can follow a route within a time limit.</p> <p><b>Ultimate Frisbee</b> - vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball. Throw and catch accurately. Catch with one hand.</p>

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Computing	Computing Networks and Systems	Audio Editing	Photo Editing	Data Logging	Programming A	Programming B
	<p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>Sound – Year 4 (Lesson 2)</b></p> <p><b>Sound:</b> Find patterns between the volume of a sound and the strength</p>	<p>Use search technologies effectively</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Computing – Key stage 2</b></p> <p>...work with various forms of input</p> <p>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</p> <p><b>nce</b></p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements,</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p>	<p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</p> <p>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</p>

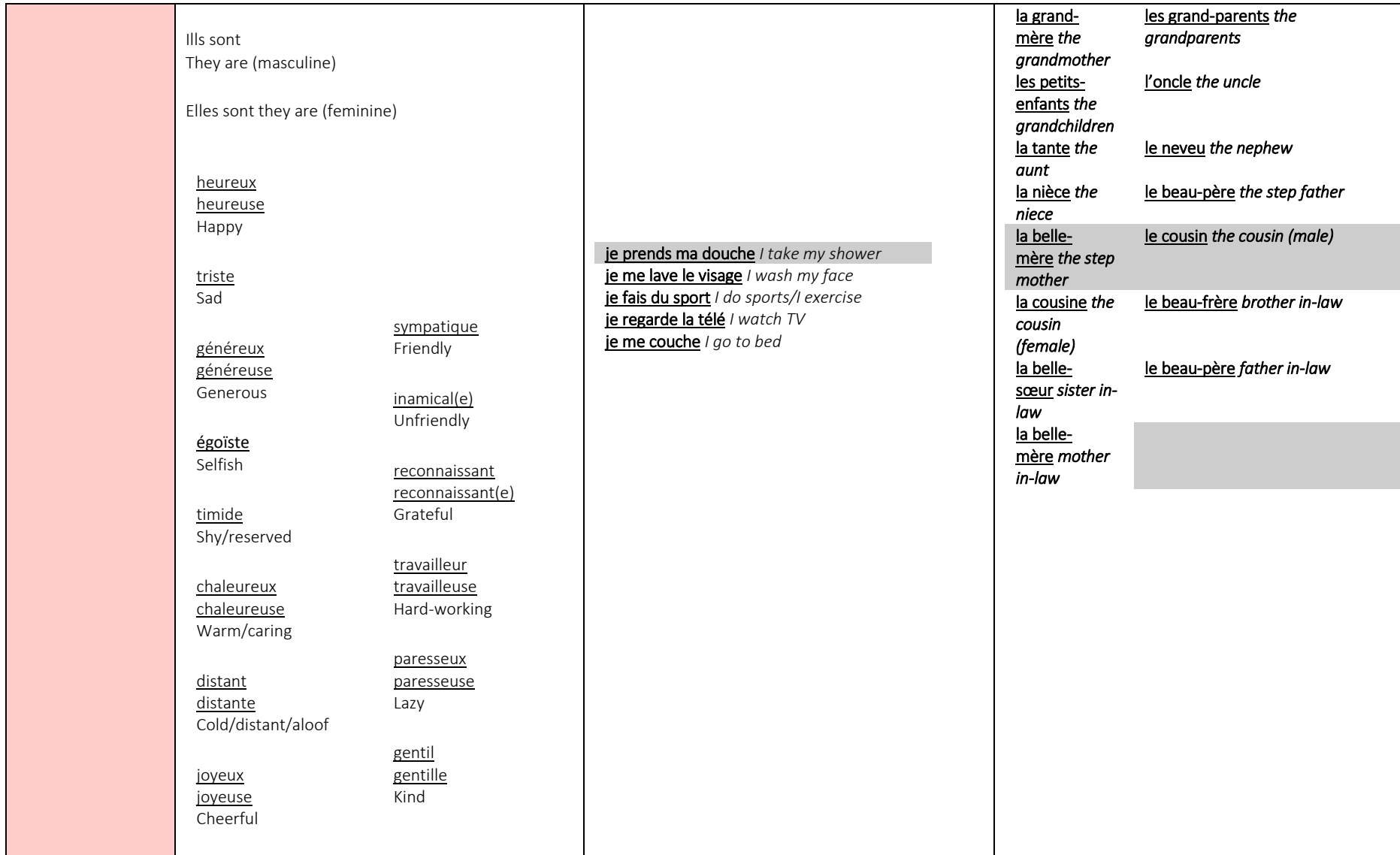
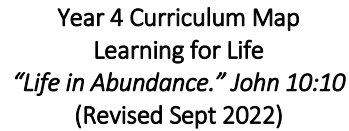


Year 4 Curriculum Map  
Learning for Life  
*"Life in Abundance." John 10:10*  
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	<p>concerns about content and contact.</p> <p><b>Managing online information</b></p> <p>I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers).</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p>of the vibrations that produced it</p> <p><b>Sound:</b> Recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>English – Years 3 and 4 (Lesson 3)</b></p> <p><b>Writing – composition:</b></p> <p>Plan their writing by discussing and recording ideas</p> <p><b>Writing – draft and write by:</b> In non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p><b>Writing:</b> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b>Music – KS2 (Lesson 5)</b></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Copyright and ownership</b></p>		<p>using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data.</p>		
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		I can explain why copying someone else’s work from the internet without permission can cause problems (Y3) I can give examples of what those problems might be (Y3) When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4) I can give some simple examples (Y4)																		
MFL (Years 3-6)	<p><b>National Curriculum:</b></p> <p>➤ To be using the variety of grammatical structures that they have learnt</p> <p><b>Knowledge &amp; Skills: <u>Grammar the verb ‘etre – to be’</u></b></p> <p>Je suis I am</p> <p>Tu es You are</p> <p>Il est he is Elle est she is</p> <p>Nous sommes We are</p> <p>Vous etes You are</p>	<p><b>Knowledge &amp; Skills: <u>Ma routine – My routine</u></b></p> <p><b><u>je me lève</u> I wake up</b> <b><u>je me lave les dents</u> I brush my teeth</b> <b><u>je prends le petit déjeuner</u> I eat breakfast</b> <b><u>j’attends le bus</u> I wait for the bus</b> <b><u>je vais à l'école</u> I go to school</b> <b><u>je prends le déjeuner</u> I have lunch</b> <b><u>je rentre chez moi</u> I go home</b> <b><u>je rencontre des amis</u> I meet some friends</b> <b><u>je prends le dîner</u> I have dinner</b> <b><u>je lis un livre</u> I read a book</b></p>	<p><b>Knowledge &amp; Skills: <u>Ma famille – My family</u></b></p> <table><tr><td><b><u>le père</u> the father</b></td><td><b><u>la mère</u> the mother</b></td></tr><tr><td><b><u>les parents</u> the parents</b></td><td><b><u>le frère</u> the brother</b></td></tr><tr><td><b><u>la sœur</u> the sister</b></td><td><b><u>le fils</u> the son</b></td></tr><tr><td><b><u>la fille</u> the daughter</b></td><td><b><u>l'enfant</u> the child</b></td></tr><tr><td><b><u>le bébé</u> the baby</b></td><td><b><u>le mari</u> the husband</b></td></tr><tr><td><b><u>la femme</u> the wife</b></td><td><b><u>le fiancé</u> the fiancé</b></td></tr><tr><td><b><u>la fiancée</u> the fiancée</b></td><td><b><u>le grand-père</u> the grandfather</b></td></tr></table>				<b><u>le père</u> the father</b>	<b><u>la mère</u> the mother</b>	<b><u>les parents</u> the parents</b>	<b><u>le frère</u> the brother</b>	<b><u>la sœur</u> the sister</b>	<b><u>le fils</u> the son</b>	<b><u>la fille</u> the daughter</b>	<b><u>l'enfant</u> the child</b>	<b><u>le bébé</u> the baby</b>	<b><u>le mari</u> the husband</b>	<b><u>la femme</u> the wife</b>	<b><u>le fiancé</u> the fiancé</b>	<b><u>la fiancée</u> the fiancée</b>	<b><u>le grand-père</u> the grandfather</b>
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	<u>grincheux</u> <u>grincheuse</u> Grumpy					
	Enhancement: PHSE – to be able to say they feel and discuss members of family					
Curriculum Enhancements					Trip to Living Rainforest	Court Hill residential