YEAR 4 CURRICULUM MAP *(TOPICS MAY BE MOVED AROUND AT TEACHERS' DISCRETION)* CROSS-CURRICULAR LINKS
OPPORTUNITIES FOR SPIRITUAL EXPERIENCES MATHS LINKS (SEE DETAILS BELOW) CROSS CURRICULAR WRITING OPPORTUNITIES

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	Living Things: Classification AQ AW Maths links: Data Collection	States of Matter AQ	Sound AW AQ Writing Link: Explanation	Electricity	Living Things: Habitats, Deforestation Maths Link: Data Collection Writing Link: Persuasion	The Human Body: Digestion Living things: Food Chains AQ AW
R.E.	**Value: CREATIVITY** UNIT L2.3: What is the Trinity and why is it important to Christians? AW INS OPU Harvest Service	**Value: COURAGE** UNIT L2.7: What do Hindus believe God is like? Writing Link: Discussion Remembrance Day	**Value: JUSTICE** UNIT L2.8: What does it mean to be Hindu in Britain today? AQ AW	**Value: FORGIVENESS** UNIT L2.5: Why do Christians call the day Jesus died 'Good Friday'? (Worcester Cathedral visit?)	**Value: TRUST** UNIT L2.6: When Jesus left, what was the impact of Pentecost? AW INS Class assemblies	**Value: PEACE** UNIT L2.11: How and why do people mark the significant events of life? Class assemblies
HISTORY GEOGRAPHY	Stone Age and Bronze Age Iron Age and Celts Writing Link: Instructions Prehistoric changes in land masses before/after the Ice Age Historical European settlement: How settlements and land use have changed over time. Maths link: Number AQ AW OPU	Locational knowledge Locate the world's countries and environmental regions. Europe: environmental regions, physical/human characteristics, countries, major cities Maths links: Geometry, Measurement	Romans Saxons/Scots Settlement, land-use patterns and changes over time Maths link: Number Writing Link: Non-chronological report	Locational knowledge/Human and physical geography UK: Counties, cities and geographical regions Place Knowledge A region in a European country: Italy study. Human and physical geography. Compare with a region in UK Link back to Romans work Maths link: Geometry	Vikings Historical European settlement: How settlements and land use have changed over time. Maths link: Number	Physical Geography: Volcanoes, Mountains and Earthquakes Maths links: Number, Measurement Writing Link: Recount
ART/DESIGN	Stone Age cave paintings Celtic Art (Calendars)		Surrealism: Salvador Dali Print making AW INS		Viking ship paintings INS Portraits: Van Gogh Drawing faces using different media AW INS	
D.T.	Seasonal Food: Winter vegetable soup PSHE and Science links	Storybooks/Christmas cards with moving parts	Design and make a money box/container Link to PSHE		Design an alarm, torch or doorbell	
P.E.	GetSet4PE Units Hockey Fitness Fundamentals Y3/4	GetSet4PE Units Gymnastics Ball Skills Y3/4	GetSet4PE Units Cricket Dance	GetSet4PE Units Tennis Dance	GetSet4PE Units Athletics Dodgeball Golf	GetSet4PE Units Athletics Rounders *Sports Day* INS
COMPUTING	Kapow Unit: Online safety	*Online Safety* Kapow Unit: Creating Media: Website design	Kapow Unit: Skills Showcase HTML	Kapow Unit: Coding with Scratch	Kapow Unit: Data handling: Investigating weather	Kapow Unit: Programming 2: Computational thinking
MUSIC	DPA-led Music lessons (weekly) Teacher-led follow-up sessions				Class assemblies INS	
PSHE (inc. HRE)	Healthy Living: food gives energy; importance of nutrients; dangers of smoking and alcohol UK Democracy: how it works	Anti-Bullying Week activities E-safety: critical thinking about people, information and images online	The Wider World: donating to charity; water crises around the world; gender stereotyping; how to save money	E-safety: keeping safe online; know who to go to for help/support Well-being: water safety	Relationships: qualities of good friends; healthy relationships, inc. rights and responsibilities; basic human life cycle	Well-Being: understanding growth mind-set; challenging gender stereotyping
MFL	***Language Angels*** online Spanish platform					

SUBJECT OBJECTIVES *(STATUTORY)*

(Suggested Maths links)

SCIENCE	**Working scientifically** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using 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 ▪ 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. **Maths: Classify animals; Compare rainfall and temperatures; Compare life span and size etc.** **Animals including humans** ▪ 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. **Maths: Compare number of animals in each stage of a food chain; Length of intestines and other digestive organs.** **States of matter** ▪ 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) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Maths: Measure temperature **Sound** ▪ 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. **Electricity** ▪ 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.

R.E.	**Festivals** Harvest, Remembrance, Christmas, Eid, Diwali, Easter, Mothering Sunday **New Worcestershire Agreed Syllabus Units:** L2.3: What is the Trinity and why is it important to Christians? L2.5: Why do Christians call the day Jesus died 'Good Friday'? L2.6: When Jesus left, what was the impact of Pentecost? L2.7: What do Hindus believe God is like? L2.8: What does it mean to be Hindu in Britain today? L2.11: How and why do people mark the significant events of life?
HISTORY	Pupils should be taught about: ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. kings and queens, Battle of Britain) ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **Maths: What does 1 million look like? Compare size of populations to now. Order dates. Measures in Stonehenge: age, height, mass, distance travelled. Roman Numerals. Location of Saxons on a map. Volcanoes: Compare facts and figures.**
GEOGRAPHY	Pupils should be taught to: **Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-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 ▪ 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.

D.T.	Pupils should be taught to: **Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ 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 **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition** ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Maths: Measure weight and capacity of ingredients. Co-ordinates in Sutton Hoo helmet. Measures when making a Viking helmet.**
ART/DESIGN	Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ 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] ▪ about great artists, architects and designers in history. **Maths: Parallel, perpendicular, vertical lines, right angles. Possible times on Dali's painting. Proportion when drawing faces. Measure weaving strips.**
P.E.	Pupils should be taught to: ▪ use running, jumping, throwing and catching in isolation and in combination ▪ 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 ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best

I.C.T.	Pupils should be taught to: ▪ 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 world wide web; 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 ▪ **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (HRE)** **Maths: Positional language, sequences, co-ordinates.**
MUSIC	Pupils should be taught to: ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
MFL	Pupils should be taught to: ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ 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.