

# YEAR 4 CURRICULUM MAP

		Autumn		Spring		Summer	
Books		Pied Piper	Leon & the space between	The Fib	The Minpins	Lambton Worm	Aladdin
Author of the Term		Allan Ahlberg		Roald Dahl		Carol Ann Duffy	
Enhancements		Home Sweet Home	Rotten Romans	Le master chef	Cracking Contraptions	Raiders or traders?	Extreme Earth
Reading	Word reading	NC Appendix 1 (NC p 35)					
	Comprehension	Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non fiction texts and reference books / text books and dictionaries (NC p 35/36)					
Writing	Transcription	Spelling programme ( NC Appendix 1)					
	Composition	Writing : narrative and non narrative (NC p 39)					
	VGP	NC Appendix 2					
Speaking and listening		12 Statutory statements (NC p 17)					
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
Science		Living Things and their Habitats		Animals including humans: Teeth and Eating		States of matter: Looking at States	
		Sound: -What's that sound		Working scientifically – Super scientists		Electricity: Power if up	
		Working Scientifically – on going across the year					
Computing		Computer Science - design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs IT – presentation, e.g. PowerPoint; word processing, Publisher Internet searching Digital Literacy - identify a range of ways to report concerns about content		Computer Science - use repetition in programs Digital Literacy - recognise unacceptable/unacceptable behaviour IT - select a variety of software to accomplish given goals, select, use and combine internet services – Photo story  Animation		Computer Science - control or simulate physical systems Digital Literacy - understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected IT - collect data, analyse and evaluate information, select a variety of software to accomplish given goals	
History		Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)		What was daily life like for Romans? NC ref: The Roman Empire and its impact on Britain Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry		What happened when the Romans left Britain? NC ref: Britain's settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.	
Geography		UK Discovery – is the UK the same everywhere? Focus: Physical geography - hills, coasts, rivers.		What can we discover about Europe? Places, features and people. Focus: land use, key human and physical features, and locations.		Why does Italy shake and roar? Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics.	

			Compare to North East England.
<b>D.T.</b>	<b>Mechanism</b> - Levers to make a catapult. <b>Electronics</b> – Battery operated lights	<b>Construction:</b> Photo Frame <b>Textiles:</b> Money Containers	<b>Food:</b> Farm to Fork
<b>Art and Design</b>	<b>Graphic Design</b> : Roman Art mosaic	<b>The greats – Vincent Van Gogh</b> -sketch then paint Starry Night.	<b>Drawing &amp; Printing: Spanish Art</b>
	<b>Create sketchbooks to record observations</b>		
<b>Music (Durham Music Online)</b>	<b>Mamma Mia</b> <b>Glockenspiel 2</b>	Stop! Lean on Me	Blackbird Reflect, Rewind & Replay
	Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: <ul style="list-style-type: none"> <li>• Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen &amp; Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition</li> <li>• Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus</li> </ul>		
<b>MFL</b>	Core units review My Town	Core Units Review Describing People	Core Units Review Sport
	Reading out loud, Listening & Speaking from memory		
<b>P.E.</b>	<b>Games</b> : On the attack <b>Dance:</b> Indian Delight	<b>Games</b> – Mini Tennis 2 <b>Gymnastics:</b> Unit 4 Durham	<b>Games</b> – Arc Rounders <b>Athletics:</b> Communication Challenge
<b>R.E.</b>	<b>How do Hindus worship?</b>  <b>Why do Christians call Jesus the light of the world?</b>	<b>What can we learn about Christian symbols &amp; beliefs by visiting churches?</b> <b>Easter: Why is Lent such an important period for Christians</b>	<b>Why do people travel to sacred places?</b>
	<b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b>		