

YEAR 4 CURRICULUM MAP

		Autumn		Spring		Summer	
Books		It was a Dark & Stormy Night	Leon & the space between	The Balaclava	The Minpins	Lambton Worm	Pied Piper
Author of the Term		Allan Ahlberg	Carol Ann Duffy	Roald Dahl		Jacqueline Wilson	
Enhancements		Rotten Romans	Home Sweet Home	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		Computing systems and Networks: Collaborative Learning- Learning how to work collaboratively and exploring a range of collaborative tools	Creating Media: Website design- Learning how web pages and sites are created and how to embed media and links			Programming 2: Computational thinking- Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition	
		Programming 1: Further coding with Scratch- Revisiting the key features and beginning to use 'variables' in code scripts	Skills showcase: HTML- Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website			Data Handling Investigation weather- Researching and storing data on spreadsheets and designing a weather station	
		Online Safety – on going across the year					

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.
D.T.	Food – Adapting a recipe Adapt a recipe by altering or adding ingredients then work in groups to create a design that follows a brief and falls within a set budget	Mechanisms: Sling shot cars Use kinetic energy to power slingshot cars, designing and making their own and then testing their effectiveness in time trials	Textiles: Fastenings Research different types of fastenings before deciding which one to use in their book sleeve design
Art and Design	Formal Elements of Art 1.TEXTURE: Charcoal Mark Making <i>Creating drawing to represent words and phrases</i> 2.TEXTURE & PATTERN: Playdough Printing <i>Working with clay tools and creating prints</i> 3.PATTERN: Stamp Printing <i>Making stamps from geometric shapes to create prints</i> 4.PATTERN: Reflection & Symmetry <i>creating patterns using symmetry and reflection</i> 5.PATTERN: Flower of Life Printing <i>Creating a geometric pattern with a compass</i>	Art & Design Skills 1.Learning about...The role of a curator in an art gallery 2.Design: Optical Illusions 3.Design: Willow Pattern 4.Craft: Soap Sculptures 5.Drawing: Still Life 6.Painting: Paul Cezanne	Sculpture Making 3D forms from found and recycled materials SMSC Learning art from other cultures
		Every Picture Tells a Story Analyzing famous artists' works. Learning how great works of art tell stories via role play, games and analysis SMSC Using art to tell stories	
	Create sketchbooks to record observations		
Music (Durham Music Online)	Mamma Mia	Stop!	Blackbird
	Glockenspiel 2	Lean on Me	Reflect, Rewind & Replay
Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: ● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition ● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus			

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MFL	Core units review My Town	Core Units Review Describing People	Core Units Review Sport
	Reading out loud, Listening & Speaking from memory		
P.E.	Games – CRICKET Understand own and others' strengths and weaknesses and have the confidence to practice to improve Understand how to take responsibility for their own and others' safety when playing games Adapt and make up rules to suit the equipment/space/targets used Select different positions in the team based on strengths of players Agree on their own rules to suit the equipment Accept winning and losing as part of games	Gymnastics – Creating sequences on own or in pairs including any of the KS1/Year 3 balances, rolls and jumps, ensuring changes in speed Perform and assess own sequence and others and make improvements Perform using equipment, benches, mats, tables	Games – TENNIS Use space well by finding and moving into a free space/passing to someone when they are in a good space Send and receive a ball with a racquet with accuracy to a target, space or team mate Accept winning and losing as part of games
	Dance - Structure a dance phrase Show technical and expressive skills Use space and dynamics Show an awareness of different dance styles and traditions, discussing the aesthetics of creating a routine e.g. costume/content etc. Perform and improve with reason	Athletics - Running with pace, Refine jumping techniques, throwing at different targets and for different purposes (javelin, discus, shot)	OAA – Take on roles within a group to solve a problem using a map Select appropriate equipment for a task Problem solve using effective strategies
R.E.	What do we know about the Bible and why is it important to Christians? Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus? Easter: Why is Lent such an important period for Christians	How and why do people show care for others? Why do people visit Durham Cathedral today?
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
R.S.E./ P.S.H.E	How can I be a respectful person?	What is loss?	Careers Fair
	How can I keep myself safe?	What can I do for my mental wellbeing?	Puberty