



Year 4 Curriculum Map 2018/19

Subject	Autumn 1 Y4	Autumn 2 Y4
	Topic Name: Dragons	Topic Name: Light
History		
Geography	<p>The World 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.</p>	
Science	<p>States of Matter I can group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes. I can demonstrate and explain 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). I can correctly talk about the part played by evaporation and condensation in the water cycle, and can show a link between the rate of evaporation and temperature. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.</p>	<p>Electricity I can talk about common appliances that run on electricity. I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.</p>
PSHE	<p>Managing friendships Continue to develop strategies to deal with and manage different friendships. P4C - Teamwork</p>	<p>Anti-bullying Realise the consequences of anti-social behaviour including racism and bullying. P4C - Compassion</p>
RE		<p>Prophecy (Christmas/Magi/Hannukah) Describe his/her own responses to the human experience of the concepts studied (Communicate). Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply). Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire).</p>

		Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied (Contextualise). Evaluate human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).
Art/Design	Draw/Paint/Collage Dragons Use a sketchbook for collecting ideas and developing a plan for a completed piece of work. Use shading, using different media to express mood and theme in his/her work. Say how he/she would improve his/her work using technical terms and giving reasons.	Clay (Diva Lamps) Use a sketchbook for collecting ideas and developing a plan for a completed piece of work. Use a growing variety of techniques including coils when he/she uses clay. Say how he/she would improve his/her work using technical terms and giving reasons.
Computing	E-Safety Understand the impacts of sharing online and recognise his/her responsibility as an internet user. Coding Identify bugs/problems in code and understand how to alter the code to solve the problem to create the desired effect.	Internet Research (link to Instructions in Literacy) Has an awareness of the relevance of his/her search question. He/She recognises the order of the results reflects their relevance.
DT		Christmas Decoration Use his/her knowledge of existing products to design his/her own functional product for a particular purpose and audience. Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials and plan how to use them. Understand and use electrical systems in his/her own products.
Music	Dragon Music (Karanga) Understand some formal, written notation which includes minims and quavers (Duration). Play and perform in solo or ensemble contexts with increasing confidence (Dynamics).	Singing Sing as part of an ensemble with confidence (Pitch). Play and perform in solo or ensemble contexts with increasing confidence (Dynamics).
PE	Tennis Pass a ball using a piece of equipment. Accurately pass to someone else. Move securely hold and use different size rackets/bats to aid his/her performance. Support teammates or a partner in different sports and games using tactics and skills to their advantage. Apply skill and tactics in combination with a partner or as part of a team/group. Improve his/her performance by considering how others have performed. Has competed in L1 competitions at in-house tournaments. Indoor Athletics Run at a speed appropriate to the distance he/she is running.	Dance (Super Mario) Improvise freely on his/her own and with a partner. Translate ideas from a variety of stimuli into movement. Compare, develop and adapt movement and motifs to create longer dances. Use dance vocabulary to compare and improve his/her work. Follow a set of instructions to create a dance. Develop sequence within a group. Gymnastics (Wall bars) Copy, remember, explore and repeat simple actions, and link and vary ideas with control and coordination. Apply compositional ideas to sequences alone and with others. Describe his/her own and others work noting similarities and differences. Understand working safely.

	<p>Take a running jump. Jump from side to side knowing how to coordinate his/her body. Demonstrate a range of throwing actions using a variety of objects. Recognise a change in heart rate, temperature and breathing rate.</p>	<p>Developing his/her knowledge of basic shapes and using them to better his/her sequences/routines. Use basic equipment and is starting to explore the wall bars.</p>
Languages	<p>Spanish - Animals Accurately repeat the sounds that are heard in songs and rhymes. Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p>	<p>Spanish - Describing People Accurately repeat the sounds that are heard in songs and rhymes. Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p>
Trips		Visitor - Rabbi/Imam? + virtual tour of temple/mosque?

Subject	Spring1 Y4	Spring2 Y4
	Topic Name: Romans	Topic Names: Springwatch
History	<p>Celts and Romans Place some historical periods in a chronological order. Use historic items related to the period of study. Understand that sources can contradict each other. Use a range of sources to answer questions about the past. Explain what he/she has learned in an organised and structured way, using appropriate terminology.</p>	
Geography	<p>Settlement Understand and use geographical terms relating to settlement. (such as nucleated, linear, dispersed, isolated) Identify key similarities & differences between different settlements.</p>	<p>Climate Understand the global patterns of climate and features of the associated climate zones.</p>
Science	<p>Humans - Teeth & Digestion I can explain some parts of the digestive system in humans. I can explain the different types of teeth in humans and what they do. I can describe and explain a variety of food chains, naming producers, predators and prey. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units,</p>	<p>Springwatch (Longitudinal Study) I can explain that environments can change. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>

	<p>using a range of equipment, including thermometers and data loggers.</p> <p>I can gather, record, classify and present data in a variety of ways to help with answering questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>I can identify differences, similarities or changes related to scientific ideas and processes.</p> <p>I can use scientific evidence to answer questions or to support my findings</p>	<p>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>I can identify differences, similarities or changes related to scientific ideas and processes.</p> <p>I can use scientific evidence to answer questions or to support my findings</p>
PSHE	<p>Healthy Lifestyle</p> <p>Understand how to live a healthy lifestyle.</p> <p>P4C - Integrity</p>	<p>Personal Wellbeing</p> <p>Make sensible choices regarding his/her well-being.</p> <p>P4C - Creativity</p>
RE	<p>Changing Beliefs</p> <p>Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied (Contextualise).</p>	<p>Peace (Buddha and mindfulness)</p> <p>Describe his/her own responses to the human experience of the concepts studied (Communicate).</p> <p>Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply).</p> <p>Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire).</p> <p>Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied (Contextualise).</p> <p>Evaluate human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).</p>
Art/Design	<p>Mosaics</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of work.</p> <p>Use shading, using different media to express mood and theme in his/her work.</p> <p>Say how he/she would improve his/her work using technical terms and giving reasons.</p>	<p>Weaving</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of work.</p> <p>Use a growing variety of techniques when he/she uses textiles.</p> <p>Say how he/she would improve his/her work using technical terms and giving reasons.</p>
ICT	<p>Word processing</p> <p>Use a range of software programs to complete a task and use peripheral hardware, e.g. headphones</p> <p>Understand that some computers on a network serve particular functions, such as controlling printers or sharing files.</p>	<p>Spreadsheets</p> <p>Use a range of software programs to complete a task and use peripheral hardware, e.g. headphones</p> <p>Understand that some computers on a network serve particular functions, such as controlling printers or sharing files.</p>
DT	<p>Food (Vegetable soup)</p> <p>Use his/her knowledge of existing products to design his/her own functional product for a particular purpose and audience.</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p> <p>Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active.</p>	

	Read and follow recipes which involve several processes, skills and techniques.	
Music	<p>Boudicca Song/Musical theatre Understand some formal, written notation which includes minims and quavers (Duration). Sing as part of an ensemble with confidence (Pitch). Play and perform in solo or ensemble contexts with increasing confidence (Dynamics). Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators (Texture).</p>	<p>Listen, Appreciate & Create (Vivaldi - Four Seasons) Understand some formal, written notation which includes minims and quavers (Duration). Confidently recognise a range of musical instruments and the different sounds they make (Timbre). Play and perform in solo or ensemble contexts with increasing confidence (Dynamics). Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators (Texture).</p>
PE	<p>Gymnastics (Balance) Copy, remember, explore and repeat simple actions, and link and vary ideas with control and coordination. Apply compositional ideas to sequences alone and with others. Describe his/her own and others work noting similarities and differences. Understand working safely. Developing his/her knowledge of basic shapes and using them to better his/her sequences/routines. Perform a range of partner balances</p> <p>Tag Rugby Support teammates or a partner in different sports and games using tactics and skills to their advantage. Apply skill and tactics in combination with a partner or as part of a team/group. Beginning to influence opposed conditioned game. Control and catch (different sized and shaped) balls with movement. Accurately pass to someone else. Move with a ball. Compare and contrast performances against and with others Say how well he/she have done compared to others and give reasons for his/her performances. Evaluate his/her performance and give ways to improve. Set himself/herself a challenge and know how well he/she is doing. Know that some things are not easy to get and that if he/she doesn't don't keep trying he/she will not achieve his/her goals.</p>	<p>Seated volleyball Support teammates or a partner in different sports and games using tactics and skills to their advantage. Apply skill and tactics in combination with a partner or as part of a team/group. Beginning to influence opposed conditioned game. Control and catch (different sized and shaped) balls with movement. Accurately pass to someone else. Move with a ball. Move securely hold and use different size rackets/bats to aid his/her performance</p> <p>Sports Day prep Run at a speed appropriate to the distance he/she is running. Take a running jump. Jump from side to side knowing how to coordinate his/her body. Demonstrate a range of throwing actions using a variety of objects. Recognise a change in heart rate, temperature and breathing rate.</p>
Languages	<p>Spanish - Numbers Accurately repeat the sounds that are heard in songs and rhymes. Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory.</p>	<p>Spanish - Weather Accurately repeat the sounds that are heard in songs and rhymes. Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p>

	Use a range of adjectives to describe things in more detail, such as describing someone's appearance.	
Trips	Fishborne Roman Palace	Elson Library (Lost Words)

Subject	Summer1 Y4	Summer2 Y4
	Topic Name: From a Railway Carriage	Topic Name: Rivers
History	<p>Development of the railways Place some historical periods in a chronological order. Use historic items related to the period of study. Understand that sources can contradict each other. Use a range of sources to answer questions about the past. Explain what he/she has learned in an organised and structured way, using appropriate terminology.</p>	
Geography		<p>Rivers/Contrasting Locality Understand and use geographical terms relating to rivers (such as erosion, deposition, source, mouth, tributary, upper/middle/lower course). Know that rivers erode, transport and deposit materials. Describe and explain the formation of river features (such as waterfalls, meanders and deltas) Know where a contrasting UK locality is located within a wider geographical context (location in UK/England/in relation to Gosport). Describe human features of a contrasting UK locality. Describe physical features of a contrasting UK locality. Understand the effect of landscape features on the development of Gosport and a contrasting UK locality.</p>
Science	<p>Sound I can explain how sounds are made, and show that some of them are linked to vibrations. I can explain that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it. I can show that sounds get fainter as the distance from the sound source increases. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>Habitats I can show that living things can be grouped together in various ways. I can explore and use classification keys to help group, identify and name a variety of living things. I can explain that environments can change and that this sometimes means that living things are put in danger. Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p>

	<p>I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.</p>	<p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings</p>
PSHE	<p>Issues that affect society Talk and write about his/her opinions on issues that affect him/her and society. P4C - Adaptability</p>	<p>Transition - New challenges Face new challenges positively. P4C - Aspiration</p>
RE		<p>Miracles (Water based) Describe his/her own responses to the human experience of the concepts studied (Communicate). Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply). Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire). Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied (Contextualise). Evaluate human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).</p>
Art/Design	<p>Architects Describe some of the key ideas, techniques and working practices of artists, architects and designers he/she has studied.</p>	<p>Observational Drawing and painting (Impressionism) Use a sketchbook for collecting ideas and developing a plan for a completed piece of work. Describe some of the key ideas, techniques and working practices of artists, architects and designers he/she has studied. Use shading, using different media to express mood and theme in his/her work. Say how he/she would improve his/her work using technical terms and giving reasons.</p>
ICT	<p>Coding (Scratch) Identify bugs/problems in code and understand how to alter the code to solve the problem to create the desired effect.</p>	<p>Internet Research Has an awareness of the relevance of his/her search question. He/She recognises the order of the results reflects their relevance.</p>
DT	<p>Build a bridge with a moving mechanism Use his/her knowledge of existing products to design his/her own functional product for a particular purpose and audience. Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p>	

	<p>Use techniques which require more accuracy to cut, shape, join and finish my work e.g. cutting internal shapes, slots.</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</p>	
Music	<p>Percussion/Railway Poetry/ Sound effects</p> <p>Understand some formal, written notation which includes minims and quavers (Duration).</p> <p>Confidently recognise a range of musical instruments and the different sounds they make (Timbre).</p> <p>Play and perform in solo or ensemble contexts with increasing confidence (Dynamics).</p> <p>Copy increasingly challenging rhythms using body percussion and un-tuned instruments (Tempo).</p>	<p>Tuned Instruments - Water Music</p> <p>Understand some formal, written notation which includes minims and quavers (Duration).</p> <p>Confidently recognise a range of musical instruments and the different sounds they make (Timbre).</p> <p>Play and perform in solo or ensemble contexts with increasing confidence (Dynamics).</p>
PE	<p>Circuit Training (+ OAA)</p> <p>Know that sleep keeps him/her healthy</p> <p>Know the main food groups and how he/she needs to eat for a balanced and healthy lifestyle.</p> <p>Know that the packaging of most foods tells him/her how much energy, sugar, salt and calories it contains.</p> <p>Know that exercise can keep his/her body fit, active and strong.</p> <p>Know that the blood transports materials and it also protects.</p> <p>Understand how the lungs are the main organs that help him/her breathe.</p> <p>Know that muscles work in pairs to help move different parts of the body.</p> <p>Know that there are 3 functions of a skeleton and use scientific vocabulary to name specific bones.</p> <p>Follow directions and work as part of a coordinated group.</p> <p>Problem solve with equipment supplied to achieve a task.</p> <p>Work with people he/she doesn't normally choose to work with and can encourage team work, inclusion and cooperation.</p> <p>Use maps and diagrams to orientate and travel around a simple course.</p> <p>Work on a map and use symbols to identify important features/landmarks.</p> <p>Work cooperatively with others choosing simple approaches to solve the problems set.</p> <p>Sports Day prep</p> <p>Run at a speed appropriate to the distance he/she is running.</p> <p>Take a running jump.</p> <p>Jump from side to side knowing how to coordinate his/her body.</p> <p>Demonstrate a range of throwing actions using a variety of objects.</p> <p>Recognise a change in heart rate, temperature and breathing rate.</p>	<p>River Story Dance</p> <p>Improvise freely on his/her own and with a partner.</p> <p>Translate ideas from a variety of stimuli into movement.</p> <p>Compare, develop and adapt movement and motifs to create longer dances.</p> <p>Use dance vocabulary to compare and improve his/her work.</p> <p>Follow a set of instructions to create a dance.</p> <p>Develop sequence within a group.</p> <p>Rounders</p> <p>Control and catch (different sized and shaped) balls with movement.</p> <p>Accurately pass to someone else.</p> <p>Move with a ball.</p> <p>Support teammates or a partner in different sports and games using tactics and skills to their advantage.</p> <p>Apply skill and tactics in combination with a partner or as part of a team/group.</p> <p>Beginning to influence opposed conditioned game.</p> <p>Move securely hold and use different size rackets/bats to aid his/her performance</p>
Languages	<p>Spanish - Travel</p> <p>Accurately repeat the sounds that are heard in songs and rhymes.</p>	<p>Spanish - Habitats</p> <p>Accurately repeat the sounds that are heard in songs and rhymes.</p>

	<p>Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p>	<p>Ask and answer questions about different topics. Read aloud with good pronunciation. Understand and read out several familiar phrases and sentences. Write a range of words and some short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p>
Trips	Watercress Line	Field Trip - Titchfield and Titchfield canal? Wickham/River Walk???