

# YEAR 4 CURRICULUM MAP 2020-2021

		Autumn	Spring	Summer			
<b>Reading</b>	<b>Word reading</b>	Secure decoding of unfamiliar words					
	<b>Comprehension</b>	<b>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</b> Read for a range of purposes. Retell some stories orally. Discuss words & phrases that capture the imagination. Identify themes & conventions. Retrieve & record information. Make inferences & justify predictions. Recognise a variety of forms of poetry. Identify & summarise ideas					
<b>Writing</b>	<b>Transcription</b>	<b>Spelling programme</b> Correctly spell common homophones. Learn spelling rules for adding further prefixes and suffixes. Use dictionaries to check spelling. Investigate words that have their origin in Latin or ancient Greek.					
	<b>Composition</b>	<b>Writing - narrative and non-narrative</b> Writing based on familiar forms. Organise writing into paragraphs. Use simple organisational devices. Evaluate own and others' writing. Read own writing aloud. Proof-read for spelling & punctuation errors. Increase regularity of handwriting Non-fiction - Persuasion/explanation      Narrative with clear sequential structure, paragraphed accurately- imaginary, historical, science fiction -Also a wide range of other writing opportunities					
	<b>VGP</b>	Use wider range of conjunctions    Use perfect tense appropriately    Select pronouns and nouns for clarity Use & punctuate direct speech. Use commas after front adverbials					
<b>Speaking and listening</b>		Articulate & justify opinions    Speak audibly in Standard English    Gain, maintain & monitor interest of listeners Performing poetry    Present learning to an audience					
<b>Mathematics</b>		<b>Number/Calculation</b> Know all tables to 12 x 12. Secure place value to 1000. Use negative whole numbers Round numbers to nearest 10, 100 or 1000. Use Roman numerals to 100 (C). Column addition & subtraction up to 4 digits. Multiply & divide mentally. Use standard short multiplication. <b>Geometry</b> Compare 2-d shapes, including quadrilaterals & triangles. Identify acute, obtuse & right angles. Identify symmetry Use first quadrant coordinates. Introduce simple translations <b>Measures</b> Find area by counting squares. Calculate rectangle perimeters. Estimate & calculate measures <b>Statistics/Data</b> Use bar charts, pictograms & line graphs					
<b>Science</b>		<b>How could we cope without electricity for one day?</b> - Identify common appliances - Construct simple circuits including switches - Common conductors and insulators - Alternative sources of energy	<b>What happens to the food we eat?</b> -simple functions of basic parts of digestive system, types of teeth -Food chains, producers, predators and prey  <span style="color: red;">Life-size food chain/web</span>	<b>Why are the sounds that 'One Direction' make enjoyed by so many?</b> - identify how sounds are made, - explore vibrations and how they travel Investigate the pitch of a sound -find patterns between: volume of a sound and strength of the vibrations, sounds and distance  <span style="color: red;">Exploring sounds in the environment – how far does a sound travel?</span>	<b>How would we survive without water?</b> - Compare and group solids, Liquids and Gases - Changing states when heating and cooling - Identify evaporation and condensation  <span style="color: red;">Melting and evaporating</span>	<b>Which wild animals and plants thrive in your locality?</b> -Identify and name a variety of living things (plants and animals) in the local and wider environment and group them -use classification keys to group, identify and name -Recognise that environments can change and can pose dangers  <span style="color: red;">Use of hide – identifying species</span>	
		<b>Working Scientifically</b> – on going across the year					
<b>Computing</b>		<b>How can computer games be educational?</b> Software developing – Scratch	<b>Can you produce music worthy of a Roman emperor?</b> Creativity - Garage Band PowerPoint presentation	<b>Publishing</b> Recipe instructions Greek animation – puppet pals	<b>Coding</b> Hour of code – Angry Birds	<b>Can you make a green screen presentation – topic related</b>	<b>Purple mash – logo challenge.</b> Using activities with command.
		<b>E safety ongoing throughout the year</b>					

<b>History</b>	<b>Why were the Romans so powerful and what did we learn from them?</b> -Julius Caesar -Hadrian's Wall -Boudica -Romanisation of Britain  <b>Invasion! Class invaded by the romans to entice curiosity.</b>  Article 19 (protection from violence) Article 24 (health and health services) Article 26 (social security)		<b>Has Greece always been in the news?</b> -A study of Greek life and achievements Their influence on the western world  Article 17 (Access to reliable information) Article 13 (Freedom of expression) Article 31 (Leisure, play and culture)			
<b>Geography</b>					<b>Why is the River Wear so important to Sunderland/ Co Durham?</b> - Settlements, land use, economic activity, including natural resources, especially energy and water supplies  <b>Trip to the river followed by work in the school water area</b>	<b>Why is Sunderland / such a cool place to live?</b> -Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical - characteristics and understand how some of these aspects have changed over time.
<b>Geographical skills and fieldwork –on going across the year</b>						
<b>D.T.</b>	<b>Why were the Romans so powerful and what did we learn from them?</b>  Can you create a working model of a Roman Weapon? Research, design and make a Roman weapon that would have been used to help them capture cities, Measure and strengthen  <b>Stage area used to work on catapults</b>  <i>Mechanical components</i>	<b>Can you create a Christmas decoration?</b>  - Research textiles in decoration making. - Design and make using range of fabrics  <i>Textiles</i>		Can you plan and produce a healthy dish?  Food technology -hygiene and safety -healthy products -presentation  <i>Cooking and nutrition</i>		

Art and Design			<p><b>Has Greece always been in the news?</b> How did the Greeks decorate themselves? Jewellery</p> <p>3D</p>		<p><b>Why is the River Wear so important to Sunderland/ Co Durham?-</b> What can you see when you walk along the River Wear? based on landscape and contour based on landscape and river views</p> <p>Drawing</p>	<p><b>Why is Sunderland / such a cool place to live?</b> What does Sunderland look like? - mono-prints buildings</p> <p>Print making</p>	
	Create sketchbooks to record observations						
Music	<p><b>Not linked to terms – to be taught throughout the year linked to Building Blocks and Strands of Learning.</b> <b>DMS wider opportunities – Whole Year – learning to play the recorder.</b></p>						
	<p><b>Pulse</b> Steady pulse in 2/4, 3/4, 4/4 – different tempos with other pupils to accompany.</p>	<p><b>Rhythm</b> Perform pieces – 2 rhythms happening together. Clap back rhythms with semi-quaver rests.</p>	<p><b>Melody (and notation)</b> Perform and compose using 5 pitched notes.</p>	<p><b>Active Listening</b> Compare pieces in different traditions. Perform music heard orally.</p>	<p><b>Composing and Improvising</b> Tunes using 5 pitched notes – more developed rhythmic patterns (4 bars)</p>	<p><b>Performing</b> 5+ note melodies and more complex rhythms on tuned instruments</p>	<p><b>Singing</b> Sing pieces in two parts that have contrasting melodies and counter-melodies.</p>
MFL	<p><b>Can you make a friend?</b> Learn greetings, numbers from 1 to 12 Introduce the family and learn songs Find out about Spain Listen to basic Spanish conversations.</p>		<p><b>How do we play?</b> Recognise sound patterns, words and perform simple tasks using Spanish. Write simple words and phrases to describe famous person. Ask questions and respond. Spanish food festivals. Read and write the story of Goldilocks in Spanish.</p>		<p><b>Who did we meet when we went to the zoo?</b> Recognise and say numbers 13 to 20, and days of the week Listen for specific sounds and patterns. Make links between some phonemes, rhymes and spellings. Listen and read short texts at the same time.</p>		
P.E.	<p><b>Swimming</b></p> <p><b>Games</b> <i>On the Attack</i></p> <p><b>Dance</b></p>		<p><b>Gymnastics</b> Assessing level 2/3 Unit 4 task 1/2</p> <p><b>Orienteering</b> Communication challenge Safely across</p>		<p><b>Athletics</b> Faster, Higher, Further</p> <p><b>Games</b> Arc Rounders</p> <p><b>Dance</b></p>		
R.E.	<p><b>What do we mean by commitments?</b> -Religious practices and traditions and links to beliefs and sources. Similarities between Sikhism and Islam</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p><b>How is Christmas celebrated in different cultures?</b> - Jesus as the light of the world</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture</p>	<p><b>Why did Jesus tell stories?</b> -Christian belief about Jesus, key events, impact on Christians today.</p> <p>Article 14 (freedom of thought and religion)</p> <p>Article 29 (Goals of education)</p>	<p><b>What does worship mean?</b> -The importance of lent to Christians</p> <p>Article 13 (Freedom of expression) – Article 24 (Health and Health care)</p>	<p><b>What do Christians believe about God?</b> -Meaning of life, life after death – how do Christians feel and act.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language</p>	<p><b>What are the rules of Islam?</b> -The environment, sacred places and rituals</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture</p>	
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools							

