

YEAR 4 CURRICULUM MAP 2021-2022

		Autumn	Spring	Summer			
Reading	Word reading	Secure decoding of unfamiliar words					
	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 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					
Writing	Transcription	Spelling programme 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.					
	Composition	Writing - narrative and non-narrative 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					
	VGP	Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech. Use commas after front adverbials					
Speaking and listening		Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners Performing poetry Present learning to an audience					
Mathematics		Number/Calculation 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. Geometry Compare 2-d shapes, including quadrilaterals & triangles. Identify acute, obtuse & right angles. Identify symmetry Use first quadrant coordinates. Introduce simple translations Measures Find area by counting squares. Calculate rectangle perimeters. Estimate & calculate measures Statistics/Data Use bar charts, pictograms & line graphs					
Science		How could we cope without electricity for one day? - Identify common appliances - Construct simple circuits including switches - Common conductors and insulators - Alternative sources of energy Make circuits	What happens to the food we eat? -simple functions of basic parts of digestive system, types of teeth -Food chains, producers, predators and prey Life-size food chain/web	Why are the sounds that 'One Direction' make enjoyed by so many? - 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 Exploring sounds in the environment – how far does a sound travel?	How would we survive without water? - Compare and group solids, Liquids and Gases - Changing states when heating and cooling - Identify evaporation and condensation Melting and evaporating	Which wild animals and plants thrive in your locality? -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 Use of hide – identifying species	
		Working Scientifically – on going across the year					
Computing		How can computer games be educational? Software developing – Scratch	Can you produce music worthy of a Roman emperor? Creativity - Garage Band PowerPoint presentation	Publishing Recipe instructions Greek animation – puppet pals	Coding Hour of code – Angry Birds	Can you make a green screen presentation – topic related	Purple mash – logo challenge. Using activities with command.
		E safety ongoing throughout the year					

History	<p>Why were the Romans so powerful and what did we learn from them?</p> <ul style="list-style-type: none"> -Julius Caesar -Hadrian's Wall -Boudica -Romanisation of Britain <p>Invasion! Class invaded by the romans to entice curiosity.</p> <p>Article 19 (protection from violence) Article 24 (health and health services) Article 26 (social security)</p>	<p>Has Greece always been in the news?</p> <ul style="list-style-type: none"> -A study of Greek life and achievements Their influence on the western world <p>Article 17 (Access to reliable information) Article 13 (Freedom of expression) Article 31 (Leisure, play and culture)</p> <p>Would you like to holiday in Greece</p>	<p>Local Area History</p>	
Geography	<p>Where did the Romans come from?</p> <ul style="list-style-type: none"> -Locate Rome on map, use atlas and google maps -where did they come from where did they go? Spread of Roman Empire -Plot journey on map and measure distances - Find Roman places names in local area -Roman settlements -Human and Physical features of landscape, volcanoes, colosseum -direction of travel using compass points 	<p>Would you like to holiday in Greece?</p> <ul style="list-style-type: none"> -Locate Greece on maps -weather and climate -human and physical features -plan a holiday 	<p>Why is the River Wear so important to Sunderland/ Co Durham?-Settlements, land use, economic activity, including natural resources, especially energy and water supplies</p> <p>Trip to the river followed by work in the school water area</p> <p>Why is Sunderland / such a cool place to live?</p> <ul style="list-style-type: none"> -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. 	
<p>Geographical skills and fieldwork –on going across the year</p>				
D.T.	<p>Why were the Romans so powerful and what did we learn from them?</p> <p>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</p> <p>Stage area used to work on catapults</p> <p><i>Mechanical components</i></p> <p>Can you create a Christmas decoration?</p> <ul style="list-style-type: none"> - Research textiles in decoration making. - Design and make using range of fabrics <p><i>Textiles</i></p>	<p>Can you plan and produce a healthy dish?</p> <ul style="list-style-type: none"> Food technology -hygiene and safety -healthy products -presentation <p><i>Cooking and nutrition</i></p>		

Art and Design	<p>Roman mosaics</p> <p>Look at images of Roman Mosaics, annotate pictures with features</p> <p>Make patterns with tiles in style of Roman mosaic</p> <p>Design own mosaic picture</p> <p>Evaluate work</p>	<p>Has Greece always been in the news?</p> <p>How did the Greeks decorate themselves?</p> <p>Jewellery</p> <p>3D</p>	<p>Why is the River Wear so important to Sunderland/ Co Durham?-</p> <p>What can you see when you walk along the River Wear?</p> <p>based on landscape and contour</p> <p>based on landscape and river views</p> <p><i>Drawing</i></p>	<p>Why is Sunderland / such a cool place to live?</p> <p>What does Sunderland look like?</p> <p>- mono-prints buildings</p> <p><i>Print making</i></p>		
	Create sketchbooks to record observations					
Music	<p>Not linked to terms – to be taught throughout the year linked to Building Blocks and Strands of Learning.</p> <p>DMS wider opportunities – Whole Year – learning to play the recorder.</p>					
	<p>Pulse</p> <p>Steady pulse in 2/4, 3/4, 4/4 – different tempos with other pupils to accompany.</p>	<p>Rhythm</p> <p>Perform pieces – 2 rhythms happening together. Clap back rhythms with semi-quaver rests.</p>	<p>Melody (and notation)</p> <p>Perform and compose using 5 pitched notes.</p>	<p>Active Listening</p> <p>Compare pieces in different traditions.</p> <p>Perform music heard orally.</p>	<p>Composing and Improvising</p> <p>Tunes using 5 pitched notes – more developed rhythmic patterns (4 bars)</p>	<p>Performing</p> <p>5+ note melodies and more complex rhythms on tuned instruments</p>
MFL	Lingotots program - Spanish					
P.E.	<p>Swimming</p> <p>Games <i>On the Attack</i></p> <p>Dance</p>	<p>Gymnastics</p> <p>Assessing level 2/3</p> <p>Unit 4 task 1/2</p> <p>Orienteering</p> <p>Communication challenge</p> <p>Safely across</p>	<p>Athletics Faster, Higher, Further</p> <p>Games</p> <p>Arc Rounders</p> <p>Dance</p>			
R.E.	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Article 30: you have the right to learn and use the traditions, religion and language of your family.</i></p> <p>How is Christmas celebrated in different cultures?</p> <p>Why do Christians call Jesus the light of the world?</p> <p><i>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</i></p>	<p>What do Christians believe about Jesus?</p> <p>-Christian belief about Jesus, key events, impact on Christians today.</p> <p><i>Article 14 (freedom of thought and religion)</i></p> <p><i>Article 29 (Goals of education)</i></p> <p>Why is lent such an important period for Christians?</p> <p>-The importance of lent to Christians</p> <p><i>Article 13 (Freedom of expression) – Article 24 (Health and Health care)</i></p>	<p>How and why do people show care for others?</p> <p><i>Article 20: you must be looked after by people who respect your religion, traditions and language</i></p> <p>Why do people visit Durham Cathedral today?</p> <p><i>Article 14: You have the right to choose your own beliefs.</i></p> <p><i>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</i></p>			
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools					