Year 4 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aspiration Unity Resilience Respect

English, Communication and Languages

As writers, we will:
- Write coherently for a range of purposes.
- Plan, draft and edit independently.
- Select and accurately use appropriate grammar.
- Evaluate our own and others' writing.

As readers, we will:
- Make comparisons within and across books.
- Retrieve, record and discuss information.
- Compare texts of different genres and writers.
- Identify themes, conventions and styles in books.
- Identify and summarise main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Draw inferences and justify predictions.

As French linguists, we will:
- Know the names and locations of some major ports and airports in France
- Ask and answer a question Tu aimes?
- Learn the numbers 12-31
- Recap hobbies, opinions and months
- ~~Learn to discuss transport, weather, clothing~~

Science and Technology

As scientists, we will learn about:

Electricity: identify common appliances that run on electricity
- construct a simple series electrical circuit, naming cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit
- recognise that a switch opens and closes a circuit and associate this with whether or not a bulb lights
- recognise some common conductors and insulators.

Sound: identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

As computer scientists, we will:
- Use a text-based programming language to explore count-controlled loops when drawing shapes.
- Use a block-based programming language to explore count-controlled and infinite loops when creating a game.

Mathematics

As mathematicians, we will learn to:
- round decimals to the nearest whole number
- compare and order numbers up to 2 decimal places
- estimate, compare and calculate money in pounds and pence
- read, write, convert between analogue & digital 12- & 24-hr clocks
- solve problems converting units of time
- compare & classify shapes based on their properties and sizes
- identify acute/obtuse angles & order angles up to 2 right angles
- identify lines of symmetry in 2-D shapes in different orientations
- complete a simple symmetric figure
- describe positions on a 2-D grid as coordinates
- describe movements between positions as translations
- plot specified points and draw sides to complete a given polygon.
- interpret/present discrete/continuous data using charts & graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables

Summer Term 25/26 Class Text

Mr Barclay.
Mrs Bundy.

Humanities

As geographers, we will learn about:
- The name of some cities and counties in the UK.
- The main types of land use such as residential, agricultural, commercial and transportation.
- Some types of settlement such as village, town and city
- The different settlement patterns e.g. linear, nucleated and dispersed

As historians, we will learn that:
- The Victorian period was from 1837-1901.
- The Industrial Revolution was the transition from making goods by hand to using machines, meaning more factories, goods produced, railways and development of steam power.
- Factory life was believed to be difficult due to poor and unsafe working conditions, long hours and punishments.
- People moved to towns to work in factories.
- Conditions in towns were poor because of cramped housing, shared toilets and communal water pump.
- Schooling was strict: rows facing forward, blackboard, rules.
- In 1834, a law meant that poor people were in workhouses.
- Boys could work as chimney sweep apprentices but the working conditions were poor and dangerous.

Physical Health and Wellbeing

As sports people, we will:
- jump as far as we can.
- Know how to use our body to maximise performance
- Hurdle effectively
- Triple jump effectively
- Throw the javelin effectively
- Run 400m effectively

As citizens, we will:
- Learn how to look after our mental health
- Learn to recognise healthy and unhealthy influences
- Learn how to make healthy choices
- Learn to deal with my feelings
- Learn to show acceptance
- Learn what puberty is
- Understand periods
- Learn how to keep clean as we grow and change
- Learn basic first aid
- Learn about risks with spending

The Arts and Design

As artists, we will:
- Understand starting points in a design process.
- Explore techniques to develop imagery.
- Explore using a textile technique to develop patterns.
- Learn how to create a repeating pattern.
- Understand how art is made for different purposes

As designers, we will:
- understand what frame and free-standing structures are.
- know that a pavilion is a decorative structure for leisure.
- know that cladding can be applied to structures.
- know that aesthetics are how a product looks.
- Design a stable pavilion structure that is aesthetic
- Build frame structures designed to support weight.
- Making different free-standing frame structures.
- Selecting appropriate materials for the cladding.
- Reinforcing corners to strengthen a structure.

As musicians, we will:
- Listen and copy back melodic and rhythmic patterns.
- Identify 2/4, 3/4, and 4/4 metre.
- Identify the tempo, recognise the style & structure of music.
- Sing 'on pitch' and 'in time'.
- Explore standard notation
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation
- Compose accompaniments on tuned & untuned percussion
- Play and perform melodies following staff notation