

# Year 4 Curriculum Map

	Term 1		Term 2		Term 3	
	1 : 1	1 : 2	2 : 1	2 : 2	3 : 1	3 : 2
<b>History</b>	<b>Romans and British impact</b>	How Britain has changed from the Iron age to Rome	<b>Roman impact on Britain</b>	The impact of the Roman empire on Britain then and now	<b>Ancient Greeks</b>	Significance the Greeks had on the Western World today
<b>Geography</b>	<b>Italy Where is the UK in relation?</b>	Locating world countries. Main focus on Europe	<b>Italy Where is it located on the globe?</b>	Longitude and latitude, Tropics and where countries around the world are located	<b>Italy Lake Garda to Windermere comparison</b>	Comparison of human and physical features of the area Volcanoes Field work study
<b>Science</b>	<b>Living things and their habitats</b>	<b>Animals including Humans</b>	<b>States of matter (Solids, Liquids, Gases)</b>	<b>States of matter (Water cycle)</b>	<b>Sound</b>	<b>Electricity (Conductors &amp; Circuits)</b>
<b>Computing</b>	<b>Animated Food Chain</b>	<b>TED talks</b>	<b>Passwords and E safety Experts</b>	<b>Mindset of Minecraft 3D design</b>	<b>Rising to Bill Gates Challenge (Scratch)</b>	<b>Choose your Team</b>
<b>PSHE</b>	Self-esteem: self-worth; personal qualities; goal setting; managing set backs	Respect for self and others; courteous behaviour; safety; human rights	Feelings and emotions; expression of feelings; behaviour	Growing and changing; puberty	Caring for others; the environment; people and animals; shared responsibilities, making choices and Decisions	Keeping safe; out and about; recognising and managing risk
<b>RE</b>	Hinduism What might a Hindu learn through celebrating Diwali?	Christianity (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
<b>Music</b>	<b>Mamma Mia Abba</b>  <b>Listen &amp; Appraise:</b>	<b>Glockenspiel Stage 2 Learning Basic instrumental skills by playing tunes in varying styles</b> learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.	<b>Stop!</b> Listen & Appraise: Stop! (Grime) Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums	<b>Lean On Me</b> Listen & Appraise: Lean On Me (Soul/Gospel) Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. hear: Male vocal, backing vocal, piano, bass, drums, organ	<b>Blackbird</b> Listen & Appraise: Blackbird (Pop) hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Singing in unison. Play instrumental parts with the song by ear and/or	<b>Reflect, Rewind and Replay Western Classical Music and choice from Y4</b>

	<b>Mamma Mia (Pop)</b>  Identify Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus			play and copy back using up to 2 notes – F + G Singing in unison.	from notation You will be using up to 3 notes – C, D + E.	
<b>MFL</b>	<b>Unit 5</b> <b>All Aboard</b> Travel, weather (Sunny, windy, rain, fair, storm) Modes of transport – bus, walk, car, ferry, train, plane, tram, bicycle)	<b>Unit 6</b> <b>Pocket money</b> (Basic shopping – hobbies)	<b>Unit 7</b> <b>Vive le sport</b> <b>Healthy food and drinks</b> (School sports – Food and drink)	<b>Unit 8</b> <b>Les Quatre amis</b> French story Names of animals	<b>Unit 9</b> <b>Le Carnaval des animaux</b> Basic description of some Animals	
<b>Art</b>	<b>Drawing and colour</b> Draw figures, in proportion, and show movement and mood. Mix watercolours to create tints and tones and paint reflections of objects and people.	<b>Texture and form (3D Art)</b> To create a clay sculpture taking inspiration from their environment/topic.	<b>Pattern and Textiles</b> Study Batik designers and design and create own Batik. Add detail using stitching and over printing.			
<b>DT</b>	<b>The Great Bread Bake Off</b> <small>Food Technology</small> understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	<b>Roman shields</b> To design and make a scutum following criteria and CAD programmes.	<b>pneumatics - Greek Gods</b> <small>Making</small> - select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately, select from and use a wide range of materials and components, including construction materials. <small>Technical knowledge</small> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products.	<b>Light up signs- programming lights</b> <small>Designing</small> accurately select from and use a wide range of materials and components, including construction materials, textile and ingredients, according to their functional properties and aesthetic qualities. <small>making</small> - accurately, select from and use a wide range of materials according to their functional properties and aesthetic qualities. <small>Realisation</small> - understand how key events and individuals in design and technology have helped shape the world. <small>Technical knowledge</small> - understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) apply their understanding of computing to program, monitor and control their products.		
<b>PE</b>	<b>Athletics</b> (Performance and Challenge)	<b>Competitive Games</b> (Passing and Moving)	<b>Competitive Games</b>	<b>Gymnastics</b> (Understanding direction)	<b>Dance</b> (Develop a dance to perform as a group with a set starting position)	<b>Outdoor and Adventurous Activity</b> (Plan and refine strategies to solve problems)