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| Delves Lane Primary School | | Year 4 Curriculum Map | | | | | | | | Delves Lane Primary School |
| **Term** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Reading and phonics** | | Literal retrieval skills  Vocabulary development | | | Literal retrieval skills  Vocabulary development  Deduction skills | | | Literal retrieval skills  Vocabulary development  Deduction skills  Inferential skills | | |
| **Writing** | **Fiction** | Text:  Staying Out  Story Pattern: Tale of Fear  Focus:  Suspense | Text:  Keep off the tracks  Story Pattern:  Warning Story  Focus:  Dialogue | | Text:  Alien Landing  Story Pattern:  Adventure Story  Focus:  Description | Text:  The Reluctant Dragon  Story pattern:  Fairy Tale  Focus:  Setting | | Text:  King of the Birds  Story Pattern:  Wishing Tale  Focus:  Setting | Text:  The Game (Jumanji)  Story Pattern:  Finding Tale  Focus:  Characterisation | |
| **Non-fiction** | Text type:  Non-chronological report  Hedgehogs | Text type:  Recount  Diary Entry of the event | | Text type:  Explanation Text  Explanation of something to the aliens | Text type:  Recount  Newspaper Article about the Battle | | Text type:  Persuasion  Persuade Yann to make a wish for you | Text type:  Instructions  How to play the Game | |
| **Maths** | | Place Value  Addition and subtraction | Area  Multiplication and division | | Multiplication and division  Length and Perimeter  Fractions | Fractions  Decimals | | Decimals  Money  Measurement: Time | Geometry: shape  Statistics  Geometry: Position and direction | |
| **Science** | | **What is our world made up of?**  asking relevant questions and using different types of scientific enquiries to answer them.  setting up simple practical enquiries, comparative and fair tests  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  using straightforward scientific evidence to answer questions or to support their findings.  using straightforward scientific evidence to answer questions or to support their findings. | **How can I make my bulb brighter?**  setting up simple practical enquiries, comparative and fair tests  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  identifying differences, similarities or changes related to simple scientific ideas and processes  identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batter  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  recognise some common conductors and insulators, and associate metals with being good conductors. | | **How can sounds be changed?**  asking relevant questions and using different types of scientific enquiries to answer them  setting up simple practical enquiries, comparative and fair tests  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  identifying differences, similarities or changes related to simple scientific ideas and processes  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. | | | **What happens to my food once I eat it?**  asking relevant questions and using different types of scientific enquiries to answer them  setting up simple practical enquiries, comparative and fair tests  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  identifying differences, similarities or changes related to simple scientific ideas and processes  using straightforward scientific evidence to answer questions or to support their findings.  describe the simple functions of the basic parts of the digestive system in humans  identify the different types of teeth in humans and their simple functions  construct and interpret a variety of food chains, identifying producers, predators and prey. | **How can we categorise animals?**  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  identifying differences, similarities or changes related to simple scientific ideas and processes  recognise that living things can be grouped in a variety of ways  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  recognise that environments can change and that this can sometimes pose dangers to living things. | |
| **History** | | **How did the Romans live?**  The Roman Empire and its impact on Britain | | | **Was the Roman invasion a good thing or a bad thing for Britain?**  The Roman Empire and its impact on Britain | | | **Who settled in Britain after the Roman army left?**  Britain’s settlement by Anglo-Saxons and Scots | | |
| **Geography** | | **What is Italy like today?**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | **Why does the rainforest get so much rain?**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  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 and time zones (including day and night)  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **Where should I settle?**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  describe and understand key aspects of:   * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | |
| **Art** | | **How can art pop?**  improve their mastery of art and design techniques, including drawing with a range of materials  improve their mastery of art and design techniques, including painting with a range of materials  improve their mastery of art and design techniques, including sculpture with a range of materials  Learn about great artists in history | | | **Can we change places?**  create sketch books to record their observations  use sketchbooks to review and revisit ideas  to improve their mastery of art and design techniques, including drawing with a range of materials  to improve their mastery of art and design techniques, including sculpture with a range of materials | | | **What’s the pointillism?**  create sketch books to record their observations  use sketchbooks to review and revisit ideas  improve their mastery of art and design techniques, including painting with a range of materials  learn about great artists in history | | |
| **Design and Technology** | | **How are pencil cases made?**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | **How do torches work?**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | | | **How can we make a perfect burger?**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  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 | | |
| **RE** | | **What does it mean to belong?** | | **What did the angels tell the shepherds?** | **How do Hindus pray?** | | **What happened in the Garden of Gethsemane?** | **Why is the bible important for Christians?** | | |
| **PE** | | **Athletics** | **Handball** | | **Dance** | **Rounders** | | **Netball** | **Gymnastics** | |
| **PHSE** | | **Being me in my world** | **Celebrating differences** | | **Dreams and goals** | **Relationships** | | **Healthy me** | **Changing me** | |
| **Computing** | | **Coding – Unit 4.1** | | | **Making Music - – Unit 4.9** | **Animation – Unit 4.6** | | **Spreadsheets – Unit 4.3** | **Logos – Unit 4.5** | |
| **Music** | |  |  | |  |  | |  |  | |
| **MFL** | |  |  | |  |  | |  |  | |