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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 skillsVocabulary development | Literal retrieval skillsVocabulary developmentDeduction skills | Literal retrieval skillsVocabulary developmentDeduction skillsInferential skills |
| **Writing** | **Fiction** | Text:Staying OutStory Pattern: Tale of FearFocus: Suspense | Text: Keep off the tracksStory Pattern:Warning StoryFocus: Dialogue | Text:Alien LandingStory Pattern: Adventure StoryFocus: Description | Text:The Reluctant DragonStory pattern:Fairy TaleFocus:Setting | Text:King of the BirdsStory Pattern:Wishing TaleFocus:Setting | Text:The Game (Jumanji)Story Pattern:Finding TaleFocus: Characterisation |
| **Non-fiction** | Text type:Non-chronological report Hedgehogs | Text type: RecountDiary Entry of the event | Text type:Explanation TextExplanation of something to the aliens | Text type: Recount Newspaper Article about the Battle | Text type: PersuasionPersuade Yann to make a wish for you | Text type: InstructionsHow to play the Game |
| **Maths** | Place ValueAddition and subtraction | AreaMultiplication and division | Multiplication and divisionLength and PerimeterFractions | FractionsDecimals | DecimalsMoneyMeasurement: Time | Geometry: shapeStatisticsGeometry: 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 testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsusing 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 testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processesidentify common appliances that run on electricityconstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersidentify 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 batterrecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitrecognise 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 themsetting 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 loggersrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processesidentify how sounds are made, associating some of them with something vibratingrecognise that vibrations from sounds travel through a medium to the earfind patterns between the pitch of a sound and features of the object that produced itfind patterns between the volume of a sound and the strength of the vibrations that produced itrecognise 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 testsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsidentifying 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 humansidentify the different types of teeth in humans and their simple functionsconstruct 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 loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesidentifying differences, similarities or changes related to simple scientific ideas and processesrecognise 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 environmentrecognise 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 citiesunderstand 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 Americadescribe 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 studieduse 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 citiesidentify 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 citiesdescribe 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 studieduse 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 materialsimprove their mastery of art and design techniques, including painting with a range of materialsimprove their mastery of art and design techniques, including sculpture with a range of materialsLearn about great artists in history | **Can we change places?**create sketch books to record their observationsuse sketchbooks to review and revisit ideasto improve their mastery of art and design techniques, including drawing with a range of materialsto 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 observationsuse sketchbooks to review and revisit ideasimprove their mastery of art and design techniques, including painting with a range of materialslearn 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 groupsselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesinvestigate and analyse a range of existing productsevaluate 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 groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesinvestigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the worldunderstand 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 groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyevaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand 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** |  |  |  |  |  |  |