



St Andrew's C. Of E (V.C.) Primary School – Year Four Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p><u>Ancient Egyptians</u> What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tells us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilisations at that time?</p>		<p><u>Geography focus this term.</u></p>		<p><u>Ancient Greeks</u> How do we know so much about the Ancient Greeks who lived 2500 years ago? What can we understand about every day life in Athens 2500 years ago? Why was Athens so strong during the 5th and 6th century? Would you have preferred to live in Athens or Sparta? What can we learn by studying the Olympics and theatre? What did the Ancient Greeks do for us?</p>	
Geography	<p><u>Ancient Egypt and Egypt today – The River Nile</u> Skills include: using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Looking at key landmarks and features of Egypt including the pyramids. Finally, we will look at the life-giving properties of the River Nile and it's many features - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		<p><u>Rainforest/Amazon study</u> Explore big questions such as global warming and deforestation. Exploring the layers of the rainforest and the animals and people who live there. Making comparisons between tropical rainforests and forests in our locality. Understand what a biome is and can raise questions about climate. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
<p><u>Field Work – Rivers</u> Local river study will be undertaken during the year. This will focus on aspects such as; use of the river, levels of pollution and gaining a sense of place. Children will explore maps to locate the mouth and source of the local river, as well as identifying key human and physical features in their locality. The children will also be given the opportunity to make comparisons between the River Nile, Amazon River and rivers in our locality.</p>						

<p>Maths</p>	<p><u>Place value to thousands</u> Includes: Estimating, partitioning, ordering, comparing and rounding numbers to 10,000.</p> <p><u>Roman numerals</u></p> <p><u>Addition and subtraction</u> Includes: Adding and subtracting with exchanging using a range of strategies.</p>	<p><u>Measurement</u> Exploring area using squares.</p> <p><u>Multiplication and division</u> Revision of multiplication tables taught in previous year groups.</p> <p>Exploring multiplication tables not yet covered.</p>	<p><u>Multiplication and division</u> Exploring factor pairs. Multiplying and dividing by 10, 100 and 1000. Efficient multiplication.</p> <p><u>Length and perimeter</u> Exploring perimeter of a range of rectilinear shapes.</p>	<p><u>Fractions</u> Exploring equivalent fractions. Adding and subtracting fractions. Converting improper fractions to mixed numbers.</p> <p><u>Decimals</u> Exploring tenths and hundredths.</p>	<p><u>Decimals</u> Comparing, ordering and rounding decimals.</p> <p><u>Money</u> Converting between pounds and pence. Ordering and comparing money. Estimating and calculating with money.</p>	<p><u>Time</u> Years, months, weeks and days. Hours, minutes and seconds. Exploring time on both digital and analogue clocks.</p> <p><u>Shape</u> Exploring a range of 2D shapes including angles.</p> <p><u>Statistics</u> Interpret data using charts and line graphs.</p> <p><u>Position and direction</u> Exploring co-ordinates.</p>
<p>English</p>	<p><u>Fly Eagle, Fly! – Christopher Gregorowski</u> The children will build their stamina for reading and writing through a range of written outcomes based around this African folk tale.</p> <p><u>Overheard on a saltmarsh and A Small Dragon – poetry</u> The children will explore and compare these poems before having the opportunity to write their own in the familiar style whilst using a range of new vocabulary.</p>	<p><u>The Story of Tutankhamun – Patricia Cleveland-Peck</u> Children begin by exploring the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the legends about the curse of Tutankhamun’s tomb. The sequence of learning finishes with children writing a biography of Tutankhamun.</p> <p><u>Leon and the place between - by Angela McAllister and Grahame Baker-Smith</u> The children will:</p>	<p><u>The Vanishing Rainforest by Richard Platt/ Rupert Van Wyk and Where the forest meets the sea – Jeannie Baker</u> Grammar includes: Using conjunctions, adverbs and prepositions to express time and cause. Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p><u>The Great Kapok Tree and The Shaman’s Apprentice by Lynne Cherry</u> Grammar includes: Using noun phrases extended by the use of modifying adjectives, nouns and preposition phrases. Using and punctuating direct speech. Using fronted adverbials. Using appropriate choices of pronouns or nouns.</p>	<p><u>Greek Myths – the Orchard Book of Greek Myths</u> Writing own myth Grammar includes: Using powerful verbs and adjectives. Using the present perfect rather than simple past tense. Understanding that writing can be 3rd or 1st person. Using and punctuating direct speech. Using apostrophes in possessives.</p>	<p><u>Cinnamon – Neil Gaiman</u> Children begin by making inferences about the characters and situations in the story. They will consider emotions of characters including Cinnamon herself (in the form of diaries) and also of their parents when creating adverts. There is explicit teaching of the conventions of dialogue through drama and children go on to write a story in the style of Cinnamon using speech.</p>

		<p>identify the way descriptive language and small details are used to build an impression of an unfamiliar. Think about ways to evaluate their own writing. Use single and multi-clause sentences. Use a range of punctuation including commas after fronted adverbials and inverted commas.</p>				<p><u>Gorilla City – the first Charlie Small journal – Nick Ward</u> The children will: identify the way descriptive language and small details are used to build an impression of an unfamiliar. Think about ways to evaluate their own writing. Use single and multi-clause sentences. Use a range of punctuation including commas after fronted adverbials and inverted commas.</p>
<p>Science</p>	<p><u>Animals including humans</u> The children will cover the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p>	<p><u>Electricity</u> Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.</p>	<p><u>Living things</u> The children will explore different ways of identifying, classifying, grouping and sorting living things. They will look recap the differences between vertebrates and invertebrates in more detail. The children will also explore how environmental changes can affect living things.</p>	<p><u>States of matter</u> We will explore differences between solids, liquids and gases, classify objects and identify their properties and work scientifically and collaboratively to investigate the weight of a gas. We will cover how water changes state, exploring melting, freezing and condensing as well as a particular focus on evaporation. Finally, the children will learn about the</p>	<p><u>Sound</u> We will be looking at how vibrations cause sounds as well as how sound can change pitch and volume. We will be carrying out a series of investigations to learn about how sounds are made. We will also work collaboratively and scientifically to explore sound proofing materials.</p>	<p><u>Scientists and inventors</u> The children will learn all about famous inventors which relate to many of the scientific topics they will have covered throughout the year. An example of which is Alexander Graham Bell and his invention of the telephone.</p>

				stages of the water cycle.		
RE – Understanding Christianity	Why do some people think life is like a journey? How and why do people mark the significant events of life?	What kind of world did Jesus want?	How is faith expressed in Sikh communities and traditions?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, what was the impact of Pentecost?	How and why do people try to make the world a better place?
PSHE – Coram Life Education	<u>Me and My Relationships</u> Includes: feelings/emotions/conflict resolution/friendships	<u>Valuing Difference</u> Includes: British Values focus	<u>Keeping Myself Safe</u> Includes: aspects of safe internet use, drugs and Relationships Education	<u>Rights and Responsibilities</u> Includes: money/living in the wider world/environment	<u>Being My Best</u> Includes: keeping healthy/Growth Mindset/goal setting/achievement	<u>Growing and Changing</u> Includes: RSE-related issues
Art	<u>Sketching</u> Use sketchbooks to make and improve self-portrait sketches.	<u>Art study – Dali Drawing and painting</u> Explore the work of Dali, making links to their own work.	<u>Nature in the local area - Sketching</u> Experiment with different grades of pencil and other implements to achieve variations in tone.		<u>Printing</u> Create tiles for printing to make a repetitive pattern.	<u>Greek vases</u> Use of clay modelling. The children will use a slip to join the handles to their clay pots.
D and T		<u>Simple circuits and switches – Pyramid</u> security buzzer – pressure switch.		<u>Pneumatics – Moving parts – rainforest creatures (crocodiles etc).</u> Understand and use pneumatic mechanisms.		<u>Food Tech - Greek food</u> Prepare and cook a variety of dishes using a range of cooking techniques.
Music – Charanga/iMoves	<u>Music inspired by our study of Ancient Egypt</u> Listen, describe and respond to music from using musical vocabulary : pitch, duration, dynamics, tempo, timbre.		<u>Easter Production</u> Perform and sing a range of songs.			
<u>First access guitar lessons – all year.</u>						
French – Language Angels	Describe orally and in writing: seasons.	Describe orally and in writing: vegetables.	Describe orally and in writing: all about me.	Describe orally and in writing: all about my family.	Describe orally and in writing: in my classroom.	Describe orally and in writing: at the tea rooms.
PE	<u>Tag rugby</u> <u>Ball skills</u>	<u>Dance</u> <u>Basketball</u>	<u>Gymnastics</u> <u>Football</u>	<u>Speed stacking</u> <u>Fitness</u>	<u>Cricket</u> <u>Golf</u>	<u>Athletics</u> <u>Rounders</u>

Computing – Purple Mash	<p><u>Online Safety</u> To identify the risks and benefits of using the internet. To understand the risks and benefits of downloading apps. To explore the dangers associated with copying the work of others. To identify the positive and negative impact of technology on the wider world.</p>	<p><u>Coding</u> Think about coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program.</p>	<p><u>Spreadsheets</u> Explore spreadsheets and their functions.</p>	<p><u>Writing for different audiences</u> Explore a range of strategies to present work and data including font size etc.</p>	<p><u>Logo</u> Explore and learn the language of Logo and its features.</p>	<p><u>Animation</u> Explore the features and controls of animation eventually creating a ‘stop motion’ animation to be shared with the class.</p>
	<p>Online Safety is integrated within the Computing and PHSE curriculum and is taught throughout the year.</p>					
Forest School	<p><u>Living things in forest school</u> What life can we find in forest school? How and where does it live? Where does this life fit in to the food chain?</p>		<p><u>Fire making and fire safety</u> Building on the work the children did on fires in Year 3, we will learn more about how fire can be used for survival imagining we were stranded in a rainforest.</p>			
Potential Trips	<p><u>The British museum</u></p>		<p><u>Sikh Gudwara – Faith Tour</u></p>		<p><u>Greek day</u></p>	

Our Curriculum is based upon the children’s interests and as a result the topic, trips and ideas shown above are for information only and are subject to change.