



St Andrew's C. Of E (V.C.) Primary School – Year Four Curriculum Map 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p><u>Ancient Egyptians</u> We will be covering the incredible achievements of this ancient civilisation. This includes; how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. We will also cover the lives of some of the most famous Egyptologists including Howard Carter and Champollion.</p>		<p><u>Geography focus this term.</u></p>		<p><u>Ancient Greeks</u> Life in Ancient Greece/Influence of Ancient Greece on the modern world Make links between main events and situations across different periods/societies. Explain why changes have occurred and the consequences of these changes. Describe the passing of time in a variety of ways - consolidating previous understanding of historical vocabulary. Understand that different versions of the past may exist, giving some reasons for this.</p>	
Geography	<p><u>Ancient Egypt and Egypt today.</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.</p>		<p><u>Rainforest/Amazon study</u> Explore big questions such as global warming. 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>Ancient Greece and Greece today:</u> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use an 8 point compass to direct and locate.</p>	
Maths	<p>Place value – Order and compare numbers beyond 1000. Rounding, estimation and magnitude. Securing addition and subtraction mental fluency. Securing formal written addition and subtraction fluency. Counting in multiples of</p>	<p>Problem solving including measures to apply place value, mental strategies and arithmetic laws. Multiply and divide a one or two-digit number by 10 and 100. Measure – conversion of units. Measures – compare, estimate and calculate.</p>	<p>Solve problems incorporating measures. Problem solving involving decimals to 2 decimal places. Discrete and continuous data Geometry – coordinates in the first quadrant and translations.</p>	<p>Multiply and divide a 1 or 2 digit number by 10 and 100. Measure – conversion of units. Measure-Money. Find fractions of quantities. Fractions in the context of measure.</p>	<p>Securing addition and subtraction mental fluency. Multiply 2 and 2 digit numbers by a one digit number using a formal written layout. Divide 2 and 3 digit numbers using a formal written layout. Time –</p>	<p>Negative numbers – counting through zero and calculating in context. Properties of Shape Geometry – Angles, properties of triangles. Geometry – position and direction, incorporating</p>

	6, 7, 9, 25 and 1000. Multiplication and division facts (times tables). Factor pairs, integer scaling and correspondence problems.	Discrete and continuous data (time graphs), including application of scales and division. perimeter		Equivalent fractions, ordering and comparing.	Read, write, calculate and convert time on analogue and digital 12 and 24 hour clocks. Roman Numerals to 100. Symmetry.	angles and plotting points of a shape. Area.
English	<p><u>Vocabulary building using poetry – ‘Overheard on the saltmarsh’ by Harold Monroe and ‘A small dragon’ by Brian Patten</u> Skills include; read and explain their understanding, note examples of descriptive language and its effect on the reader, use single and multi-clause sentences and evaluate the effectiveness of their own and others’ writing.</p> <p><u>James and the giant peach focus</u> The children will read and analyse the text and use their knowledge of it to write their own play scripts, diaries, non-chronological reports and persuasive writing.</p>	<p><u>The Egyptian Cinderella</u> The children will plan their own stories. They will be writing, drafting and editing their own work. This also includes a grammar focus on using comparative conjunctions, feelings words and action verbs as well as a chance to develop thesaurus skills.</p> <p><u>Tadeo Jones – The literacy shed focus</u> The children will be writing for suspense in diary entries and recounts based around a short video of Tadeo Jones – a man who has stumbled across and Ancient Egyptian tomb.</p>	<p><u>Persuasive Writing</u> Using: The Vanishing Rainforest by Richard Platt and Rupert Van Wyk</p> <p>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>Stories by the same author</u> Using: The Great Kapok Tree by Lynne Cherry The Shaman’s Apprentice by Lynne Cherry</p> <p>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</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>Stories with humour -</u> Books - Mr Stink and Billionaire Boy by David Walliams</p> <p><u>Poetry</u> – Odes and Insults Grammar includes: Recognising and beginning to use possessive apostrophes correctly for singular and plural nouns. Using apostrophes in contractions. Revising sentences with different forms: statements, commands, questions and exclamations.</p>
Science	<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</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.</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</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</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</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</p>

	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.	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.	and invertebrates in more detail. The children will also explore how environmental changes can affect living things.	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 stages of the water cycle.	investigations to learn about how sounds are made. We will also work collaboratively and scientifically to explore sound proofing materials.	throughout the year. An example of which is Alexander Graham Bell and his invention of the telephone.
RE	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	<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/DT	<u>Sketching</u> Use sketchbooks to make and improve self-portrait sketches. <u>Egyptian clay pots</u> Exploring what these may have been used for in Ancient Egypt and creating some of our own.	<u>Art study – Dali</u> Explore the work of Dali, making links to their own work. <u>Egyptian jewellery</u> Crafting Egyptian jewellery and a short study of how they would make it. <u>Pyramid alarm</u> Create a burglar alarm for a pyramid – links to Literacy and Science.	<u>Nature in the local area - Sketching</u> Experiment with different grades of pencil and other implements to achieve variations in tone.	<u>3D structures - rainforest Houses</u> Design, create and evaluate a model of a rainforest house, learning out to create a box frame. Select from and use a wider range of materials and components, including construction materials according to their functional	<u>Food Tech - Greek food</u> Prepare and cook a variety of dishes using a range of cooking techniques.	<u>Greek vases - Printing</u> Create tiles for printing to make a repetitive pattern. Use of clay modelling.

			properties. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Music	<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>Mamma Mia</u> Listen and appraise supporting tunes Playing instruments and improvising <u>Easter Production</u> Perform and sing a range of songs.	<u>Lean on Me – Bill Withers</u> Listen and appreciate a range of music. Perform using a range of tuned and untuned percussion instruments.	
French	Describe orally and in writing: numbers, questions, opinions, age and colours.	Describe orally and in writing: animals, food, numbers and opinions.	Describe orally and in writing: parts of the body, colours, clothes, months, numbers, personal descriptions and family.	
PE	<u>Invasion Games</u> Begin to learn simple tactics in games. Plan and use strategies, tactics and compositional ideas for pair, small-group and small team activities. <u>Dance</u> Create and perform and Ancient Egyptian dance Copy, remember, repeat, mirror and explore skills and actions. Explore simple compositional ideas.	<u>Gymnastics</u> Copy, remember, repeat, mirror and explore skills and actions. <u>Striking and Fielding</u> Rapid Fire Cricket Select skills, actions and ideas and apply them with coordination and control. <u>Funtrition</u> Describe how your body feels during different physical exercise activities. Explore reasons why warming up for PE activities is important. Investigate why PE activities are good for you.	<u>Swimming</u> <u>Athletics</u> Select skills, actions and ideas in PE activities and apply them with coordination and control. Prepare and practise for sports day and district sports events.	
Computing	<u>Programming and Games</u> Explore simulations, investigating the structure and how they might be programmed. Creating and debugging algorithms and understanding how algorithms support the programming process. Coding, testing, debug and refining programs using sequence, repetition and procedures.	<u>Accuracy Counts</u> Discuss computer networks including the internet and the services it offers. Explore how search engines work and what influences results, evaluating search engines and using sources. Learn about the threat from computer viruses, develop understanding of intellectual property and relate this to their own content. Learn how to use spreadsheet software to create graphs and to explore number patterns.	<u>Authoring</u> Investigate computing storage capacities and ways of saving data. Develop understanding of the school network and operating systems. Use varied resources to create digital content, creating and manipulating images and words. Select and use appropriate software for specific audiences and objectives.	
Online Safety is integrated within the Computing and PHSE curriculum and is taught throughout the year.				

Forest School	<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?	<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.	<u>Sounds</u> What sounds can we hear in forest school and the surrounding areas? How are the different sounds made and where do they come from? Can we mimic any of these sounds using musical instruments?
Potential Trips	<u>The British museum</u>	<u>Sikh Gudwara</u>	<u>Greek day</u>

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.