

Year 4 - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age Water/Rivers	Electricity	Victorians and Queen Victoria	The Amazon	Greeks	Environment/ habitats
English Power of reading	<p>Ug boy The Boy with the stone axe Vivid descriptions and Historical Fictional text Historical setting Narrative text Description Newspaper report Narrative poem Diary</p> <p>SPAG Vocabulary to explore setting Spelling- Y3/4 Subordinate clauses Prefixes Inverted commas</p> <p>Comprehension</p> <p>now > press > play</p> <p>Stone Age</p> <p><u>Cross-curricular</u> <u>PSHE</u> To understand what jealously is and how it can affect us.</p>	<p>Leon and the Place between Picture book Description Autobiography Report writing Narrative Poetry Diary Short story</p> <p>The Miraculous Journey of Edward Tulane Description Autobiographical writing Report writing Narrative Poetry Writing journal Short story Predictions Persuasive writing</p> <p>SPAG Pronouns Conjunctions Determiners Apostrophes Commas (in a list) Complex sentences Comprehension</p>	<p>Street Child Poetry Diary Letter Narrative Recount Newspaper report</p> <p>SPAG Phrase and clauses Layout devices Paragraphs Commas Prefixes Suffixes Fronted adverbials Prepositions</p> <p>Comprehension</p> <p>now > press > play</p> <p>Victorian Britain</p> <p><u>Cross-curricular</u> History Place some historical periods in a chronological framework. Use historical terms relating to the period of study.</p>	<p>Varjak Paw Modern writing Newspaper report Short story Recount Biography</p> <p>SPAG Standard English Homophones Headings and sub- headings Tense</p> <p>Comprehension</p> <p><u>Cross-curricular</u> <u>PSHE</u> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when I am missing a special person or animal. To understand the positives and</p>	<p>La Mariposa – cultural links Biography Letter Newspaper report Dialogue Persuasion Interview Diary</p> <p>Non-fiction texts Greeks</p> <p>Nest full of stars (Caribbean poetry)</p> <p>SPAG Verb tenses – present perfect Standard English</p> <p>Comprehension</p> <p>now > press > play</p> <p>Ancient Greece</p> <p><u>Cross-curricular</u></p>	<p>Mouse, bird, snake wolf</p> <p>Where the forest meets the sea/Belonging</p> <p>(Science – Animals and habitats) Detailed descriptive writing Play scripts Journal Diaries Predictions Comparative writing</p> <p>SPAG Plurals Possessive Direct speech</p> <p>Comprehension</p> <p><u>Cross-curricular</u></p>



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	<p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>History</p> <p>Place some historical periods in a chronological framework.</p> <p>Use historical terms relating to the period of study.</p>	<p>now > press > play</p> <p>Electricity</p> <p><u>Cross-curricular</u></p> <p>Science – electricity</p> <p>PSHE -To show understanding of who is special to us.</p>	<p>PSHE -I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when I am missing a special person or animal.</p> <p>To understand the positives and negatives of friendships.</p> <p>To show understanding of who is special to us.</p>	<p>negatives of friendships.</p> <p>To show understanding of who is special to us.</p>	<p>PSHE</p> <p>To understand what jealousy is and how it can affect us.</p> <p>To understand that sometimes we make assumptions based on what people look like.</p> <p>To know that sometimes bullying is hard to spot.</p> <p>To question my pre-conceptions of other people.</p> <p>To identify what is special about me and to value the ways in which I am unique.</p> <p>MFL</p>	<p>PSHE</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when I am missing a special person or animal.</p> <p>To understand the positives and negatives of friendships.</p> <p>To show understanding of who is special to us.</p>
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<p>Mathematics</p> <p>now > press > play</p> <p>Fractions</p> <p>now > press > play</p> <p>Decimals</p> <p>Mental maths</p> <p>now > press > play</p>	<p>Number and Place Value Count in multiples of 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Addition and Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction. Use inverse operations to check answers to a calculation. Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Statistics</p>	<p>Addition and subtraction Recap on previous learning and extend. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Geometry: properties of shape Compare and classify geometric shapes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Number Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.</p>	<p>Fractions (including decimals) Solve problems involving increasingly harder fractions. Count up and down in hundredths. Recognise and show, using diagrams, common equivalent fractions. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. Find the effect of dividing a one- or two-digit number by 10 and 100. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Measurement Convert between different units of</p>	<p>Fractions (including decimals) Recap on previous learning and extend. Solve problems involving increasingly harder fractions.</p> <p>Measurement - time Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p> <p>Statistics Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Measurement To convert between different units of measure.</p>	<p>Measurement Read, write and convert time between analogue and digital. 12- and 24-hour clocks. Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Fractions (including decimals) Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Addition and subtraction Recap on previous learning and extend. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Fractions (including decimals) Solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p>Number and place value Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Multiplication and division Recap on previous learning and extend. Use place value, known and derived facts to multiply and divide mentally, including multiplying together three numbers. Recognise and use factor pairs in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying.</p> <p>Fractions (including decimals) Recap on previous learning and extend.</p> <p>Measurement Solve problems involving converting from hours to minutes, minutes to seconds, years to</p>
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	<p>Interpret and present bar charts and time graphs. Solve comparison, sum and difference problems using information presented in graphs.</p> <p>Measurement Estimate, compare and calculate different measures, including money in pounds and pence.</p>		<p>measure.</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p>Geometry: position and direction Describe positions of coordinates in the first quadrant. Describe translations of a given co-ordinate to the left / right and up / down. Plot specified points and draw sides to complete a given polygon.</p>			<p>months, weeks to days.</p> <p>To be able to deepen my knowledge of these mathematical objectives through: problem solving, reasoning and application.</p>
Science	<p>Sound How sounds are made: -Pitch -Volume -Sound Recognise that sounds get fainter with distance. Investigation.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them.</p>	<p>Electricity Construct simple series electrical circuits. Open and closed circuits, Conductors and insulators. Investigation.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them.</p>	<p>State of matter Solid, liquids and gasses. Evaporation and condensation</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries,</p>		<p>Animals including mammals Describe basic parts and simple functions of the digestive system. Different types of teeth. Food chain. Identify producers, predators, prey.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them.</p>	<p>Living things and their habitats Living things can be grouped in a variety of ways. Use classification keys to group living things.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Gather, record, classify and present data in a</p>



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	<p>Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Use results to draw simple conclusions, make predictions and suggest improvements. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions. Walter Lincoln Hawkins – invented plastic coating for telephone wires. Resource: Biography: W. Lincoln Hawkins, from Lemelson-MIT Program</p> <p>Vocabulary: Vibrate, vibration, vibrating, air, medium, ear, hear, sound, volume, pitch, faint/fainter, loud/louder, string, percussion, woodwind, brass, insulate.</p>	<p>Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Use results to draw simple conclusions, make predictions and suggest improvements. Use straightforward scientific evidence to answer questions.</p> <p>Vocabulary: Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, sign, insulator, conductor, switch.</p> <p>now > press > play Electricity</p> <p>Cross-curricular English - Leon and the Place Between DT -Use knowledge of existing products to design a functional and appealing product for a particular</p>	<p>comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment. Gather, record, classify and present data in a variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings including oral and written explanations. Use results to draw simple conclusions, make predictions and suggest improvements.</p> <p>Vocabulary: Solid, liquid, gas, solidify, ice, melt, freeze, evaporate, condense, changing state, cooled/cool, degrees Celsius, thermometer, water cycle, evaporation,</p>		<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p>Vocabulary: Human digestive system digestion, mouth, tongue, saliva, oesophagus, transport, stomach, acid, enzymes, small/large intestine, vitamins, colon. Teeth – incisors (cutting, slicing), canines (ripping, tearing), molars (chewing, grinding). Food chain – sun, producers, prey, predators, carnivore, herbivore, omnivore.</p> <p>now > press > play Evolution</p> <p>Cross-curricular Geography Describe how people have been affected by changes in the environment. Understand why there are similarities and</p>	<p>variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions. George Washington Carver.</p> <p>Resource: George Washington Carver Scientist, Inventor, and Teacher Video for grades 3-7</p> <p>Vocabulary: Environment, flowering/non-flowering, vertebrate (fish, amphibians, reptiles, birds, mammals), invertebrates (snails, slugs, worms, spiders, insects),.</p> <p>Cross-curricular Geography</p>
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		<p>purpose and audience. Understand and use electrical systems in products.</p>	<p>condensation, precipitation, water vapour.</p> <p>now > press > play</p> <p>Materials & Changing State</p> <p>Cross-curricular Maths Estimate, compare and calculate different measures.</p>		<p>differences between places.</p>	<p>Describe how people have been affected by changes in the environment. Understand why there are similarities and differences between places. Know how locality is set in geographical context. Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment.</p>
History	<p>Stone Age Changes in Britain from the Stone Age -Why is it called the Stone Age? - What was life like in the Early and Middle Stone Ages?</p> <p>-What was the point of the monuments at this time?</p> <p><u>Skills</u> Place some historical periods in a chronological framework.</p>		<p>Victorians Queen Victoria The changing power of monarchs using case studies Understand how our knowledge of the past is constructed from a range of sources</p> <p>What was important to our local Victorians? -When were the Victorians alive? -What impact did the Victorians have on my local area?</p>		<p>Why should we thank the Ancient Greeks? [Taught through book] -How did Ancient Greece overcome its poor geography to become important? - Was it all fun and games for the Greeks? - How different were the Spartans and the Athenians? - Who is your Greek hero? - Why did Ancient Greece win so many wars?</p>	



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	<p>Use historical terms relating to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology.</p> <p><u>Vocabulary</u> Palaeolithic Mesolithic Neolithic Hunter Gatherers Agriculture Settlement Stone age Chronological Sources of information</p> <p>now > press > play Stone Age</p> <p><u>Cross-curricular</u></p>		<p>-How did the Victorians deal with poor people? -What can we learn about our area in Victorian times? -To what extent did things stay the same in Victorian times?</p> <p><u>Skills</u> Place some historical periods in a chronological framework. Use historical terms relating to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology.</p>		<p><u>Skills</u> Place some historical periods in a chronological framework. Use historical terms relating to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Communicate learning in an organised and structured way, using appropriate terminology.</p> <p><u>Vocabulary</u> Ancient Conquer Spartans Athenians Legacy Sources of information Year, decade, century Chronological</p> <p>now > press > play Ancient Greece</p> <p><u>Cross-curricular</u> Art</p>	
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	<p>English – The Boy with the Bronze Axe</p> <p>Geography Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment. Understand key natural resources. Understand why there are similarities and differences between places. Recognise that people have a different quality of life. Know how locality is set in geographical context.</p>	<p><u>Vocabulary</u> Monarchy Social Structure Innovation Power Influence Western world Evidence Sources of information Chronological</p> <p>now > press > play</p> <p>Victorian Britain</p> <p><u>Cross-curricular</u> English – Street Child PSHE I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can recognise how people are feeling when they miss a special person or animal.</p>	<p>Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them. Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p>	
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			<p>I can give ways that might help me manage my feelings when I am missing a special person or animal.</p> <p>To understand the positives and negatives of friendships.</p> <p>To show understanding of who is special to us.</p> <p>Art</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Geography</p> <p>Understand how the landscape effects the development of a community.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Understand key natural resources.</p> <p>Understand why there are similarities and differences between places.</p> <p>Recognise that people have a different quality of life.</p>			
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			Know how locality is set in geographical context.			
Geography	<p>How does water go around and round?</p> <ul style="list-style-type: none"> - Where does all the rain go? -Where does all the rainfall come from? -What can we learn about the River Thames? -How and why do people change rivers? -How do rivers wear away mountains? <p><u>Skills</u></p> <p>Understand and use a widening range of geographical terms. Plan the steps for an enquiry. Demonstrate a clear knowledge of features in local and further environment. Know how locality is set in geographical context. Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment. Understand key natural resources.</p>			<p>What is it like in the Amazon?</p> <ul style="list-style-type: none"> -Where is the Amazon? -What would it be like to take a walk through the Amazon Rainforest? -What is Manaus like? -Do people live in the Amazon Rainforest? -How can people protect the Amazon? <p><u>Skills</u></p> <p>Understand and use a widening range of geographical terms. Measure straight line distances using the appropriate scale. Explore features of OS maps using 6 figure grid references. Draw accurate maps using more complex keys. Recognise the shapes of the continents. Recognise that people have a different quality of life.</p>	<p>Climate</p> <ul style="list-style-type: none"> -Climate zones -Geographical vocabulary to describe weather, climate. -Locate some of the World's climate zones <p><u>Skills</u></p> <p>Understand and use a widening range of geographical terms. Explore features of OS maps using 6 figure grid references. Draw accurate maps using more complex keys. Recognise the shapes of the continents. Identify countries in Europe including Russia. Know how locality is set in geographical context. Describe how people have been affected by changes in the environment. Understand key natural resources. Understand why there are similarities and differences between places.</p> <p><u>Vocabulary</u></p>	



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	<p>Understand why there are similarities and differences between places.</p> <p><u>Vocabulary</u> Contour Height Valley Erosion Deposition Transportation Mountain River Natural resources Soil Sediment</p> <p>now > press > play Water Cycle</p> <p><u>Cross-curricular</u> Science - Make systematic and careful observations. Report on findings from enquiries including oral and written explanations.</p>			<p>Know how locality is set in geographical context. Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment. Understand key natural resources.</p> <p><u>Vocabulary</u> Climate Continent Environments Natural resources Locality Region Deforestation Soil Crops</p>	<p>Climate zone Weather patterns Continents Countries Biomes Environment Natural resources Vegetation Tropical Soil</p> <p>now > press > play Climate Change</p> <p><u>Cross-curricular</u> Science - Make systematic and careful observations. Report on findings from enquiries including oral and written explanations. Ask relevant questions and use different types of scientific enquires to answer them. Computing Select, use and combine a variety of software, systems and content that accomplish goals.</p>	
Events Visits	<p>Visitor from Guildhall museum – Jeremy</p> <p><u>Cross-curricular</u> History Use sources of information in ways that go beyond simple observations to answer</p>	<p>Remembrance</p> <p><u>Cross-curricular</u> PSHE I can recognise how people are feeling when they miss a special person. RE</p>	<p>Founders Day</p> <p><u>Cross-curricular</u> PSHE To know that my attitudes and actions make a difference. To understand who is in my school</p>	<p>Greek Day</p> <p><u>Cross-curricular</u> History Use sources of information in ways that go beyond simple observations</p>	<p>The Big Sing World Earth Day</p> <p><u>Cross-curricular</u> PSHE I can explain some of the choices I might make in the future and</p>	<p>GAF</p> <p><u>Cross-curricular</u> DT - Use knowledge of existing products to design a functional and appealing product</p>



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	<p>questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology. Place some historical periods in a chronological framework.</p> <p>Harvest Festival <u>Cross-curricular</u> RE I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example. PSHE</p> <p>The Big Draw</p>	<p>I can start to consider the extent to which I can help make the world a better place.</p> <p>Anti-Bullying Week <u>Cross-curricular</u> PSHE - To know that my attitudes and actions make a difference. To understand who is in my school community, the roles they play and how I fit in. To know that sometimes bullying is hard to spot.</p>	<p>community, the roles they play and how I fit in.</p> <p>World Religion Day <u>Cross-curricular</u> RE - I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example PSHE - To know that my attitudes and actions make a difference. To understand who is in my school community, the roles they play and how I fit in.</p> <p>Safer Internet Day <u>Cross-curricular</u> Computing Use IT responsibly and understand that communication online may be seen by others.</p>	<p>to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology. Place some historical periods in a chronological framework. Art/DT Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes.</p>	<p>some of the choices that I have no control over. MFL Identify social conventions at home and in other cultures</p> <p>International Design Day <u>Cross-curricular</u> DT - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Healthy Living Week <u>Cross-curricular</u> PSHE I can explain some of the choices I might</p>	<p>for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Sports Day <u>Cross-curricular</u> DT - Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.</p>
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	<p><u>Cross-curricular</u> Art/DT Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Black History Month <u>Cross-curricular</u> History Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and</p>		<p>Understand where to go to for help and support when he/she has concerns about content or contact on</p> <p>Leeds Castle <u>Cross-curricular</u> History Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology. Place some historical periods in a chronological framework.</p>	<p>Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>World Book Day <u>Cross-curricular</u> English Description Autobiographical writing Report writing Narrative Poetry Writing journal Short story Predictions Persuasive writing</p> <p>National Science and Engineering Week <u>Cross-curricular</u> Maths Problem solving and reasoning <u>Science</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests. Record findings using simple</p>	<p>make in the future and some of the choices that I have no control over. DT Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.</p>	<p>PSHE I can recognise when people are putting me under pressure and explain ways to resist when I want to. To know how to be healthy. I can identify feelings of anxiety and fear associated with peer pressure. To understand how to keep calm and deal with different situations.</p>
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	<p>structured way, using appropriate terminology. Place some historical periods in a chronological framework.</p> <p><u>PSHE</u></p> <p>To know that my attitudes and actions make a difference.</p> <p>To understand who is in my school community, the roles they play and how I fit in.</p>			<p>scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Use results to draw simple conclusions, make predictions and suggest improvements. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p>French Language Day</p> <p><u>Cross-curricular</u></p> <p>Geography</p> <p>Identify countries in Europe including Russia.</p> <p>Know how locality is set in geographical context.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Understand key natural resources.</p> <p>Understand why there are similarities and differences between places.</p>		
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				<p>MFL - Imitate pronunciation of sounds. Identify social conventions at home and in other cultures.</p> <p>World Maths Day</p>		
Forest Explorers				<p>Nature walk – Life cycles of animals/insects – Pond dipping</p> <p><u>Cross-curricular Science</u> Ask relevant questions and use different types of scientific enquires to answer them. Gather, record, classify and present data in a variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Identify differences, similarities or changes.</p>	Den Building	<p>Habitats – looking at where animals/insects live – mini beast hunt.</p> <p>Summer watch –(link to Geography)</p> <p><u>Cross-curricular Science</u> Ask relevant questions and use different types of scientific enquires to answer them. Gather, record, classify and present data in a variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Identify differences, similarities or changes.</p>



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				Use straightforward scientific evidence to answer questions.		Use straightforward scientific evidence to answer questions.
PE	Problem solving <u>Skills</u> Creating and applying simple tactics. Develop leadership. Develop communication as a team. Collaborate effectively as a team. <u>Vocabulary</u> Effective team Collaborate Communication Tactics Listening Strategies Collective Responsible Hockey Basic rules Control Passing techniques Different passes Striking/shooting Attacking/blocking/tackling <u>Skills</u> Refine dribbling and passing. Develop shooting, combining passing and	Football: Sending & Receiving Different types of passes Passes in a game. Shooting Ball control dribbling <u>Skills</u> Refine dribbling. Develop turning in different directions. Refine passing and receiving. Develop passing and dribbling creating space. Introduce shooting. <u>Vocabulary</u> Dribble Possession Attack Direction Intercept Defend Space Teamwork Communication Dance: Circus dance (English) <u>Skills</u>	Swimming <u>Vocabulary</u> Strokes Front crawl Back stroke Water safety Floating Gymnastics: Bridges. <u>Skills.</u> Introduction to bridges. Application of bridge learning onto apparatus. Develop sequences with bridges. Sequence formation. <u>Vocabulary</u> Movement Apparatus Bridge Balance Apparatus Flow Levels	Swimming Tennis Forehand Backhand <u>Skills</u> Develop the forehand Creating space to win a point using a racket. Introduce the backhand Apply the forehand and backhand in a game situation. Apply forehand and backhand, creating space to win a point. <u>Vocabulary</u> Forehand Underarm throw Recover Baseline Opponent Return Position Health, wellbeing and mindfulness. <u>Skills</u> Mental wellbeing. Mindfulness. Leadership.	Cricket Underarm bowl Fielding/striking <u>Skills</u> Develop an understanding of batting and fielding. Reinforce underarm bowl. Developing stopping and returning the ball. Developing retrieving and returning the ball. Striking the ball at different angles and speeds. <u>Vocabulary</u> Batting Striking Intent Throw Fielding Bowling Wicket (keeper) Long barrier Greeks - Dance <u>Skills</u> Exploring the Greeks using compositional principles. Extend sequences with a partner.	Athletics Running Competition Throwing Jumping <u>Skills</u> Develop running at speed. Explore the stride pattern. Exploring running at pace. Understand and apply tactics when running for distance. Javelin. Develop techniques for the standing triple jump. <u>Vocabulary</u> Running Sprinting Race Lane Accelerate Distance False start Body position/stance



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	<p>dribbling to create shooting opportunities. Develop passing and dribbling creating space for attacking opportunities. Introduce defending, blocking and tackling.</p> <p><u>Vocabulary</u> Dribble Retrieve Barrier Opponent Control Long pass Short pass Defend Attack Shoot</p> <p><u>Cross-curricular</u> PSHE To know that my attitudes and actions make a difference.</p> <p>Griffin Sports Festival Lordswood Olympics</p>	<p>Responding to a stimuli, working together. Extending sequences with a partner in character. Explore two contrasting relationships and interlinking dance moves.</p> <p><u>Vocabulary</u> Musicality Expression Body movements Character Timing Creativity</p>		<p>Exploring cool downs.</p> <p><u>Vocabulary</u> Healthy lifestyle Mindfulness Well being Balanced diets Food groups Exercise</p>	<p>Create movement using improvisation where movement is reactive.</p> <p><u>Vocabulary</u> Expression Character Sequence Movement Change of level Perform</p> <p><u>Cross-curricular</u> PSHE I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement.</p> <p>Challenge 26</p>	
Art/DT		<p>DT Alarms Systems and switches, designs and buzz. Evaluating our work.</p> <p><u>Skills</u> Use knowledge of existing products to design a functional and appealing product</p>	<p>Art Drawing: Power prints</p> <p><u>Skills</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p>	<p>DT MONEY CONTAINERS Exploring features, sewing skills, bringing designs to life.</p> <p><u>Skills</u> Use knowledge of existing products to</p>	<p>Art Painting & mixed media: Light and dark</p> <p><u>Skills</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p>	<p>DT SEASONAL FOODS All year round, fruits, vegetables, meat and poultry, fish and seafood.</p> <p><u>Skills</u> Understand what makes a healthy and balanced diet, and that</p>



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	<p>for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing and own products might be improved. Apply techniques learnt to strengthen structures. Understand and use electrical systems in products.</p> <p>Art - Sculpture and 3D: Mega materials</p> <p><u>Skills</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught skills to improve artwork.</p>	<p>Use taught skills to improve artwork. Articulate how work could be improved using technical terms and reasons. Draws familiar objects with correct proportion. Experiment with creating mood, feeling and movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p><u>Vocabulary:</u> abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern</p>	<p>design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing and own products might be improved. Apply techniques learnt to strengthen structures.</p> <p><u>Vocabulary:</u> Plan explore Design Make Materials Sewing Container Evaluate</p>	<p>Use taught skills to improve artwork. Articulate how work could be improved using technical terms and reasons. Describe some of the key ideas, techniques and practices of artists. Draws familiar objects with correct proportion. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling and movement.</p> <p><u>Vocabulary</u> abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique</p>	<p>different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.</p> <p><u>Vocabulary:</u> Food Plan Prepare Taste Touch Smell Discuss Produce Local Farming Seasons Cooking Vegetables Poultry meat Fish Evaluate</p> <p><u>Cross-curricular</u> PSHE To know how to be healthy.</p>
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		<p>Articulate how work could be improved using technical terms and reasons. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling and movement. Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik.</p> <p><u>DT Vocabulary</u> Plan Make Design Function System Alarm Switches Buzzes evaluate</p> <p><u>Art Vocabulary</u> abstract carving ceramics figurative form found objects hollow</p>	<p>precision printmaking proportion shading shadow symmetry three dimensional 3D) tone viewfinder wax-resist</p>		<p>texture three dimensional (3D) tint vivid</p> <p><u>Cross-curricular Science</u> Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>	
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Year 4 - Curriculum Map

		join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding <u>Cross-curricular</u> <u>History</u> Know and understand significant aspects of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.				
Music	Harvest Assembly <u>Music Express</u> Sounds -After exploring how sounds are	Singing for Christmas – sacred carols and secular	<u>Music Express</u> Ancient Worlds - The children celebrate		<u>Music Express</u> Communication - Children create a news programme, complete	



Year 4 - Curriculum Map

<p>now > press > play</p> <p>Other uses</p> <p>Ukulele</p>	<p>produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy sound.</p> <p>Recycling- The children make their own instruments from junk then use them to improvise, compose and play junk jazz music in a variety of different musical structures.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments and the different sounds they make. Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Play and perform in solo or ensemble contexts with increasing confidence.</p> <p><u>Vocabulary:</u></p>		<p>achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p>Singing Spanish-A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p> <p><u>Skills</u> Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence.</p>		<p>with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Time-Music featuring bells and clocks helps the children to understand rhythm and syncopations. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments and the different sounds they make. Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of</p>	
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Year 4 - Curriculum Map

	<p>Recognise a range of instruments</p> <p>Musical styles</p> <p>Traditions</p> <p>Style indicators</p> <p>Musical language</p> <p>Challenging rhythms</p> <p>Body percussion</p> <p>Untuned instruments</p> <p>Ensemble/Solo</p> <p>Precision</p> <p><u>Cross-curricular</u></p> <p>DT Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Ukulele</p>		<p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Listen to and recall sounds with increasing aural memory.</p> <p>Use musical language to appraise a piece or style of music.</p> <p><u>Vocabulary:</u></p> <p>Musical styles</p> <p>Traditions</p> <p>Style indicators</p> <p>Ensemble/Solo</p> <p>Formal written notation:</p> <p>Minims</p> <p>Quavers</p> <p>Aural memory</p> <p>Perform with:</p> <p>Increasing confidence</p> <p><u>Cross-curricular</u></p> <p>MFL</p> <p>Imitate pronunciation of sounds.</p>		<p>formal, written notation which includes minims and quavers.</p> <p>Listen to and recall sounds with increasing aural memory.</p> <p><u>Vocabulary:</u></p> <p>Recognise a range of instruments</p> <p>Formal written notation:</p> <p>Minims</p> <p>Quavers</p> <p>Aural memory</p> <p>Perform with:</p> <p>Increasing confidence</p> <p>Challenging rhythms</p> <p>Body percussion</p> <p>Untuned instruments</p>	
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Year 4 - Curriculum Map

<p>Computing now > press > pla Online Safety</p>	<p>E-safety – INTERLAND</p> <p><u>Cross-curricular PSHE</u> -To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices</p>	<p>E-safety We are toy designers</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> -Design and make an on-screen prototype of a computer-controlled toy. -Understand different forms of input and output (such as sensors, switches, motors, lights and speakers) -Design, write and debug the control and monitoring program for their toy. <p><u>Skills</u> Use input devices such as cameras or sensors. Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish goals.</p> <p><u>Vocabulary:</u> Decompose Program Device</p>	<p>E-safety</p> <p><u>Cross-curricular PSHE</u> - To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices</p>	<p>E-safety We are HTML editors.</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> -Understand some technical aspects of how the internet makes the web possible. Use HTML tags for elementary mark up. -Use hyperlinks to connect ideas and sources. -Code up a simple web page with useful content. -Understand some of the risks in using the web. <p><u>Skills</u> Understand what servers are and how they provide services to a network. Use IT responsibly and understand that communication online may be seen by others. Understand where to go to for help and support when he/she has concerns about content or contact on the internet. Understand how results are selected</p>	<p>E-safety</p> <p><u>Cross-curricular PSHE</u> - To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices</p>	<p>E-safety We are meteorologists</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> -Understand different measurement techniques for weather, both analogue and digital. -Use computer-based data logging to automate the recording of some weather data. -Use spreadsheets to create charts analyse data, explore inconsistencies in data and make predictions. -Practise using presentation software and, optionally, video. <p><u>Skills</u> With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. Use IT responsibly and understand that communication online may be seen by others. Understand where to go to for help and support when he/she has concerns about</p>
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Year 4 - Curriculum Map

		<p>Embed Input Output Stored Scratch Simulation Control Software Systems Prototype Virtual Blocks Mouse click Logical reasoning Algorithm Error</p> <p><u>Cross-curricular</u> PSHE -To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices</p>		<p>and ranked by search engines.</p> <p><u>Vocabulary:</u> Network Internet Services www global data URL HTTPs SMART Server Browser Site Coding HTML Editors</p> <p><u>Cross-curricular</u> PSHE -To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices</p>		<p>content or contact on the internet. Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish goals.</p> <p><u>Vocabulary:</u> Technologies Search Format Ranked Evaluate Chart Website Variable Excel Google Sheets Input Output Digital Spreadsheet</p> <p><u>Cross-curricular</u> PSHE - To know that my attitudes and actions make a difference. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
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Year 4 - Curriculum Map

						<p>I can explain some of the choices I might make in the future and some of the choices</p> <p>Science</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Use results to draw simple conclusions, make predictions and suggest improvements.</p> <p>Use straightforward scientific evidence to answer questions.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment.</p> <p>Maths</p> <p>Interpret and present bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in graphs.</p>
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Year 4 - Curriculum Map

<p>RE</p>	<p><u>Buddhism: Buddha's Teachings</u> To learn about the teachings of the Buddha and exploring what he taught about change.</p> <p><u>Skills</u> I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.</p> <p><u>Vocabulary</u> Buddha Bodhi 8- fold path</p> <p><u>Cross-curricular</u> PSHE - To understand that sometimes we make assumptions based on what people look like. To question my pre-conceptions of other people.</p>	<p><u>Christmas- What is the most significant part of the story?</u> To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <p><u>Skills</u> I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday to me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p> <p><u>Vocabulary</u> Advent Incarnation</p> <p><u>Cross-curricular</u> PSHE - To understand that sometimes we make assumptions</p>		<p><u>now > press > play</u> Easter Story</p> <p><u>Easter: Is forgiveness always possible for Christians?</u> To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p><u>Skills</u> I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p> <p><u>Vocabulary</u> The Lord's Prayer The Last Supper Peter</p> <p><u>Cross-curricular</u> PSHE - To understand that sometimes we make</p>	<p><u>Buddhism: Beliefs into Practice</u> To learn how Buddha's teachings, make a difference to how Buddhists choose to live.</p> <p><u>Skills</u> I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the worlds might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I was trying to make good choices and which aspect might be the most important to Buddhists.</p> <p><u>Vocabulary</u> Buddha Bodhi 8-fold path</p> <p><u>Cross-curricular</u> PSHE - To understand that sometimes we make</p>	
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		based on what people look like. To question my pre-conceptions of other people.		assumptions based on what people look like. To question my pre-conceptions of other people.	assumptions based on what people look like. To question my pre-conceptions of other people.	
MFL (Year 3 Curriculum 'La Jolie Ronde')	<p>Numbers 1-10 Oui, non Greetings, asking and saying how you are. Classroom instructions.</p> <p><u>Skills</u> Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple commands in French. Watch mouth of speaker</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling.</p> <p><u>Vocabulary</u> Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal. Oui, non</p>	<p>Ask for and give name. Ask for and state age. Nativity play Characters in the nativity play and simple dialogue. Letter to Father Christmas</p> <p><u>Skills</u> Recognise a question form. Perform a simple communicative task. Understand and respond to a question Make links between sounds and spellings and recognise some familiar words in written form. Learn a French carol. Experiment with writing. <u>Vocabulary:</u> Comment t'appelles-tu? Je m'appelle, monsieur, Madame, Mademoiselle.</p> <p>Quel âge as-tu? J'ai ans.</p>	<p>Revisit Oui, non Greetings, asking and saying how you are. Revision of numbers 1-10. Colours</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling. Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple commands in French.</p> <p><u>Vocabulary</u> Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal. Oui, non Salut! Ecoutez, regardez, asseyez-</p>	<p>Revisit classroom instructions Making a pancake Easter celebrations Making an Easter card</p> <p><u>Skills</u> Listen and respond to simple stories, finger rhymes and songs Recognise some familiar words in written form Identify social conventions at home and in other cultures</p> <p><u>Vocabulary</u> un oeuf de Pâques un lapin de Pâques un poisson du chocolat un bonnet de Pâques les agneaux les oiseaux les fleurs</p>	<p>Days of the week Months of the year</p> <p><u>Skills</u> Join in the reading of a story. Match sound to the written word and copy correctly. Imitate pronunciation of sounds. Identify social conventions at home and in other cultures.</p> <p><u>Vocabulary</u> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p>	<p>Revisit all previous topics for the year and plug any gaps.</p> <p><u>Skills and vocabulary as previous terms.</u> <u>Cross-curricular</u> Geography Identify countries in Europe including Russia. PSHE To question my pre-conceptions of other people.</p>



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	Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence.		vous, levez-vous, répétez, venez ici, silence. Rouge, bleu, blanc, noir, vert, jaune, orange, rose. Gris, violet, marron.			
PSHE	Values- 2 year cycle Happiness Tolerance Respect Friendship <u>Being Me in My World</u> - Being part of a class team - Being a school citizen - Rights, responsibilities and democracy - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour <u>Skills</u> To know that my attitudes and actions make a difference. To understand who is in my school community, the roles they play and how I fit in. To understand how democracy works through our pupil parliament.	Values- 2 year cycle Love Generosity Friendship Peace Hope <u>Celebrating Differences</u> - Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem-solving - Identifying how special and unique everyone is - First impressions <u>Skills</u> To understand that sometimes we make assumptions based on what people look like. To know that sometimes bullying is hard to spot.	Values- 2 year cycle Patience Trust Humility Responsibility <u>Dreams and Goals</u> - Hopes and dreams - Overcoming disappointment - Creating new realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes <u>Skills</u> To explain my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how to make a new plan and set new goals even if I have been disappointed.	Values- 2 year cycle Caring Understanding Independence Positivity <u>Healthy Me</u> - Healthier friendships - Group dynamics - Smoking - Alcohol - Assertiveness - Peer pressure - Celebrating inner strength <u>Skills</u> I can recognise when people are putting me under pressure and explain ways to resist when I want to. To know how to be healthy. I can identify feelings of anxiety and fear associated with peer pressure. To understand how to keep calm and	Values- 2 year cycle Honesty Fairness Courage Perseverance <u>Relationships</u> - Jealousy - Love and loss - Memories of loved ones - Getting on and falling out - Girlfriends and boyfriends - Showing appreciation to people and animals <u>Skills</u> To understand what jealousy is and how it can affect us. I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when I am missing a special person or animal.	Values- 2 year cycle Simplicity Compassion <u>Changing Me</u> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Preparing for transition - Environmental change <u>Skills</u> I understand that some of my personal characteristics have come from birth. I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can offer some suggestions about how I might manage my



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	<u>Vocabulary</u> School community Democracy Consequences Learning charter Included Excluded Welcome Valued Team Role Community Responsibility Rights Decision Voting Authority Contribution Choices	To question my pre-conceptions of other people. To identify what is special about me and to value the ways in which I am unique. <u>Vocabulary</u> Character Assumption Judgement Surprised Appearance Accept Influence Opinion Attitude Secret Deliberate Bystander Witness Cyber bullying Text message Troll Impression	I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement. <u>Vocabulary</u> Dream Hope Goal Determination Resilience Disappointment Fears Hurt Cope Help Self-belief Motivation Perseverance Commitment Positive attitude Review	deal with different situations. <u>Vocabulary</u> Friendships Emotions Healthy Relationships Value Roles Leader Follower Assertive Smoking Pressure Peer Guilt Advice Alcohol Liver Disease Anxiety Opinion <u>Cross-curricular</u> Science - Ask relevant questions and use different types of scientific enquires to answer them. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identify differences, similarities or changes.	To understand the positives and negatives of friendships. To show understanding of who is special to us. <u>Vocabulary</u> Relationship Jealousy Problem-solve Emotion Positive/ negative Loss Shock Disbelief Denial Anger Guilt Pain Acceptance Depression Memorial Memento Empathy Attraction Pressure Boyfriend/Girlfriend Love	feelings when changes happen. I can explain some of the choices I might make in the future and some of the choices that I have no control over. <u>Vocabulary</u> Personal Unique Characteristics Parents Sperm Egg Ovum Penis Testicles Vagina Vulva Womb Uterus Ovaries Making love Sex Fertilise Conception Puberty Menstruation Periods Nervous Anxious <u>Cross-curricular</u> Science - Ask relevant questions and use different types of scientific enquires to answer them.



Year 4 - Curriculum Map

				Use straightforward scientific evidence to answer questions. Art/DT Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.		Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.
	<p><u>Prevent</u> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p> <p><u>School values</u> taught in assembly/circle time and PSHE lessons</p> <ul style="list-style-type: none"> -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance <p><u>P4C</u> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p>					

GST Theme "Energy" highlighted throughout curriculum