

Curriculum Map - Year 4

DT

- Use research& criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

PE

- Use running, jumping, catching and throwing in isolation and in combination
 - Play competitive games, modified as appropriate
 - Develop flexibility & control in gym, dance & athletics
 - Compare performances to achieve personal bests (athletics)
 - Swimming proficiency at 25m*
- Gym, dance, hockey, badminton, swimming, football, basketball, rounders and cricket**

Music

- Use voice & instruments with increasing accuracy, control and expression
- Improvise & compose music
- Listen with attention to detail
- Appreciate wide range of live & recorded music
- Begin to develop understanding of history

Class Novels

-

Visual Stimuli (Video clips or DVD's)

-

MFL

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

Computing

- Design & write programs to achieve specific goals, including solving problems
- Use logical reasoning
- Understand computer networks
- Use internet safely and appropriately
- Collect and present data appropriately

History

- The Roman Empire and its impact on Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared & a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Thinking Skills / Learning Verbs

Knowing – arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state

Understanding – explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference example

Applying – use, apply, discover, manage, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, **Analysing** – analyse, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, value, divide, break down, catalogue

Evaluating – review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

Creating – develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify

English Aims

- Read easily, fluently, and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocab, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn: they should be able to elaborate and explain clearly their understanding & ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others & participating in debate

Maths Aims

- Become fluent in the fundamentals of maths, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into simpler steps & persevering in seeking solutions

PSHE

- Emotional wellbeing
- Managing risk and managing change
- Drugs and their uses
- Keeping healthy
- Identify & reduce risk
- Personal safety
- Dealing with bullying - helping & getting help

SRE

- Changes in my own body and in those of others;
- How babies begin & are born - how they grow;
- Keeping healthy - exercise, diet, grooming, the immune system;
- Making decisions – Keeping safe, influences on me

Drama

- Create roles showing how behaviour can be interpreted from different viewpoints.
- Develop scripts based on improvisation
- Comment constructively on plays and performances, discussing effects & how they are achieved.
- Role on the wall, Conscience alley, Hot seating, Freeze frame, Improvisation, Flashback and flash forward, Eye witness

Curriculum Drivers – Role Play (Mantle) – Enterprise Projects – Outdoor Learning – Blooms Taxonomy (Child Led) – The Arts – Current Affairs

Science

- Working Scientifically** - Observing over time, Identifying & Classifying, Pattern Seeking, Research, Fair Testing
- Topics**
- Living things and their habitats
 - Animals, including humans
 - States of matter
 - Sound
 - Electricity

Art

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Geography

- locate the world's countries, using maps to focus on Europe
 - name and locate counties, cities and geographical regions of the United Kingdom
- Describe and understand key aspects of:**
- physical geography, including:* climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including:* types of settlement and including trade links,
 - use the eight points of a compass, four and six-figure grid references, symbols and keys

RE Skills - Investigation, Interpretation, Analysis, Explanation, Synthesis, Reflection, Evaluation, Empathy

Key Aspects – Belief, Expression + Celebration, Living + Belonging, The search for Meaning + Purpose, Sources of Religious Knowledge + Understanding, Equal Ops + Community Cohesion, Enquiry + Communication, Progression

- Christianity
- Hinduism
- Judaism