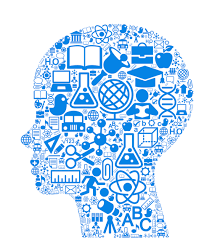
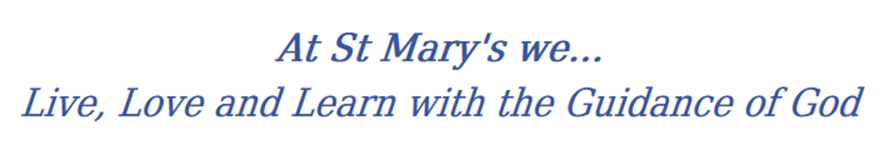
******Year 4 Long Term Curriculum Map**



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| --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **RE** | People  Called | Judaism  Gifts | Community  Giving and receiving | Self-discipline | New life  Building Bridges | Islam  God’s people |
| **PSHE** | **Being Me In My World**  Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour | **Celebrating Difference**  Challenging assumptions Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First impressions | **Dreams and Goals**  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes | **Healthy Me**  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength | **Relationships**  Jealousy  Love and loss  Memories of loved ones  Getting on and Falling Out  Girlfriends and boyfriends  Showing appreciation to people and animals | **Changing Me**  Being unique  Having a baby  Girls and puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change |
| **English** | Setting description  Character Description  Persuasive writing – leaflet | Persuasive writing – letters.  Instructions  Poetry – dreadful menace (Literacy shed) | Poetry  Newspaper report  Non-chronological report | Explanation text  Narrative – adventure  Reports | Narrative story  Character description  Poetry | Diary entry  Report  Informative writing. |
| **Class Text** | https://images-na.ssl-images-amazon.com/images/I/51q4HBhLNyL._SX311_BO1,204,203,200_.jpg | https://images-na.ssl-images-amazon.com/images/I/51K0AKC9ZoL._SX309_BO1,204,203,200_.jpgC:\Users\ALMcClurey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5C5C48A4.tmp |  |  |  |  |
| **History** | Ancient Greeks  Developing chronological understanding when were the Ancient Greeks around. Identifying trends over time during the Ancient Greeks and beyond.  Roman Empire and its impact on Britain  Using a range of sources to understand how the past is constructed. Developing knowledge on a significant turning points in Roman history, how the Romans have affected the world.  **Food Transport Democracy** | | | | | |
| **Geography** | **Locational and place knowledge**   * Locate Greece and its cities * Identify key topographical features (hills, rivers, seas and costs etc.)   **Human and Physical**   * Geographical formations including mountains, seas and islands. * Aegan Sea and the Meditteranean. * How does the climate affect/influence its trade   **Geographical Skills and Field Work**   * Use four figure grid references | | **Locational and place knowledge**   * Locate Italy and European countries of the Roman Empire and their major geographical features * Identify key topographical features (hills, rivers, seas and costs etc.)   **Human and Physical**   * How does the location affect/influence where the settlements are and their lifestyle   – especially Italy. *Why did they not invade Scotland? - climate*  **Geographical Skills and Field Work**   * Use maps, atlases, globes and digital media to locate countries * Use four figure grid references | | **Locational and place knowledge**   * Locate key countries of the Roman Empire their major geographical features * Identify key topographical features (hills, rivers, seas and costs etc.)   **Human and Physical**   * How does the location affect/influence where the settlements are (rivers and   trade for example)  **Geographical Skills and Field Work**   * Use maps, atlases, globes and digital media to locate countries   Use four figure grid references | |
| **Science** | **Animals including human**  Describe the simple functions of the basic parts of the digestive system in humans. | **Electricity**  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. | **Living things and their habitats**  Recognise that environments can change and that this can sometimes pose dangers to specific habitats. | | **Sound**  Recognise that vibrations from sounds travel through a medium to the ear. | **States of matter**  Compare and group materials together, according to whether they are solids, liquids or gases. |
| **Working Scientifically**  Developing pupils skills in working scientifically and create more careful, accurate and thoughtful scientists.  **Scientists that changed the world**  Compare scientists from then and now. | | | | | |
| **Maths** |  | |  | |  | |
| **Art** | **Drawing**  Use different hardness’s of pencils to show line, tone and texture.  Annotate sketches to explain and elaborate ideas.  Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Select & arrange materials for a striking effect.  Ensure work is precise;  Use coiling, overlapping, tessellation, mc & montage. | **Painting**  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns & lines. Mix colours effectively.  Use watercolour paint to produce washes for backgrounds then add detail.  Experiment with creating mood with colour  **Artist**  Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others. | **Print**  Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. | **Digital Media**  Create images, video & sound recordings and explain why they were created. | **Sculpture**  Create and combine shapes to create recognisable forms (eg shapes made from nets or solid materials).  Include texture that conveys feelings, expression or movement.  Use clay & other mouldable materials. Add materials to provide interesting detail. | **Textiles** Shape & stitch materials.  Use basic cross stitch & back stitch. |
| **DT** | **Food**  Healthy and varied diet  (including cooking and nutrition requirements for KS2)  **Electrical Systems**  Simple circuits and switches (including programming and control) | | | **Mechanical Systems**  Levers and linkages | | **Food**  Healthy and varied diet (including cooking and nutrition requirements for KS2) |
| **PE** | **Invasion games**  Throwing, catching, possession and passing  **Gymnastics**  Sequences. Speed, height, travel | **Invasion games**  Throwing, catching, possession and passing | **Dance** | OAA | **Swimming**  **Athletics**  Running, throwing, jumping, competing. | **Swimming**  **Athletics**  Running, throwing, jumping, competing. |
| **Music** | ABBA | Learning basic instrumental skills by playing tunes in varying styles | Grime, Classical, Bhangra, Tango, Latin Fusion | Gospel | The Beatles | Western Classical Music and your choice from Year 4 |
| **MFL** | Presenting Myself | Family | Rooms Of The House *OR* Habitats | At The Café | The Classroom | Goldilocks |
| **Computing** |  | | | | | |