

## Year 4 Curriculum Map

	Autumn 1 Anglo Saxons- The ruin of Britain?	Autumn 2 Natural Hazards	Spring 1 <u>Wish you were here?</u> <u>Hythe past and present</u>	Spring 2 Is Plastic Fantastic?	Summer 1 Vikings – raiders or traders?	Summer 2 Come dine with me
<b>Hook:</b>	<b>Butser trip</b> <b>Beowulf video</b>	Investigating news reports about the eruption on Saint Vincent.	History detectives – can we infer a place from old photographs?	'The Majestic Plastic Bag' Mockumentary	Did the Vikings really have horns on their helmets? Explore art and pictures associated with the Vikings.	<b>Bush tucker trial!</b>
<b>Outcome</b>	Create an Anglo Saxon quiz for parents	Concert for Music	Hythe Now and then... A Short film	Answer the question- Is Plastic Fantastic?	Art gallery dragon eyes, read aloud stories – parents in	Parents Cafe
English	<b>Read aloud: Charlie and the Chocolate factory</b>  Text driver: Beowulf by Michael Morpurgo Purpose: to inform Audience: People of Heorot Form: Newspaper report  Text driver: a variety of websites and guidebooks Purpose: to inform and persuade Audience: Nottingham castle website. Form: Guidebook/video	<b>Read aloud: Firework Maker's daughter</b>  Text driver: The Firework Makers Daughter by Phillip Pullman Purpose: to inform Audience: To be firework makers Form: instructions  Text driver: Fabulous Animales (Poem) Purpose: to entertain Audience: children	<b>Read aloud: The boy at the back of the class</b>  Text driver: Food reviews Purpose: To inform Audience: magazine readers Form Write a descriptive food review  Text driver: Flotsam by David Wiesner Purpose: to entertain Audience: Exhibition visitors Form: Character's backstories  Text driver: Flotsam by David Wiesner Purpose: to persuade Audience: potential buyers Form: eBay selling page  Text driver: The Lighthouse (2008) animated short movie by Charlie Short and Ming Hsiung Purpose: to inform Audience: The lighthouse keeper Form: Diary	<b>Read aloud: The boy at the back of the class. Continued</b>  Text driver: A Planet full of Plastic by Neal Layton Purpose: to inform and persuade. Audience: School children – display Form: Leaflet  Text driver: A Planet full of Plastic by Neal Layton Purpose: to persuade. Audience: Mrs Mullet, Mrs Taylor and Mrs Summers Form: Letter  Text Driver – Purpose: inform and entertain Audience: Children of Wildground Form: Poem	<b>Read aloud: How to Train your dragon by Cressida Cowell</b>  Text driver: How to Train your dragon by Cressida Cowell Purpose: to entertain Audience: Parent's as part of the art gallery. Form: narrative  Text driver: Dare to care: Pet Dragon by M.P. Robertson and Sally Symes Purpose: to inform Audience: potential pet dragon owners (children) Form: non-chorological report	<b>Read aloud: Georges Marvellous Medicine</b>  Text driver: Yuck and Yum. A feast of funny food poems By Joshua Seigal and Neal Zetter Purpose: To entertain Audience: School children – display and parents in café Form: Poetry  Text driver: Various autobiographies Purpose: To entertain and inform Audience: My teacher and class  Text driver: George's Marvellous Medicine by Roald Dahl Purpose: to entertain Audience: Year 2 Form: Own chapter of Geroge's Marvellous Medicine
Maths  Mats No Problem	<b>Whole Numbers</b> • Numbers to 100 000 • Comparing numbers with 100 000 Addition and subtraction	• <b>Multiplication and division</b>	• Graphs • Fractions • Time	• Decimals • Money •	• Length mass and volume Area and perimeter	• Geometry • Position and movement • Roman Numerals
Science		<b>States of matter</b> • compare and group materials together, according to whether they are solids, liquids or gases • Water cycle	<b>Electricity</b> • Making electrical circuits •	<b>Sound</b> • Making and investigating sound	<b>Living things and their habitats- Classification</b> • Grouping and classifying living things Habitats •	<b>Animals including humans</b> • Digestion, teeth and food chains •

History	<b>Anglo Saxons</b> Explore the arrival and settlement of Anglo-Saxons into Britain. Explore the changes of religion to Christianity. Explore the Anglo-Saxon legacy.		<b>Local History Study</b> – Hythe how has it changed? Exploring past and present in our local area		<b>Vikings</b> Investigate the Vikings using evidence to explore the key question: were the Vikings raiders or traders? Explore different sources of evidence and examine their reliability.	
Geography		<b>Physical Geography</b> Volcanos & earthquakes Water Cycle – link to Science from Autumn 2		<b>Scotland</b> Human and Physical features Capital city Land use		<b>Italy</b> Where is Italy? Compare and contrast parts of Italy to Our local area
DT	<b>DT Paper project- Mecahnisms Levers</b> Pop up books –		<b>Design and make a money container-</b> textiles			<b>Design &amp; make a balanced meal</b> Healthy balanced diet –Pizza cooking Understanding Seasonality
Art		<b>Textiles</b> Tie dying Batik Simple Stitching (recap)		<b>Drawing in different media</b> <b>Portraits</b> <b>Collage</b> <b>Arcimboldo</b>	<b>Clay skills</b> <b>Artist Ellen Jewitt</b>  Clay dragon eye and dragon sculpture  Clay skills – textures / shape / joining	
Music	<b>Listen2Me – ukulele (Hampshire Music Service)</b>		<b>Bandlab</b>		<b>Music from the 1960's (appraising)</b>	
Computing	<b>Control- Scratch slug game and quiz</b>	<b>Networks and the internet</b>	<b>Bandlab (Music)</b>	<b>Control</b> Investigate and modify a game in Scratch- Diving Beetle	<b>Data bases</b>	<b>Control LOGO – basic programming</b>  <b>Data Logging in science</b>
RE	<b>Creation</b> Creation stories <b>Christian and Hindu</b>	<b>Faith</b> The Christmas Annunciation	<b>Sacred places</b> Hindu and Christian sacred places/places of worship	<b>The cross as a Christian symbol</b> symbol	<b>Eid-ul-Adha</b> Sacrifice	<b>Protection</b> Raksha Bandhan
PE	<b>Dance and movement</b> <b>Playground games</b>		<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Orienteering</b>	
	<b>Football</b> Invasions Games		<b>Badminton</b> Net/Wall games	<b>Hockey</b>	<b>Athletics</b> Target	
PSHE	<b>Being responsible: Coming home on time</b> Responsibility and the importance of rules for safety  <b>The working world: Chores at home</b>	<b>Computer Safety: Online bullying</b>  <b>(Link to computing)</b>	<b>Keeping/staying safe: Cycle Safety</b>  <b>First aid</b> To gain a deeper understanding of basic first aid.	<b>Feelings and emotions: Jealousy</b>	<b>Growing and changing: Relationships - Appropriate touch</b>  <b>A world without judgement: Breaking down barriers</b>	<b>Keeping staying healthy: Healthy living</b> Diet and nutrition

			(Asthma and Anaphylactic Shock)			
MFL	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Revision - basic greetings, classroom instructions and numbers 1-10.</li> <li>• Numbers 11-20.</li> <li>• Months of the year.</li> </ul>		<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Shapes.</li> <li>• Colours.</li> <li>• Prepositions.</li> <li>• Matisse.</li> <li>•</li> </ul>	<p><b>French</b></p> <p>Parts of the face Parts of the body</p>	<p><b>French</b></p> <p>I Revision of the year Numbers 0-20 Days of the week Months of the year</p>	
Visits & Visitors	Butser farm		Hythe Walk		Minstead study centre	
Parental Involvement	Parents in to share pop-up books and History work	Parents invited in: Listen2Me concert		Fossa class Assembly	Art gallery to share clay and stories!	Cheetah class assembly Parent's café
<b>SMSC and personal development</b>	<p><b>Social skills and collaboration</b> We learn:</p> <ul style="list-style-type: none"> <li>- To understand the schools Golden Rules and show the skills of reflection when a rule has been broken</li> </ul> <p><b>Good Citizenship</b> We learn:</p> <ul style="list-style-type: none"> <li>- To understand the term democracy and why it is important to have</li> </ul>	<p><b>Accepting advice and challenge others</b> We learn:</p> <ul style="list-style-type: none"> <li>- To understand fairness and basic moral reasoning</li> </ul> <p><b>Respect for the environment</b> We learn:</p> <ul style="list-style-type: none"> <li>- Tidy up the cloakroom and reflect on the best place to put my belongings</li> </ul>	<p><b>Social skills and collaboration</b> We learn:</p> <ul style="list-style-type: none"> <li>- To understand the importance of restorative justice and show ways this can be done</li> </ul> <p><b>Good Citizenship</b> We learn:</p> <ul style="list-style-type: none"> <li>- To explore the ways I am free to be me within our British society</li> </ul>	<p><b>Accepting advice and challenge others</b> We learn:</p> <ul style="list-style-type: none"> <li>- In class discussions, how to respond openly to others and say why we agree/disagree (with AS)</li> </ul> <p><b>Respect for the environment</b> We learn:</p> <ul style="list-style-type: none"> <li>- Tidy up the ICT suite after computing sessions</li> </ul>	<p><b>Social skills and collaboration</b> We learn:</p> <ul style="list-style-type: none"> <li>- To show respect for my peers and listen to each other when solving friendship issues</li> </ul> <p><b>Good Citizenship</b> We learn:</p> <ul style="list-style-type: none"> <li>- What diversity is</li> </ul>	<p><b>Accepting advice and challenge others</b> We learn:</p> <ul style="list-style-type: none"> <li>- In class discussions, how to respond openly to others and say why we agree/disagree by independently applying this to the skill of debate</li> </ul> <p><b>Respect for the environment</b> We learn:</p> <ul style="list-style-type: none"> <li>- The importance of recycling through our beach clean up</li> </ul>

	rules and the law					
Mental Health and Wellbeing	<p>We learn:          To develop an understanding of triggers and barriers I have and start to see ways to support myself.          To take part in World Mental Health Day and Children's Mental Health Week</p>					
Learning Values	<p>Teamwork: Working as a class to create a charter and establish rules and ideas.          Independence: awareness of where class resources are and accessing them independently          Resilience: Pop-up books, get the mechanism right          Problem Solving: deconstructing pop-up books to work out how they work</p>	<p>Reflection: reflecting on strengths and goals           Resilience: Designing and making their wrap</p>	<p>Teamwork: Working as a team to create a gymnastic routine          Reflection: Reflecting on gymnastic routine and evaluating to help improvements</p>	<p>Teamwork: Working together to make electrical circuits          Reflection: Reflecting on work and identifying strengths and areas for improvement.</p>	<p>Teamwork: Creating art collage          Resilience: learning a musical instrument          Problem Solving: creating outfits from recycled materials          Reflection: how small changes we make can make a big difference to the planet          Problem Solving: ICT using LOGO to create patterns</p>	<p>Teamwork: Working together to design a dream beach and discussing their choices based on the features given          Problem Solving: creating          Reflection: Reflecting their year and setting goals for Year 5          Problem Solving: Sewing and bag making           Independence: Learning how to thread a needle.</p>