

Curriculum Map 2023 - 2024

Year Group: 4



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>English</u> The Green Ship by Quentin Blake (Geography / Science link – forest environments / habitats) (History – ship styles)</p> <p>Tuesday by David Wisner (Science – animals including humans –</p>	<p><u>English</u> How to Train Your Dragon by Cressida Cowell (History – Vikings)</p> <p>Video stimulus - Men's 5000m Final - Mo Farah</p> <p>Christmas long write advert (RE – Christianity and important events</p>	<p><u>English</u> The Lion, the Witch and the Wardrobe by C.S. Lewis</p> <p>The Iron Man by Ted Hughes (DT – uses of materials, sculptures)</p>	<p><u>English</u> The Iron Man by Ted Hughes (A2 DT Link)</p> <p>Non-Fiction – Mountains (Geography – formation of physical processes)</p> <p>Poetry – I Wandered Lonely as A Cloud by William Wordsworth</p>	<p><u>English</u> Billionaire Boy by David Walliams (PSHE Link – living in the wider world) (Maths- money)</p> <p>Video stimulus – Treasure (PSHE Link)</p>	<p><u>English</u> The Firework Maker's Daughter by Phillip Pullman (MFL – set in Asia) (Science – states of matter) (PSHE – staying safe – children journeying alone, fire safety)</p> <p>The Mousehole Cat by Antonia Barber (PSHE Link) (Geography – contrasting locality – Cornwall UK unit)</p>

herbivores, carnivores, omnivores)	(PSHE – community and relationships)		Poetry – The Magic Box by Kit Wright (RE – what makes me the person I am)		
<u>Maths</u> Number Calculation Fraction (SMSC link – spiritual: infinity) Decimals Addition and Subtraction Multiplication and division	<u>Maths</u> Number Geometry-shape (SMSC link cultural – symmetry – pyramids) Geometry-shape (Geography – 4 figure grid reference on OS Maps) Measurement (Science – measuring	<u>Maths</u> Number Calculation Fraction Decimals (SMSC link) Number Calculation	<u>Maths</u> Fractions/decimals Measurement (Geography – distances , heights of highest mountains) Measurement Geometry Statistics (SMSC link) Calculation	<u>Maths</u> Number (SMSC link) Calculation Fractions/decimals Addition/Subtraction Multiplication/division Measurement (PSHE – Money – understanding value)	<u>Maths</u> Number F/D Measurement (DT – making alarms – time) (Science – electricity -circuits) Geometry Statistics Calculation (SMSC link)

	<p>sound waves, volume, pitch)</p> <p>Statistics Calculation</p>				
<p><u>Geography</u> <u>The UK – map skills</u> Children explore the UK in greater depth using OS maps and Digimaps. Children learn to use 4 figure grid references and OS symbols (Maths- coordinates - plotting and movement,</p>	<p><u>History</u> <u>Bronze Age to Iron Age</u> Children look at life in the Bronze/Iron Age. They develop an understanding of how early technology (tools and houses) have become advanced. They develop an understanding</p>	<p><u>History</u> <u>The Vikings</u> Children will look at the first Viking invasions to England. They will understand the impact of Viking invasions. They will be able to communicate the progress of trade throughout the Viking period in England. (Art – sculptures)</p>	<p><u>Geography</u> <u>Mountains</u> Children build on their knowledge of the structure of the earth. They develop map skills and geographical enquiry to plan an expedition. They develop locational knowledge of mountain ranges. VIRTUAL TOUR</p>	<p><u>History</u> <u>The Tudors</u> Children look at the British monarchy system. They develop an understanding of life in Tudor times. They look at the lives of significant individuals such as Henry V111. They have a good understanding of how Tudor times have shaped society today. (Maths – time - chronology)</p>	<p><u>Geography</u> <u>Trade and Tourism – St Lucia; a case study</u> Through research and enquiry, children begin to understand the concept of globalisation. Children compare tourism in St Lucia to travel and tourism in London and evaluate the positive and negative impact of tourism. VIRTUAL TOUR</p>

distances in map)

of how people lived and why people were able to settle more in the Bronze/Iron Age compared to the Stone Age.
(Geography – mapping spread of civilisations)
VIRTUAL TOUR
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/virtual-visit-peek-prehistory>)

(Geography – mapping trade routes)

Everest talk with Nick Carter – See Cat

(RE – BC / AD timelines)
(Geography – local area influence of Boleyn)

Educational Visit – The Tower of London The Tudors

St Lucia - Caribbean shipwreck tour
<https://artsandculture.withgoogle.com/experiences/n-us/national-parks-service/dry-tortugas/near-little-africa>

Science

Science

Science

Science

Science

Science

<p><u>Animals including humans (digestive system and teeth)</u></p> <p>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to</p>	<p><u>Sound</u></p> <p>Children should be taught to identify how sounds are made, associating some of them with something vibrating. Pupils should be able to recognise that vibrations from sounds travel through a medium to the ear.</p>	<p><u>States of matter</u></p> <p>Pupils should compare and group materials together, according to whether they are solids, liquids or gases. In addition, they should observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p>	<p><u>States of matter</u></p> <p>Children should compare and group materials together, according to whether they are solids, liquids or gases. Ensure that children can identify the part played by evaporation and condensation in the water cycle.</p>	<p><u>All living things including food chains</u></p> <p>Pupils should be taught to recognise that living things can be grouped in a variety of ways. Make children explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>EDUCATIONAL VISIT: Science - Wanstead Park (Living Things) OR Mudchute Farm - donation.</p>	<p><u>Electricity</u></p> <p>Pupils should be taught to identify common appliances that run on electricity Children should be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>
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understand
their special
functions.

(English –
Tuesday – frogs
and habitats)

EDUCATIONAL
VISIT: Science -
London Zoo
(Paid workshop
'Discover Teeth
and feeding')

VIRTUAL VISIT
- London Zoo
[https://www.zsl-
london-
zoo/virtual-
london-zoo?](https://www.zsl.org/zsl-london-zoo/virtual-london-zoo?)

https://www.zsl.org/zsl-whipsnade-zoo/whipsnade-zoo-webcam					
<p><u>RE</u> <u>How and why do Hindus do worship?</u> Pupils will discuss how Hindus express their belief about God.</p>	<p><u>RE</u> <u>Why is the bible special for Christians?</u> Pupils will discuss how the commandments and biblical proverbs help Christians live. VISIT A PLACE OF WORSHIP: Synagogue 'Faith in Schools' to visit</p>	<p><u>RE</u> <u>Which religions are represented in our neighbourhood?</u> Pupils will explore different places of worship in their local area. 'Faith in Schools' to visit</p>	<p><u>RE</u> <u>Why is Easter important to Christians?</u></p>	<p><u>RE</u> <u>What makes me the person I am?</u> Pupils will identify people that influence their lives and the importance of them; Inspirational qualities. (PSE – relationships and human development) (SMSC – spiritual – learning about self / mediation)</p>	<p><u>RE</u> <u>What happens when someone gets married?</u> Pupils will compare wedding rituals from different faiths. They will explore the Hindu and Muslim ceremonies. (SMSC – cultural and social traditions)</p>

	(History – BC / AD and chronology)				
<u>P.E</u> Indoor: Dance Tudor Dance (History – Tudor traditions) (SMSC – cultural link) Indoor lesson taught by specialist teacher. Outdoor: Football	<u>P.E</u> Indoor: Multiskills (SMSC – social - leadership skills) Outdoor: cricket Outdoor lesson taught by specialist teacher.	<u>P.E</u> Indoor: Yoga Swimming x 2 classes Outdoor: Tennis Swimming x 2 classes	<u>P.E</u> Indoor: Dance Wimbeldon Swimming x 1 class Outdoor: Cricket Swimming x 1 class Outdoor lesson taught by specialist teacher.	<u>P.E</u> Indoor: Handball Indoor lesson taught by specialist teacher. Outdoor: Athletics Sport’s Day Prep	<u>P.E</u> Indoor: Gymnastics Rolling Receiving Body Weight (Maths mass, measure) Outdoor: Athletics and Games.
<u>Computing</u>	<u>Computing</u> Online Safety lesson - Online bullying	<u>Computing</u> Online Safety lesson – Staying safe online	<u>Computing</u> Online Safety lesson – Acceptable and	<u>Computing</u> Online Safety lesson– Staying safe gaming	<u>Computing</u> Online Safety lesson– Using British Values online

<u>Online safety</u> Unit 4.2	<u>Internet</u> Unit 4.7 effective searching	<u>Control</u> Unit 4.5 logo	unacceptable behaviour online (SMSC – moral – understanding right and wrong, growing responsibility) <u>Handling data</u> Unit 4.3 spreadsheets	<u>Word processing</u> (linked to history) Unit 4.4 writing for different audiences (English – having awareness of audience)	<u>Programming</u> Unit 4.1 coding
<u>MFL</u> Weekly lesson taught by specialist teacher. (SMSC – other cultures – Grandparents’ day)	<u>MFL</u> Weekly lesson taught by specialist teacher.	<u>MFL</u> Weekly lesson taught by specialist teacher. SMSC – celebration of Chinese New Year	<u>MFL</u> Weekly lesson taught by specialist teacher.	<u>MFL</u> Weekly lesson taught by specialist teacher.	<u>MFL</u> Weekly lesson taught by specialist teacher.
<u>Art</u> Drawing Drawing movement.	<u>DT</u> Armour Children will compare	<u>Art</u> Painting Pop art – Andy Warhol printing –	<u>DT</u> Cultural foods Children will explore safety	<u>Art</u> Sculpture Viking Sculptures – using paper	<u>DT</u> Alarms Children will look at basic circuits with a

<p>Bruegel. Children to recreate a modern day scene from Green street. (Geography - prior learning of local area in year 3, use of Digimaps, aerial views)</p>	<p>different types of Anglo-Saxon shields and then have a go at designing and creating their own model shields. (Art – primary colours, painting techniques)</p> <p>VIRTUAL TOUR White tower, tower of London virtual tour. https://www.google.co.uk/maps/search/white+tower+tower+of+london/@51.5081193,-</p>	<p>repeated printing using polystyrene tiles. (SMSC – influence of popular culture on art and vice versa)</p>	<p>when cooking and look at healthy eating. They will then have a chance to bake their own bread. (Science – looking after our teeth, healthy eating, digestive systems, food with fibre) (SMSC – cultural diversity of food in UK)</p> <p>VIRTUAL TOUR Zoom call with a baker. https://www.hovis.co.uk/contact-us</p>	<p>mache/withies and willow to create a ship.</p> <p>VIRTUAL TOUR https://www.youtube.com/watch?v=bxGfwjo8P6Y</p>	<p>buzzer. They will then have a go at designing and creating a prototype disguised alarm.</p> <p>VIRTUAL TOUR Zoom call with a fire fighter. https://www.london-fire.gov.uk/contact-us/</p>
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<u>PSHE</u> <u>Health and wellbeing</u> <u>Human development</u> Health, bacteria/ viruses. Puberty and where babies grow. PANTS – protecting our bodies. (Science – digestive system – stomach acid kills bacteria)	<u>PSHE</u> <u>Health and wellbeing</u> <u>Community</u> School communities, local communities, voluntary groups. (Geography – services and amenities in local area prior learning from year 3)	<u>PSHE</u> <u>Relationships</u> <u>Staying safe</u> Talk about becoming independent, staying safe on the roads/ at home/ at school/ transport etc.	<u>PSHE</u> <u>Relationships</u> <u>Risks</u> Managing risks, staying on the roads, predicting and assessing risks e.g. on trips.	<u>PSHE</u> <u>Living in the wider world</u> <u>Money</u> What money is used for, how to spend/ save/ manage money wisely. How money affects our lives. (Maths – calculation, conversion, real life link)	<u>PSHE</u> <u>Living in the wider world</u> <u>UK Citizens</u> Our identity, national /ethnic identities, stereotypes.
<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>

<p>Weekly lesson taught by specialist teacher.</p> <p>Unit: Mamma Mia</p> <p>Style: Pop music</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.</p> <p>As well as learning to</p>	<p>Weekly lesson taught by specialist teacher.</p> <p>Unit: Glockenspiel Stage</p> <p>Style: The language of music.</p> <p>This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel.</p>	<p>Weekly lesson taught by specialist teacher.</p> <p>Unit: Stop!</p> <p>Style: Mixed styles: Stop! By joanna mangona (Grime)</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop!</p>	<p>Weekly lesson taught by specialist teacher.</p> <p>Unit: Lean On Me</p> <p>Style: Gospel/links to Religious music: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.</p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games 	<p>Weekly lesson taught by specialist teacher.</p> <p>Unit: Blackbird</p> <p>Style: Pop</p> <p>The Beatles and the development of pop music The Civil Rights Movement.</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.</p>	<p>Weekly lesson taught by specialist teacher.</p> <p><u>Practise for a performance</u></p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Mixed</p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
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<p>sing, play, improvise and compose with the well-known song Mamma Mia, children can listen and appraise more ABBA hits.</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</p>		<ul style="list-style-type: none">● Singing● Playing● Improvisation - option after Step 3● Composition - option after Step 4 Perform/Share		
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