

## Year 4 Curriculum Map

|                                 | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---------------------------------|---|---|--|---|--|--|
| Theme                           | Why do so many people visit Greece?<br>What did the Ancient Greeks do for us? | What's so good about Manchester?  | Roman Empire and the impact on Britain.  |   | Why should the Rainforest be important to us all?  |  |
| Experiences / Educational Visit | Greek experience  |   | Magna Science Adventure Centre   |   | Ponderosa Zoo  |  |
| Text Focus                      | Tuesday<br><br>Theseus and the Minotaur                                       | A Journey Through the Digestive System<br><br>This is the place             | The Promise<br><br>Whole class reading: Boy Who Grew Dragons<br><br>My Story: Roman Invasion       | Queen of Darkness: Boudicca                                     | Whole class reading: The Miraculous Adventures of Edward Tulane<br><br>Under & Over the Rainforest<br><br>The Explorer | The Great Kapok Tree<br><br>Tree of Wonder   |
| English writing genres          | Narrative<br>Retell   | Explanation<br>Poetry   | Persuasion<br>Recount<br>Diary entry   | Character description<br>Instructions<br>Retell                 | Poetry<br>Letter to inform<br>Character description  | Persuasion<br>Non-Chronological Report   |
| Maths                           | <b>Number</b><br>Place Value<br><br><b>Number</b><br>Addition and Subtraction | <b>Number</b><br>Addition and Subtraction<br><br><b>Measurement</b><br>Area | <b>Number</b><br>Multiplication and Division (B)<br><br><b>Measurement</b><br>Length and Perimeter | <b>Number</b><br>Fractions<br><br><b>Number</b><br>Decimals (A) | <b>Number</b><br>Decimals (B)<br><br><b>Measurement</b><br>Money<br><br><b>Measurement</b>                             | <b>Geometry</b><br>Shape<br><br><b>Statistics</b><br>Charts and Line Graphs<br><br><b>Geometry</b> |

|           |   | <b>Number</b><br>Multiplication and<br>Division (A)   |   |  | Time   | Position and Direction                 |
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| Science   | States of Matter<br>Compare and<br>group materials<br>Solids, liquids and<br>gases<br>Changing state<br>Water cycle   | Animals including<br>humans<br>Digestive system<br>Teeth food chains  | Electricity, Sound<br>Uses of electricity<br>Circuits and switches/conductors and<br>insulators<br>How sounds are made, sound vibrations<br>Pitch and volume  |  | Living things and their habitats<br>Living things can be grouped in a variety of ways<br>Explore and use classification keys to help<br>group, identify and name a variety of living<br>things in their local and wider environment<br>Environments can change and that this can<br>sometimes pose dangers to living things. |  |
| Computing | Creating media-<br>Photo editing  | Computing systems<br>& networks<br>e-Safety: Understand<br>what happens to<br>information shared<br>online, comment<br>positively and<br>respectfully online. |   | Data and<br>information- Data<br>logging |  | Programming B- repetition<br>in games. |
| History   | <u>Black History</u><br><u>Month</u><br>Floella Benjamin,<br>OBE:<br>Who is FB?<br>Why is she<br>significant?<br><br>What does her<br>story tell us<br>about why<br>people came to<br>Britain and<br>changes in<br>society? |   | <u>Roman Empire and its impact on Britain</u> <ul style="list-style-type: none"> <li>• Who they were and where they came from</li> <li>• Why they invaded Britain</li> <li>• How people in Britain reacted to the invasion (collaboration and resistance)</li> <li>• Boudicca and Cartimandua comparison</li> <li>• The impact of the Romans on Britain</li> <li>• What we can learn about the Romans from (for example) the Vindolanda tablets/archaeological remains etc</li> </ul> |  |  |  |

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|                         | <p><b>Why is her story important today?</b></p> <p><b>Greece today</b></p> <p><u><b>Ancient Greece</b></u><br/> <b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Enquiry Questions</b></p> <p><b>1. How can we find out about the civilisation of Ancient Greece?</b></p> <p><b>2. Can we thank the Ancient Greeks for anything in our lives today?</b></p> |   | <ul style="list-style-type: none"> <li><b>When and why the Romans left Britain</b></li> </ul> <p><u><b>Local Heritage Week</b></u><br/> 4M – Alexandra Park<br/> 4W – Oldham Town Hall</p> |  |   |  |
| <p><b>Geography</b></p> |  | <p><b>Why do people visit Greece or Manchester?</b><br/> <b>Compare a region in UK (Manchester) with a Mediterranean country with significant differences and</b></p> |  |  | <p><b>Locational knowledge</b><br/> <b>Know the names of 4 countries from southern and northern hemispheres</b></p> <p><b>Know and locate the equator, Arctic and</b></p> | <p><b>Human and physical geography</b><br/> <b>Label layers of the rainforest and know what deforestation is.</b><br/> <b>Why should the rainforest be important to us all? (Summer 1&amp;2)</b></p> <p><b>Use interpretation and observation to measure and</b></p> |

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|  |  | <p>similarities - link to Greece.<br/>Link to Manchester compared to Royton.</p> <p>Locate and name countries within Europe.<br/>Name and locate cities of the UK.<br/>Name and locate capital cities across the world.</p> <p>Describe the key human &amp; physical features of locations e.g. topography, land use patterns of the local area - e.g. Royton/Manchester</p> <p>Use maps, digital/computer mapping and aerial photographs to plan a journey within the UK</p> <p>Use the eight points of a compass, four - figure grid references, symbols and key to build their knowledge of the</p> |  |  | <p>Antarctic Circles, Tropic of Capricorn and Tropic of Cancer</p> <p>Know what is meant by the term 'tropics'</p> | <p>record the physical features of the Rainforest (temperature/rainfall) using a range of methods, including graphs and digital technologies - Link to Rainforest study</p> |
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|             |   | <b>United Kingdom and the wider world</b>       |  |                                     |   |  |
| <b>RE</b>   | <b>What does it mean to live in a Hindu community today?</b><br><b>Why do some people think Jesus is inspirational? Salvation, sacrifice and inspiration.</b> |   | <b>What are the deeper meaning of the festivals?</b><br><b>What do Christians call the day Jesus died ‘Good Friday’?</b>   |                                     | <b>What can we learn from religions about temptation, right and wrong?</b><br><b>What helps Hindu people as they try to be good?</b>  |  |
| <b>PSHE</b> | <b>What strengths, skills and interests do we have?</b>   | <b>How do we treat each other with respect?</b> | <b>How can we manage our feelings?</b>   | <b>How will we grow and change?</b> | <b>How can our choices make a difference to others and the environment?</b>   | <b>How can we manage risk in different places?</b> |
| <b>PE</b>   | <b>Athletics</b>  | <b>Dance</b>                                    | <b>Gymnastics</b>  | <b>Dodgeball</b>                    | <b>Handball</b>   | <b>Rounders</b>                                    |
| <b>Art</b>  | <b>Manchester</b> <ul style="list-style-type: none"> <li>know how to print onto different materials using at least four colours.</li> </ul>                   |   | <b>Romans &amp; Anglo Saxons</b> <ul style="list-style-type: none"> <li>know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</li> </ul> <b>Artist: Seurat and pointillism</b><br>Know how to use sketchbooks to produce a final piece of art<br>Use sketchbooks to experiment with different texture<br>Know how to compare the work of different artists<br>Recognise when art is from different historical periods |                                     | <b>Rainforest art</b> <ul style="list-style-type: none"> <li>Know how to use sketchbooks to produce a final piece of art</li> <li>Use sketchbooks to experiment with different texture</li> </ul> <b>Artist: Henri Rousseau</b> |  |

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|       |   |         | Explain some of the features of art from historical periods  |                   |  |               |  |
| DT    | <b>Greek Pottery</b><br>. Use research and develop design criteria to inform the design of a product.<br><br>. Use a wider range of tools and equipment.<br><br>. Evaluate their ideas and products<br><br>. Apply their understanding of how to strengthen, stiffen and reinforce. |         | <b>Roman Catapults</b> <ul style="list-style-type: none"> <li>○ Persevere and adapt work when original ideas do not work</li> <li>○ Use ideas from other people when designing</li> <li>○ follow a step-by-step plan, choosing the right equipment and materials</li> <li>○ know which material is likely to give the best outcome</li> <li>○ measure accurately</li> <li>○ work accurately to measure, make cuts and make holes</li> <li>○ know how to strengthen a product by stiffening a given part or reinforce a part of the structure</li> <li>○ explain how to improve a finished model</li> <li>○ know why a model has, or has not, been successful</li> <li>○ Explain how the original design has been improved</li> </ul> |                   | <b>Science- Electrical mechanism</b> <ul style="list-style-type: none"> <li>○ prove that a design meets a set criteria.</li> <li>○ design a product and make sure that it looks attractive</li> <li>○ persevere and adapt work when original</li> <li>○ know which tools to use for a particular task and show knowledge of handling the tool</li> <li>○ make a product which uses both electrical and mechanical components</li> <li>○ use a simple IT program within the design</li> <li>○ use IT, where appropriate, to add to the quality of the product</li> <li>○ links scientific knowledge by using lights, switches or buzzers</li> <li>○ use electrical systems to enhance the quality of the product</li> </ul> |               |  |
| Music | Rivers  | Jazz    | Minimalism   | School Production | Samba  | Ancient China |  |
| MFL   | Animals   | Colours | My Family  |                   | My House   |               |  |