

Class 4 Curriculum Map 2020/21



<u>Subject</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
English	<p><u>Fiction</u> Stories by the same Author. Narrative writing.</p> <p><u>Non-Fiction</u> Instruction and explanation text. Newspaper Report.</p> <p><u>Poetry</u> Humorous poems. Poems around the world.</p>	<p><u>Fiction</u> Stories about the war.</p> <p><u>Non-Fiction</u> Non-chronological reports. Recounts. Fact files.</p> <p><u>Poetry</u> War poetry.</p>	<p><u>Fiction</u> Adventure stories. Plays and dialogues.</p> <p><u>Non-Fiction</u> Persuasive writing. Letters.</p> <p><u>Poetry</u> Traditional poetry. Shape poems.</p>
Mathematics	<p>Number: Place Value.</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Money</p> <p>Statistics</p> <p>Measurement: Length and Perimeter</p> <p>Number: Fractions</p>	<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Geometry: Properties of Shape</p> <p>Measurement: Mass and Capacity</p>
Science	<p><u>Light</u> Recognise that we need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. The sun can be dangerous and the ways we can protect our eyes. Shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the sizes of shadows change.</p> <p><u>Forces and magnets</u> Compare how things move on different surfaces. Magnetic forces can act at a distance. Observe how magnets attract or repel each other and some materials. Describe magnets as having two poles.</p>	<p><u>Plants</u> Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way water is transported within plants. Observe the part that flowers play in the life cycle, including pollination, seed formation and seed dispersal.</p> <p><u>Animals, including humans</u> Identify that animals, including humans, need the right types and amounts of nutrition and they cannot make their own food. Nutrition comes from the food we eat. Identify that humans and some other animals have skeletons and muscles for</p>	<p><u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that lived are trapped in within rock. Recognise that soils are made from rocks and organic matter.</p>

	Predict whether two magnets will attract or repel.	support, protection and movement.	
ICT	<p><u>Using technology</u> Develop independence and confidence using a range of devices.</p> <p><u>Using the internet</u> Search for information to answer a problem. Save and retrieve work. Use information to complete specific tasks.</p>	<p><u>Communicating and collaborating online.</u> Begin to use online tools i.e. Google to collaborate together. To use technology safely, respectfully and responsibly. Create video from still images. Perform photo edits and create a range of digital creations using photos.</p>	<p><u>Using Data</u> Use technology to create graphs and charts. Understand the basic structure of a database. Enter their own data into a data base to generate graphs.</p> <p><u>Coding</u> Use sequence, selection, and repetition in programmes. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.</p>
R.E	<p><u>Domestic Church</u> Homes- Gods vision for every family.</p> <p><u>Baptism/Confirmation</u> Promises – Promises made at baptism.</p> <p><u>Advent/Christmas</u> Visitors – Waiting for the coming of Jesus.</p> <p><u>Judaism</u> Synagogue</p>	<p><u>Local Church</u> Journeys - Christian family's journey with Jesus.</p> <p><u>Eucharist</u> Listening and sharing - Jesus gives himself to us in a special way.</p> <p><u>Lent/Easter</u> Giving all - Lent a time to remember Jesus' total giving.</p>	<p><u>Pentecost</u> Energy - Gifts of the Holy Spirit.</p> <p><u>Reconciliation/Anointing of the sick</u> Choices - The importance of examination of the conscience Sacrament of Reconciliation.</p> <p><u>Universal Church</u> Special places - Holy places for Jesus and the Christian community</p> <p><u>Islam</u> The Mosque</p>
Geography	<p>Modern Europe and America</p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, major cities, and key physical and human characteristics.</p> <p><u>Human and physical geography</u> Understand and describe volcanoes, mountains, earthquakes and rivers.</p>	<p>Understand and describe climate, rivers, settlements and trade links</p> <p><u>Human and physical Geography</u> Understand and describe the key aspects of physical geography including: rivers, mountains, coasts and the water cycle. Describe and understand key aspects of human and physical geography including land use and rivers Use maps and atlases to locate and describe features studied.</p>	<p>Lake District Topic</p> <p><u>Locational Knowledge</u> Concentrating on the environmental regions, major cities, and key physical and human characteristics.</p> <p><u>Human and physical Geography</u> Describe and understand key aspects of human and physical geography including land use and rivers, settlement, and the distribution of water.</p>

	<p><u>Geographical skills and fieldwork</u> To use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p>Describe and understand key aspects of human geography including, settlement, land use and the distribution of water. Describe and understand key aspects of: physical geography including rivers and vegetation belts.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. Use atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><u>Locational Knowledge</u> Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.</p>	
<p>History</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Changes in Britain from the Stone Age to the Iron Age (continued)</p>	<p>Roman Empire and its impact on Britain Learn about the Roman Empire and its impact/Romanisation of Britain.</p> <p>Develop a chronologically secure knowledge and understanding of world history (what Britain was like before the Romans came), establishing clear narratives within the periods they study. Understand how our knowledge of the past is constructed from a range of sources. Devise historically valid questions about change, cause, similarity and difference and significance. Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history</p>

	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		British resistance (Boudica).
Art	<p>Georges Seurat Study Seurat's paintings around the Seine; create sketches of a local waterway in Seurat's pointillist style.</p>	<p>Stone Age Artwork To develop skills and learn techniques in a variety of mediums.</p>	<p>Roman Artwork Colour mixing Talking about art, the past and different cultures. Use observations to make a detailed piece of work.</p>
Music	<p>Singing sessions Understand elements of music such as rhythm, melody and harmony. Sing with increasing confidence and control, performing with control and expression. Have an understanding of musical notations and appreciate different genres.</p>	<p>Singing sessions Understand elements of music such as rhythm, melody and harmony. Sing with increasing confidence and control, performing with control and expression. Have an understanding of musical notations and appreciate different genres.</p>	<p>Singing sessions Have a great understanding for the basic elements of music. Be able to perform to an audience.</p>
Design Technology	<p>Fabric pencil case Design and make fabric pencil cases using Stone Age art influences for the decoration and manufacture. Evaluate the finished work.</p>	<p>Stone Age Drum Design and make drums using Stone Age art influences for the decoration. Evaluate the finished work.</p>	<p>Roman Mosaics Design and finish a large-scale mosaic style picture. Evaluate the finished work and plan how to exhibit it to a wider audience.</p>
P.E	<p>Invasion Games Gymnastics Dance</p>	<p>Net and Wall Games Athletics Swimming</p>	<p>Outdoor and Adventure Activities Swimming</p>