**Curriculum Map 2019 - 2020**

**Year Group: 4**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History**The Tudors**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.  | Geography**The UK – map skills**Children explore the UK in greater depth using OS maps and Digimaps. Children learn to use 4 figure grid references and OS symbols | History**Bronze Age to Iron Age**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 of how people lived and why people were able to settle more in the Bronze/Iron Age compared to the Stone Age. | Geography**Mountains**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. | History**The Vikings**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. | Geography**Trade and Tourism – St Lucia; a case study**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. |
| Science**Animals including humans (digestive system and teeth)**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 understand their special functions. | Science**Sound**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. | Science**States of matter**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).  | Science**States of matter**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. | Science**All living things including food chains**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.  | Science**Electricity**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. |
| RE**What makes me the person I am?**Pupils will identify people that influence their lives and the importance of them; Inspirational qualities.DIWALI PRODUCTION | RE**Why is the bible special for Christians?**Pupils will discuss how the commandments and biblical proverbs help Christians live. | RE**Which religions are represented in our neighbourhood?**Pupils will explore different places of worship in their local area. | RE**Which religions are represented in our neighbourhood?**Pupils will discuss the events leading up to Easter and the importance of them. | RE**What happens when someone gets married?**Pupils will compare wedding rituals from different faiths. They will explore the Hindu and Muslim ceremonies. | RE**How and why do Hindus worship?**Pupils will discuss how Hindus express their belief about God.  |
| P.E**Indoor: Dance** Electricity**Outdoor: Tag Rugby** | P.E**Indoor: Gymnastics** Receiving Body Weight**Outdoor: Basketball** | P.E**Indoor: Yoga Swimming x 2 classes****Outdoor: Tennis** **Swimming x 2 classes** | P.E**Indoor: Dance** Wimbeldon**Swimming x 1 class****Outdoor: Cricket** **Swimming x 1 class** | P.E**Indoor: Handball****Outdoor: Athletics** Sport’s Day Prep | P.E**Indoor: Gymnastics** Rolling**Outdoor: Athletics and Games**. |
| Online safety**Unit 4.2** | Internet**Unit 4.7 effective searching** | Control**Unit 4.5 logo** | Handling data**Unit 4.3 spreadsheets** | Word processing (linked to history)**Unit 4.4 writing for different audiences** | Programming**Unit 4.1 coding** |
| MFL25 minute weekly lesson taught by specialist teacher. | MFL25 minute weekly lesson taught by specialist teacher. | MFL25 minute weekly lesson taught by specialist teacher. | MFL25 minute weekly lesson taught by specialist teacher. | MFL25 minute weekly lesson taught by specialist teacher. | MFL25 minute weekly lesson taught by specialist teacher. |
| Art**Drawing**Drawing movement. Bruegel. Children to recreate a modern day scene from Green street. | DT**Armour**Children will compare different types of Anglo-Saxon shields and then have a go at designing and creating their own model shields. | Art**Painting**Pop art – Andy Warhol printing – repeated printing using polystyrene tiles. | DT**Cultural foods**Children will explore safety when cooking and look at healthy eating. They will then have a chance to bake their own bread. | Art**Sculpture**Viking Sculptures – using paper mache/withies and willow to create a ship. | DT**Alarms**Children will look at basic circuits with a buzzer. They will then have a go at designing and creating a prototype disguised alarm. |
| PSHE**Health and wellbeing**Human developmentHealth, bacteria/ viruses. Puberty and where babies grow. PANTS – protecting our bodies. | PSHE**Health and wellbeing** CommunitySchool communities, local communities, voluntary groups. | PSHE**Relationships** Staying safeTalk about becoming independent , staying safe on the roads/ at home/ at school/ transport etc. | PSHE**Relationships**RisksManaging risks, staying on the roads, predicting and assessing risks e.g. on trips. | PSHE**Living in the wider world** Money What money is used for, how to spend/ save/ manage money wisely. How money affects our lives. | PSHEL**iving in the wider world**UK CitizensOur identity, national /ethnic identities, stereotypes. |
| Music**Unit: Mamma Mia****Style: Pop music**This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children can listen and appraise more ABBA hits. | Music**Unit:** **Glockenspiel Stage****Style:** The language of music.This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel.Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. | Music**Unit:** **Stop!****Style:** Mixed styles:Stop! By joanna mangona (Grime) This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop! | Music**Unit:** **Lean On Me****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.Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 Perform/Share | Music**Unit:** **Blackbird****Style:** PopThe Beatles and the development of pop music The Civil Rights Movement.This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird. | Music**Practise for a performance****Unit:** Reflect, Rewind and Replay**Style:** MixedRevision and deciding what to perform. Listen to Western Classical Music. The language of music. |