

YEAR 4 CURRICULUM MAP

|                          | Autumn 1                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                                                                                |
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|                          | Citizenship                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                          | Humanities                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                | Art, Design and Technology                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |
|                          | <p><b>Subject:</b> Citizenship (Local)</p> <p><b>Enquiry Question:</b><br/>Who is responsible for looking after our planet?</p> <p><b>Concepts:</b> duty, consequences, change</p> <p><b>End outcomes:</b><br/>Written persuasive letters about the litter in the local community and create a persuasive banner to be displayed.</p> | <p><b>Subject:</b> Citizenship (Global)</p> <p><b>Enquiry Question:</b><br/>How can compassion bring change to the world?</p> <p><b>Concepts:</b> common good, compassion, empathy</p> <p><b>End Outcome:</b><br/>Fundraiser event: refugees/charity</p> | <p><b>Subject:</b> History</p> <p><b>Enquiry Question:</b> How has the past shaped us?</p> <p><b>Concepts:</b> impact, influence, tradition, community</p> <p><b>End Outcome:</b><br/>Class 'museum' to showcase learning.</p> | <p><b>Subject:</b> Geography</p> <p><b>Enquiry Question:</b> The Power of the Romans: What have they done for us?</p> <p><b>Concepts:</b> power, service, conflict, fairness</p> <p><b>End outcome:</b> Class assemblies to parents/carers</p> | <p><b>Subject:</b> DT</p> <p><b>Enquiry Question:</b><br/>How can we spark curiosity through creativity?</p> <p><b>Concepts:</b> resilience, creativity, power</p> <p><b>End outcome:</b><br/>Design and create a wire loop game with an electrical circuit.</p> | <p><b>Subject:</b> Art</p> <p><b>Enquiry Question:</b><br/>How much impact can art have?</p> <p><b>Concepts:</b> choice, value, consequences</p> <p><b>End outcome:</b><br/>Year 4 art installation in Braintree library displaying their clay sculptures;<br/>Children to hand out their factual leaflets in town.</p> |
| <b>Visits / Visitors</b> | <p>Walk around the local area</p> <p>Braintree District Council</p>                                                                                                                                                                                                                                                                   | <p>Charity speaker</p>                                                                                                                                                                                                                                   | <p>Mr Dickens – Museum curator</p>                                                                                                                                                                                             | <p>Colchester Castle</p>                                                                                                                                                                                                                       | <p>Science expert</p>                                                                                                                                                                                                                                            | <p>Ms Riches (Art expert)</p> <p>Walk to Braintree town</p>                                                                                                                                                                                                                                                             |

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| <b>English Writing</b> | Non-Fiction:<br>Persuasive letter writing<br><br>Persuasive/emotive adverts<br><br>Narrative – fiction:<br>Blue Umbrella | Narrative – fiction:<br>Journey by Aaron Becker                             | Narrative – fiction:<br>The Firework Maker's Daughter                | Narrative – fiction:<br>Escape from Pompeii     | Non-Fiction:<br>Instructions<br><br>Narrative – fiction:<br>Rosie Revere, Engineer | Non-Fiction:<br>Persuasive informative leaflet                                                                                       |
| <b>English Reading</b> | Narrative:<br>Llama Out Loud                                                                                             | Narrative:<br>Toto the Ninja Cat and the Great Snake Escape                 | Narrative:<br>Varjak Paw                                             | Narrative:<br>Into the Lion's Den               | Narrative:<br>Zombierella                                                          | Narrative:<br>Tom's Midnight Garden                                                                                                  |
| <b>Mathematics</b>     | Place Value<br>Addition and subtraction                                                                                  | Addition and Subtraction (cont.)<br>Area<br>Multiplication and Division (A) | Multiplication and Division (B)<br>Measurement: Length and Perimeter | Fractions<br>Decimals (A)<br><br>Roman Numerals | Decimals (B)<br>Measurement: Money<br>Measurement: Time                            | Measurement: Time (cont.)<br>Geometry: Properties of shape<br>Statistics<br>Geometry: Position and Direction<br>Year 4 Consolidation |
| <b>Science</b>         | Group and classify living things<br><br>Data collection A                                                                | States of matter                                                            | Sound<br><br>Data collection B                                       | Electricity<br>Sustainability: Energy           | Habitats<br>Sustainability: Deforestation<br><br>Data Collection C                 | The Digestive System<br>Food Chains                                                                                                  |
| <b>Computing</b>       | E-safety - How to use the                                                                                                | E-safety                                                                    | E-safety (Safer Internet Day – Tuesday 9 <sup>th</sup> February)     | E-safety                                        | E-safety<br>Microsoft Word<br><br>Coding                                           | E-safety<br>Digital Art - Canva                                                                                                      |

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|                  | chromebooks - expectations<br><br>Project - Create Banners, excel pie charts, Typing practice – letters | PowerPoint Presentation<br><br>Research       | Coding<br>Hour of Code (course D) - start | How the internet work                                    | Hour of Code (course D) continue                                    |                                                                                                              |
| <b>Art</b>       |                                                                                                         | Textiles: Tie dye                             | Observational sketching of artefacts      |                                                          | Technical designs – electric loop games                             | Observational sketching<br>Painting<br>Clay sculpting<br>Artist Focus<br>Digital Art Design (Computing link) |
| <b>D&amp;T</b>   | CAD: PowerPoint                                                                                         | Design, Make and Evaluate: Textiles           |                                           |                                                          | Technical Knowledge (Design, Make and Evaluate): Electrical Systems |                                                                                                              |
| <b>Geography</b> | Geographical Skills and Field Work - Geographical Survey of human and physical geography of local area  | Physical Geography: Volcanoes and Earthquakes | Place/location Knowledge: linked to China | Human and physical geography linked to the Roman empire. |                                                                     |                                                                                                              |

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| <b>History</b> |                                                              |                                                                   | Depth study:<br>Ancient China - Shang Dynasty                                           | Brief study:<br>Romans                                                         |                                                                                      |                                                         |
| <b>French</b>  | All around Town                                              | On the Move                                                       | Going Shopping                                                                          | Going Shopping                                                                 | Telling the Time                                                                     | Holiday and Hobbies                                     |
| <b>Music</b>   | Essex Music Services<br>Music playing – Play It - Doods      |                                                                   | Listening and Pentatonic Scale                                                          | Composing using Pentatonic Scale                                               | Improvisation                                                                        | Composition and notation                                |
| <b>P.E</b>     | Tag Rugby                                                    | Gymnastics                                                        | Dance                                                                                   | Cricket                                                                        | Athletics                                                                            | Rounders                                                |
| <b>P.S.H.E</b> | What strengths, skills and interests do we have? (statutory) | How do we treat each other with respect? (statutory)              | How can we manage our feelings? (statutory)                                             | How will we grow and change? (statutory)                                       | How can our choices make a difference to others and the environment? (non-statutory) | How can we manage risk in different places? (statutory) |
| <b>R.E</b>     | Where do religious beliefs come from?<br><br>Christian       | What do we mean by truth? Is seeing believing?<br><br>Multi, Sikh | How do/have religious groups contribute to society and culture?<br><br>Hindu, Christian | Why is there so much diversity of belief within Christianity?<br><br>Christian | What does sacrifice mean?<br><br>Multi, Humanist                                     |                                                         |