

Year 4 – Curriculum Mapping

Curriculum Area	Curriculum Overview
English	S– Recounts (Diary– links with History/ art) . Play scripts Sp– Explanation and information text (Science for Fun Experiments, Polar Explorers for Kids, Shackleton’s Journey, Britannica All New Children’s Encyclopedia) CC Geography—Pole to Pole, Art - line drawing, printing, Science - Living things & their Environments Biographies (The Boss, Who Was Ernest Shackleton?) CC PHSE, Geography - Pole to Pole Persuasive Writing (Where the Forest Meets the Sea, The Vanishing Rainforest, The Last Bear) Geography - Pole to Pole, PHSE, Art - line drawing, Science - Living things & their Environments, ICT - Writing for Different AudiencesA– Poetry/Stories that raise issues and/or dilemmas/letter writing (Here We Are, The Colour Monster) CC PHSE, Art, Geography Stories with historical setting How to train your dragon CC PHSE, early History link to Vikings to be covered in the Summer term
Maths	Links with computing and science (Spreadsheets and data) . Measures (DT) Data Handling– Geography, science, PE Data Logging– History , ICT.
Science	S– Electricity- (Simple circuits/ switches conductors and insulators) Sp– Materials States of matter —Solid, liquid, gas, changes of state– Evaporation/condensation/ water cycle(Geog/DT) Living things in their habitats –Grouping living things Explore/use classification keys to group, identify, name living things in local and wider environment · Recognise that environments can change can be dangerous to living things. (CC Geog: Pole to Pole/ coasts) A– Sound-(pitch and vibrations) Animals including Humans – Digestive system , teeth, and foodchains
History	S– Early Islamic Civilisations A1 – Anglo Saxons – Kingdoms created by Anglos Saxons– Place name legacies, A2 – Vikings – impact of Vikings in Britain, Raids/invasions/significant individualsAlfred the Great, Athelstan, the first King of England and Edward the confessor.—first hand experience of Viking life– Murton park Y3– Romans and Stone age
Geography	S– Coast to Coast (Beside the sea) Dynamic natural environments that the meeting of land and sea creates, offering both opportunities and challenges. Human impact on coastlines Field-work– visit to Lytham RSPB Centre Sp– Pole to Pole -The two polar regions -most remote regions of the world. hostile to plants, people and wildlife. The children will learn about the physical and human environments and how they influence life in these places. Polar environments, Visit from an explorer (Including Russia) - Daylight hours/ compass points (CC living things in their environment) Fieldwork/ residential (Cow and Calf/ River Wharfe) Local settlement and surrounding landscapes including valleys
Art	Projects: 1: Painting/Sketchbooks/Printing/knowledge of Art: Creating colours, mood and shading; Printing: Anglo-Saxon/Viking patterns, Norse alphabet printing Project 2: Drawing/ Sketchbooks/Knowledge of Art: Organising line, tone, shape and colour for forms and figures in movement; Pencil skills: Shackleton expedition – moving people Project 3: Sculpture: Clay and other mouldable materials: Early Islamic floral/vegetal pattern tile Project 4: Compare work of different artists/viewpoints/time periods: ongoing, Early Islamic art patterns; historical patterns and seaside art—printing Linked artist: Vincent Van Gogh – John Sell Cotman – ‘Degas/Sally McKay – Hokusai/Turner/Wainwright Turner/Jose A. Bernat Bacete – Edward Munch – ‘Stuart Davis, William Morris, Andy Warhol
DT	Lighthouse-Shell structures and electrical systems
Religious Education	S–2.9 What can we learn from religions– deciding what is right and wrong (Geo/psnce link) Sp– Looking at life as a journey—2.6 Significant experiences to make this (geog links) 2.8 What does it mean to be a Hindu in Britain Today Easter/ Passover A– 2.3– Why is jesus inspiring for some people. 2.5 what are festival important in religious communities
PSHCE (Full details 2020 Curriculum Y4)	Becoming and active citizen – Democracy/ empathy. Friendship terrace Remembrance day Anti bullying week/ Cyber bullying/Friendships Discrimination Me and My relationships: Gender/ Stereo types Keeping myself safe: Esafety/ online/ offline, electrical Healthy lifestyle, Emotional Health and wellbeing (CC teeth/ healthy diet) Recognise / manage / control feelings Me and my future –Saving money/(CC maths) strengths/ achievements/ stereotypes
Music	Cross Curriculum Links: Coasts-Kokomo– The beach boys. Elgar – Sea Pictures (The Swimmer)Vaughan Williams – A Sea Symphony Pole to Pole The snow is dancing– Debussy. Take 10 pieces: Finlandia – Sibelios (Links to Pole to Pole) (late 20th Century) Subject specialist listening: Baroque music (Binary/ ternary and rondo for.
Computing	S– e safety (PSHCE) Effective searching Hardware investigations– Data Logging Sp– Online safety (PSHCE) Animations Writing for different audiences Logo A– Coding Online safety Spreadsheets
PE	S: Tennis, Striking and Fielding, Rugby Sp: Swimming, Gymnastics A OAA, Dance, Athletics, Invasion Games
French (see MFL Planning for full progression details)	S– Market (U10) Clothes (U12) Sp– Animals– Pets (U9) Fruit– The alphabet (U4) A– My Body (U7) Calendar and Christmas– (U8) Numbers 0-100