



Year 4 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none">• Colour, Shape and Sound: Inspired by Kandinsky	<ul style="list-style-type: none">• Use a sketchbook to record observations and other visual information from different sources• The name, nationality, style and famous works of Wassily Kandinsky
Computing	<ul style="list-style-type: none">• Safety and Self-Regulation• Connecting Networks	<ul style="list-style-type: none">• Protect personal information and handle online pressure• Understand internet systems and search
Design Technology	<ul style="list-style-type: none">• Adapting a Recipe (Food and Nutrition)	<ul style="list-style-type: none">• To know that the amount of an ingredient in a recipe is known as the 'quantity.'• To know that it is important to use oven gloves when removing hot food from an oven.• To know the following cooking techniques: sieving, creaming, rubbing method, cooling.
Geography	<ul style="list-style-type: none">• Maps, Grid References and Compass Skills	<ul style="list-style-type: none">• Use the eight points of a compass.• Use four figure grid references.
History	<ul style="list-style-type: none">• The Romans	<ul style="list-style-type: none">• Know that Romans invaded Britain.• Know some of the ways in which the Romans left their legacy in Britain.• Begin to evaluate the usefulness of different sources
Languages	<ul style="list-style-type: none">• Encore!• Quelle heure est-il?	<ul style="list-style-type: none">• How to use different adjective endings, both singular and plural.• To ask "Quelle heure est il?" and answer "il est cinq heure".• How to talk about different activities.
Music	<ul style="list-style-type: none">• Body and tuned percussion• Changes in pitch, tempo and dynamics	<ul style="list-style-type: none">• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.• To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.• To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

		<ul style="list-style-type: none"> • To understand that harmony means playing two notes at the same time, which usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To know that 'performance directions' are words added to music notation to tell the performers how to play. • To know that playing in time means all performers playing together at the same speed.
PE	<ul style="list-style-type: none"> • Dance (Unit 1) • Tag Rugby • Netball • Gymnastics (Unit 1) 	<ul style="list-style-type: none"> • Work to develop a solo secret agent phrase and explore relationship variations through trio dance, such as action and reaction. Practice and perform a variety of different formations. • Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay. • Introduce netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of netball. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves. • Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.
PSHE	<ul style="list-style-type: none"> • Being me in my world • Celebrating difference 	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different
RE	<ul style="list-style-type: none"> • Are all religions equal? 	<ul style="list-style-type: none"> • Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs

	<ul style="list-style-type: none"> What makes some texts sacred? 	<ul style="list-style-type: none"> Talk about why making connections can be helpful. Identify some different names and ways of describing God. Explain similarities and differences between the ways people from different worldviews understand God. Use scripture to find out what people might believe. Describe the links between the story of Guru Nanak and some Sikh beliefs and practices. Explain why equality and harmony were important to many Sikhs in the past and why they are still important today. Use a range of sources to find out what might be important to some people from the Bahá'í faith. Compare what people with different worldviews may think about other religions. Express ideas creatively about how and why World Religion Day is important. Make links between their work and learning from previous lessons. Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions. Giving some reasons why different Hindu texts might be significant to people. Identifying the key events that led to the writing of the Buddhist Canon. Discussing the importance of the Buddhist canon to some people today. Providing examples of why and how the Guru Granth Sahib is respected. Drawing out connections between beliefs and practices. Comparing and making links between scriptures from different worldviews. Identifying the role and value of scripture in some people's lives.
Science	<ul style="list-style-type: none"> Digestion and food Electricity and circuits 	<ul style="list-style-type: none"> The main organs of the human digestive system are the mouth, teeth, tongue, oesophagus, stomach, small and large intestines and have different functions. The different types of human teeth are incisors, canines, premolars and molars and have different functions. Teeth can be damaged by sugary and acidic food, for example. It is important to brush your teeth twice a day, make good food choices and visit the dentist regularly. The teeth of carnivores and herbivores are different for a reason. That all electrical appliances need a power source, including batteries or mains electricity. That an electrical circuit needs a complete path for the electrical charge to flow through.

		<ul style="list-style-type: none"> • The main components in a series circuit. • The precautions for working safely with electricity. • That some materials allow electric charge to pass through them quickly and these are known as electrical conductors (e.g. metals).
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Spring Term

Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> • Layered Landscapes: Rainforests in the Style of Rousseau 	<ul style="list-style-type: none"> • Show an awareness that objects have a third dimension. • Mix and use, tints, tones and shades and apply to work. • The name, nationality, style and famous works of Henri Rousseau
Computing	<ul style="list-style-type: none"> • Data logging • Repetition in games 	<ul style="list-style-type: none"> • Gather and analyse data • Use loops in programming
Design Technology	<ul style="list-style-type: none"> • Fastenings (Textiles) 	<ul style="list-style-type: none"> • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.
Geography	<ul style="list-style-type: none"> • Life in the Rainforest 	<ul style="list-style-type: none"> • Locate world's countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (Focus on South America) • Understand geographical similarities and differences through the study of human and physical geography of a region with South America. • Compare different types of settlements and land use.
History	<ul style="list-style-type: none"> • Reading Abbey 	<ul style="list-style-type: none"> • Know that the Abbey is an important historical site in Reading • Use evidence to build up a picture of a past event • Place events from period studied on time line
Languages	<ul style="list-style-type: none"> • Les fetes • Ou vas-tu? 	<ul style="list-style-type: none"> • How to count from 21-60 • To know the meaning of some directional vocabulary • To use some vocabulary related to weather
Music	<ul style="list-style-type: none"> • Samba – carnival sounds and instruments 	<ul style="list-style-type: none"> • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. • To know that a motif in music can be a repeated rhythm.

PE	<ul style="list-style-type: none"> • Dance (Unit 2) • Tennis • Swimming • Gymnastics (Unit 2) 	<ul style="list-style-type: none"> • Concentrating on one simple theme throughout and linking all activities to communicate this to an audience. • Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay. • Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently. • Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body. Refine taking weight on small and large body parts.
PSHE	<ul style="list-style-type: none"> • Dreams and goals • Healthy me 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know that hopes and dreams don't always come true • Know how to work as part of a successful group • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Can identify the feelings that they have about their friends and different friendship groups • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive
RE	<ul style="list-style-type: none"> • Just how important are our beliefs? • Who was Jesus really? 	<ul style="list-style-type: none"> • Describe what baby welcoming ceremonies mean to some people. • Explain the role of adults in these ceremonies, especially the promises or commitments they make. • Describe the significance of commitment ceremonies to some people. • Understand the cultural and religious importance of commitment ceremonies. • Identify various items of clothing that people wear to express their beliefs. • Explain what items may signify about an individual's commitments or convictions. • Give examples of religious fasting and dietary restrictions. • Explain some reasons why people might demonstrate their commitment to beliefs through their diet.

		<ul style="list-style-type: none"> • Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. • Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be. • Share ideas about what Jesus might have been like. • Think critically about different representations of Jesus. • Explain the actions and qualities of Jesus which led some people to believe he was the Messiah. • Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament. • Explain the meaning of a parable. • Identify messages in Jesus' parables. • Discuss how different people might interpret accounts about Jesus. • Suggest what some Christians may learn from the Easter story.
Science	<ul style="list-style-type: none"> • States of matter • Sound and vibrations 	<ul style="list-style-type: none"> • All substances around us can exist as solids, liquids and gases. • A property of a solid is that it keeps its shape unless a force is applied to it. • A property of a liquid is that it can flow freely and take on the shape of a container. • A property of a gas is that it does not have a fixed shape and can escape from an unsealed container. • Heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating). • Cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing). • Water can exist as a solid, a liquid or a gas. • The melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius. • Water flows around the world in a continuous process called the water cycle. • In the water cycle, evaporation is when bodies of water are heated and turn into water vapour. • In the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation. • The rate of evaporation increases as the temperature rises. • Sound is a result of vibrations.

		<ul style="list-style-type: none"> • Vibrations from sounds travel through mediums to the ear. • An insulating material reduces the amount of vibrations that pass through it and this can be used to protect the ears from damaging sounds. • Different materials provide different amounts of insulation against sound. • A variety of ways to change the pitch or volume of a sound.
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Summer Term

Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> • Clay Creations: Greek Pottery in 3D 	<ul style="list-style-type: none"> • Shape, form, model and construct malleable and rigid materials – clay
Computing	<ul style="list-style-type: none"> • Audio production 	<ul style="list-style-type: none"> • Record and edit audio
Design Technology	<ul style="list-style-type: none"> • Slingshot Cars (Mechanical Systems) 	<ul style="list-style-type: none"> • To understand that kinetic energy is the energy that something (object/person) has by being in motion.
Geography	<ul style="list-style-type: none"> • Rivers and fieldwork 	<ul style="list-style-type: none"> • Describe how physical geographical features are formed. • Describe the water cycle. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital mapping technologies.
History	<ul style="list-style-type: none"> • Ancient Greece 	<ul style="list-style-type: none"> • Know that there was a civilisation in Greece 3000 years ago • Know that democracy was born in Ancient Greece • Identify key features and events of time studied
Languages	<ul style="list-style-type: none"> • On Mange • Le cirque 	<ul style="list-style-type: none"> • How to ask and answer what they would like • To know the names of basic food items • To know vocabulary related to clothing
Music	<ul style="list-style-type: none"> • Adapting and transposing motifs 	<ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

		<ul style="list-style-type: none"> To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
PE	<ul style="list-style-type: none"> OAA Athletics Rounders 	<ul style="list-style-type: none"> Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve. Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.
PSHE	<ul style="list-style-type: none"> Relationships Changing me 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can suggest ways to manage relationship changes including how to negotiate Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change
RE	<ul style="list-style-type: none"> Why is the Bible the best-selling book of all time? Does the language of scripture matter? 	<ul style="list-style-type: none"> Identify events involved in the compilation and creation of the first Christian Bible. Comparing different types of writing found in the Bible and discussing their purposes. Explain the criteria used to decide which texts were included in the canonised Bible. Explain the impact of key figures and events on the development of the modern-day Christian Bible. Describe how and why the Christian Bible has developed over time. Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. Investigate and identify where the Bible is found in different churches and how this has changed over time.

		<ul style="list-style-type: none"> • Identify examples of how the Bible has influenced modern British life. • Present their learning about the Bible's impact and relevance. • Describe some oral traditions in some ancient societies. • Understand the reasons written traditions developed. • Discuss why new languages develop as a result of diaspora. • Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today. • Identify religious and cultural uses of Hebrew and Arabic. • Describe why some believers choose to learn and read the language of their religious scripture. • Identify an ancient language, a translation and a commentary in a copy of a page of scripture. • Consider what might be holy to a believer. • Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. • Reflect on why some scriptures have no art or symbols.
Science	<ul style="list-style-type: none"> • Classification and changing habitats • How does the flow of liquids compare? 	<ul style="list-style-type: none"> • Living things can be grouped in different ways. • A classification key can be used to group and identify plants and animals. • Vertebrates are animals that have a backbone and invertebrates are animals that do not have a backbone. • Plants can be grouped into flowering or non-flowering varieties. • Flowering plants include grasses and non-flowering plants include ferns and mosses.