



Year 4 2019/2020 Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anglo Saxons	Materials and Sound	Ancient Egypt	Australia	Electricity/Quest	Local History
English	<p><u>WRITING</u> <u>Poetry</u> Metaphors then kennings I wish poem about being a Saxon hero....</p> <p><u>Fiction</u> Beowulf- Anglo Saxon traditional epic tale PWP</p> <p><u>Letter recount</u> Recount about what happens at a Saxon feast [after having a Saxon feast]</p> <p><i>OBJ:Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</i></p> <p><u>READING</u> <u>guided reading inc</u> Beowulf</p> <p><u>Class reader</u> Anglo Saxon Boy</p>	<p><u>WRITING</u> <u>Fiction</u> Losing Tale- suspense The Tunnel</p> <p><u>Discussion</u> Should his sister go into the tunnel?</p> <p><i>OBJ:Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</i></p> <p><u>READING</u> <u>Guided reading inc</u> BFG extracts playing with sounds/words</p> <p>NF science books</p> <p><u>Class reader</u> BFG or Horrid Henry Rocks</p>	<p><u>WRITING</u> <u>Fiction</u> Warning tale - cliff hangers Ra's adventure</p> <p><u>Instructions</u> How to mummify a person</p> <p><i>OBJ:Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</i></p> <p><u>READING</u> <u>Guided reading inc</u> Scarab's Secret</p> <p><u>Class reader</u> The Cat Mummy J Wilson</p>	<p><u>WRITING</u> <u>Fiction</u> Finding Tale - finding Australia / land?</p> <p><u>Explanations</u> . How the digestive system works Great barrier reef and erosion</p> <p><u>Poetry</u> Australian Animals</p> <p>Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</p> <p><u>READING</u> <u>Class Readers</u> The Goat Who Sailed the World [J French] Diary of a wombat; Possum Magic; Edward the Emu</p> <p><u>Guided reading</u> Kensuke's Kingdom</p>	<p><u>WRITING</u> <u>Fiction</u> Tale of Quest –</p> <p><u>Persuasive</u> Persuade Edmund to join the witch</p> <p>Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</p> <p><u>READING</u> <u>Guided reading</u> extracts from LWW</p> <p>NF science books</p> <p><u>Class Reader</u> The Lion, Witch, Wardrobe</p>	<p><u>WRITING</u> <u>Fiction</u> Tale of fear - action The Canal</p> <p><u>Non Chron Report</u> Rivers</p> <p>Plan their writing by discussing writing similar Draft, write, evaluate and edit, proofread and read own writing aloud.</p> <p><u>READING</u> <u>Guided reading</u></p> <p><u>Class Reader</u> Black Beauty A Sewell [Norfolk/Norwich author]</p>
Reading	<p style="text-align: center;">1. <u>OBJECTIVES 2014 CURRICULUM</u></p> <p>2. exploring a novel and developing key reading skills such as: decoding, inference, retrieval of information, exploring characters, predicting, discussing themes, identifying new vocabulary and the language an author has used.</p> <p>3. Extracts: exploring themes, summarizing, author's voice, retrieval, inference, predicting, exploring language.</p> <p>4. using dictionaries to check the meaning of words that they have read</p> <p>5. preparing poems and play scripts to read aloud and to perform</p> <p>6. discussing words and phrases that capture the reader's interest and imagination</p> <p>7. retrieve and record information from non-fiction</p>					



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<p>Spellings, Punctuation and Grammar</p>	<p><u>Spellings</u> CEW identified from year 3 writing books</p> <p>Ed past tense and doubling consonants</p> <p>Checking spelling in dictionaries first 3 letters</p> <p>Suffixes ment, ness, ful, less, ly</p> <p><u>Grammar & Punctuation</u> Word classes. Identifying nouns, verbs and adjectives. Powerful and emotive vocabulary. Using a thesaurus. Apostrophes in plurals</p> <p>Reported/directed speech. Openers, fronted adverbials. Conjunctions, when, if, because, although. Prepositions to denote time..</p>	<p><u>Spellings</u> CEW words identified from books Statutory Spelling Challenge Words</p> <p><u>Grammar & Punctuation</u> Adjectives and building noun phrases. Different sentence types, commas phrases, clauses. Synonyms Punctuating speech – inverted commas. Nouns, pronouns and avoiding repetition. Determiners</p>	<p><u>Spellings</u> Nouns ending in the suffix -tion adding prefixes Possessive Apostrophes and with plural words.</p> <p><u>Grammar & Punctuation</u> Brackets. Commas for lists. Verbs, Adverbs, starting sentences with adverbs and adverbial phrases. conjunctions, adverbs and prepositions to express time and cause Use of commas after adverbial phrases.</p>	<p><u>Spellings</u> Further prefixes</p> <p><u>Grammar & Punctuation</u> Word classes, tenses, prefixes/suffixes. Building suspense and atmosphere : present perfect form of verbs. Adverbs and adjectives. Compound words. Word roots and origins.</p>	<p><u>Spellings</u> Homophones & Near Homophones</p> <p><u>Grammar & Punctuation</u> Prepositions. Paragraphs. Conjunctions. Apostrophes for omission. Technical language. Persuasive language. Formal / informal.</p>	<p><u>Spellings</u> TBC</p> <p><u>Grammar & Punctuation</u> Revise word classes, punctuation and connectives. using fronted adverbials Pronoun, possessive pronoun</p>
<p>Handwriting</p>	<p>Size, legibility, consistency, which letters to leave unjoined, downstrokes parallel and equidistant, ascenders and descenders not touching so spacing in lines, joining diagonally.</p>					
<p>Maths</p>	<p>Number - Place Value Number - Addition and Subtraction Number - Multiplication and Division</p>	<p>Number - Addition and Subtraction Measurement - Length and Perimeter Number - Multiplication and Division</p>	<p>Decimals Measurement - Money Time Number - Multiplication and Division</p>	<p>Fractions Decimals Number - Multiplication and Division</p>	<p>Number - Multiplication and Division Measurement - Area Fractions Number - Multiplication and Division</p>	<p>Statistics Geometry - Properties of Shape Geometry - Position and Direction Number - Multiplication and Division</p>



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<p>Science</p>		<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound increases.</p> <p>States of matter Compare solids, liquids or gases.</p> <p>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.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Living Things Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Digestive System Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>A variety of electrical circuits are used to make a castle light up for LWW story.. Children use a range of components that include wire, batteries, buzzers, lights and switches.</p>	
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<p>History</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.</p> <p>Describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture.</p> <p>Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.</p>		<p>The achievements of the earliest civilizations - Ancient Egypt</p> <p>Find out about the different ways in which ancient Egyptians lived and worked.</p> <p>Understand what was important to people during ancient Egyptian times.</p> <p>Understand and explain the ancient Egyptian ritual of mummification.</p> <p>Understand how evidence can give us different answers about the past.</p> <p>Understand how evidence can give us different answers about the past.</p> <p>Compare and contrast the powers of different Egyptian gods.</p> <p>Mummifying fruit Hieroglyphics</p>			<p>Local History Study - Norfolk Broads</p> <p>Wildlife / waterbirds</p> <p>Land use around the Broads, house construction, thatching / reed cutting</p> <p>The origins of the Broads, peat digging, transportation-Norfolk Wherries</p> <p>The evolution of the tourism industry</p> <p style="color: blue;">Pond dipping, biodiversity, tree identification and using binoculars to look for birds on Hoveton Great Broad.</p>
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Geography	<p>Look at types of settlement in Anglo Saxon Britain.</p> <p>UK place names.</p> <p>Ordnance survey maps.</p>		<p>Locate Egypt in maps/atlasses.</p> <p>On a world map locate desert regions. (Know what rainforest and temperate regions are).</p> <p>Study the environmental regions, key physical and human characteristics, countries and major cities</p> <p>Compare the physical and human geography of Ancient Egypt with the UK.</p>	<p>Location knowledge Identify Australia on a map.</p> <p>Identify topographical features of coasts and how they change over time.</p> <p>Place knowledge Compare similarities and differences of coastal features in Australia and the UK.</p> <p>Understand the physical features of coasts, how they are formed and changed over time.</p> <p>Look at land use, settlements and human impact of coastal regions.</p> <p>Use ordnance survey maps to identify coastal features.</p> <p>Use 4 figure grid references.</p>		<p>Locate the main counties and cities in East Anglia and larger ones further afield, eg Manchester etc..</p> <p>Understand rivers, how to locate them on a map, why do people settle by rivers, different types of settlements.</p>
Computing	<p>Use Scratch to design and write programs to achieve specific goals, including solving problems.</p>	<p>Use logical reasoning.</p>		<p>Use internet safely and appropriately.</p>	<p>Understand computer networks.</p>	<p>Collect and present data appropriately.</p>
PSHE	<p>Being Me in My World I know my attitudes and actions make a difference to the class team Understand who is in my school community, the roles they play and how I fit in understand that my actions affect myself and others; I care about other people's</p>	<p>Celebrating Difference I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p>	<p>Relationships I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>	<p>Healthy Me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>Dreams and Goals I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>Changing Me I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>



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	feelings and try to empathise with them					
RE	<p style="text-align: center;"><u>Growing Up Becoming an adult</u></p> <ol style="list-style-type: none"> 1. Belonging to a group 2. Confirmation and believer's baptism 3. Bar Mitzvah 4. The Amrit ceremony 5. Taking responsibility 6. Initiation ceremonies 	<p style="text-align: center;"><u>Living Right Inspirational people</u></p> <ol style="list-style-type: none"> 1. What a hero! 2. Anne Frank 3. Mahatma Gandhi 4. Oscar Romero 5. Mother Teresa 6. We can make a difference 	<p style="text-align: center;"><u>Believing Judaism</u></p> <ol style="list-style-type: none"> 1. Abram 2. Moses 3. The Exodus 4. The Ten Commandments 5. The Sabbath 6. The synagogue 	<p style="text-align: center;"><u>Belonging Judaism</u></p> <ol style="list-style-type: none"> 1. The synagogue 2. Prayer 3. Rosh Hashanah 4. Yom Kippur 5. Food 6. Reflecting on learning 	<p style="text-align: center;"><u>Rights and Respect War and Suffering</u></p> <ol style="list-style-type: none"> 1. Why are there wars? 2. Why is there suffering? 3. Responses to suffering 4. Christmas Day truce 	<p style="text-align: center;"><u>Responsibility Neighbours</u></p> <ol style="list-style-type: none"> 1. Who is my neighbour? 2. When I needed a neighbour... 3. Whose neighbour are you?
Art and Design	<p><u>3D</u> clay create surface patterns and textures, impressing, incising.</p> <p>Drawing Use sketchbooks to collect and record visual information from different sources.</p> <p style="color: blue;">Sketching then making Anglo Saxon brooches Designing own Anglo Saxon helmets based grave goods from Sutton Hoo and other burial hoards in East Anglia</p>	<p><u>Textiles</u> Use a variety of techniques, e.g. dyeing and batik [resist techniques], stitching to create different textural effects Develop skills in stitching, cutting and joining See DT</p>	<p><u>Collage</u> work Embellishing using a variety of techniques, including drawing, painting and printing. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing</p> <p style="color: blue;">Egyptian death mask Clay canopic jars</p>	<p><u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> <p style="color: blue;">Aboriginal rock painting</p>	<p><u>Digital Media</u> Record and collect visual information using digital cameras and ipads. making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p> <p><u>Printing</u> Create repeating patterns Print with multilayer colours Look at Jackson Pollock and repeat work of Andy Warhol Modern Art Aslam or witch [LWW]</p>	<p><u>Drawing</u> (eg pencil, charcoal, chalk, pastel) Drawing familiar things from different viewpoints. Using line, tone and shade to represent things seen, remembered or imagined eg 3D effect</p> <p><u>Form and Shape</u> Begin to show an awareness of objects having a third dimension.</p> <p style="color: blue;">Sketching at EARLHAM park, Sainsbury Centre statues Henry Moore [show his drawings too of Underground in war.]</p>
Design and Technology	<p><u>Food Technology</u> Prepare and cook savoury dishes using a range of cooking techniques</p> <p>Understand seasonality</p>	<p><u>Textiles product linked to topic</u> Understand seam allowance.</p>		<p><u>Food product linked to topic</u> Follow instructions.</p>	<p><u>Technical knowledge</u> reinforce/ stiffen structures Use electrical systems in their products. Measure and cut out Joining techniques</p>	



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	<p>and ingredients grown, caught and processed.</p> <p>Link to Anglo-Saxon farming and preparing their own Anglo Saxon feast</p>	<p>Join fabrics using running stitch, over sewing and back stitch.</p> <p>Explore fastenings and recreate some (for example sew on buttons and make loops).</p> <p>Produce a prototype using J cloths.</p> <p>Use appropriate decoration techniques (for example appliqué).</p> <p>Design, make, evaluate.</p> <p>Christmas decoration/stocking</p>		<p>Join and combine a range of ingredients selecting own ingredients</p> <p>Work safely and hygienically.</p> <p>Understand a balanced diet.</p> <p>Measure and weigh food items.</p> <p>Design, make, evaluate</p> <p>Vegetable kebabs for barbecue or salads</p>	<p>Finishing techniques</p> <p>Model linked to lion witch wardrobe story, make castle and light it up</p>	
Languages	Revision of Year 3 topics	Rigolo	Rigolo	Rigolo	Rigolo	Rigolo
Music	<p>Mamma Mia!</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.</p>	<p>Glockenspiel Stage 2</p> <p>This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.</p>	<p>Blackbird</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Lean on Me</p> <p>A Soul/Gospel Song by Bill Withers</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Stop!</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop!</p> <p>When performing with the track, children will play their composition during the playing/instrumental section.</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE						
Trips/Visitors	Stowe Anglo Saxon village	Science Visitors (TBC)	Norwich Castle (Day Egyptian)			<p>Earlham Park</p> <p>Sainsbury Centre</p> <p>City of Norwich Museum</p> <p>Broads trip</p> <p>City Centre walk of local landmarks cathedral close, river, elm hill, market place, city hall, guildhall, view castle.</p>



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