

**Curriculum Map 2020-2021 Year 4**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
RE		The Bible	Trust in God	Jesus the Teacher	Jesus the Saviour	The Early Christians	The Church
English	<i>Text:</i>	The Iron Man Science Fiction (Ted Hughes)	Myths and Legends (link to history)	The London Eye Mystery - Mystery (Siobhan Dowd)	When Jessie Came Across the Sea Quest story (Amy Hest)	Stig of the Dump Adventure (Clive King)	Leon and the Place Between Fantasy (Graham Baker-Smith)
	<i>Non-fiction</i>	Instructions (link to creating own Iron Man)	Explanation texts	Newspaper reports (link to geography - Venice sinking, and London Eye Mystery)	Non-chronological reports (link to Geography)	Discussion Texts (link to history - Romans - evil invaders or innovative improvres)	Instructions (link to DT - making and playing the game) Discussion Texts (link to history - Romans - evil invaders or innovative improvres)
	<i>Fiction</i>	Science Fiction	Myths and Legends	Mystery	Quest	Imaginary Worlds	Fantasy
	<i>Poetry</i>	The Coming of the Iron Man (Brenda Williams)			Extinct (Mandy Coe) Anthropomorphic poetry		Blackberries (Seamus Heaney)
Maths		Solve number and practical problems using place value	Using formal written methods to solve problems Problem solving using measures and fractions	Solving Number and practical problems Problem solving in the context of 2D and 3D shapes	2D and 3D shapes cont. Interpreting, presenting and comparing data	Solve problems involving position and direction Solve measure and money problems involving fractions and decimals	Mathematical Investigations Revision
Science		Sound (link to the Iron Man - soundscape)	Animals Including Humans	States of Matter (link to geography - Venice)	Living things and their habitats (link to geography - Venice)		Electricity (link to DT)
History			Ancient Greece (link to literacy and DT)			The Romans What impact did the Romans have on Great Britain then and now? (link to literacy and art)	
Geography		Sustainability How can we live a sustainable lifestyle? Link to literacy)		Comparing and Contrasting International Cities Venice/London/Washington Which city would you save and why? (link to literacy and DT)			
Computing		Espresso Coding Unit 1	Digital literacy and e-safety	Espresso Coding Unit 2	Digital literacy Project	Espresso Coding	Digital literacy and e-safety
PE		<u>½ Hour</u> Swimming <u>1 Hour</u> Cross-Country Invasive games: Netball / Football	<u>½ Hour</u> Indoor Athletics <u>1 Hour</u> Cross-Country Invasive games: Netball/Football	<u>½ Hour</u> Indoor Athletics <u>1 Hour</u> Cross-Country Invasive games: Hockey/ Tag rugby	<u>½ Hour</u> Swimming <u>1 Hour</u> Cross-Country Invasive games: Hockey/ Tag rugby	<u>½ Hour</u> Striking Games: Rounders and cricket <u>1 Hour</u> Sports day Preparation	<u>½ Hour</u> Striking Games: Rounders and cricket <u>1 Hour</u> Tennis
DT			Sewing - Greek Headdress (link to literacy and history)	Food - compare fast food in 3 cities (link to geography)			
Art		Watercolour Landscapes (link to science and literacy)			Mono-printing (link to geography and literacy)	Profile Portraits - Roman coin (link to history)	Collage using different materials
<u>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</u>		Universal Rights: Article 1: All are free and equal in dignity and rights Article 2: The rights apply to everyone: whatever their race,	Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's personalities and talents to the full.	Children's Convention Article 31: The right to relax and play, and join in with a range of activities	Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously	Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country:	Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs Article 32: The right to be protected from danger Article 33: The right to be protected from drugs

	religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person	Article 30: Right to learn and use the customs of the family				
<u>British Values</u>	Tolerance of other faiths	Individual Liberty	Individual Liberty	Democracy	Rule of Law	Rule of Law
PHSE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Spanish	Reviewing greetings and routines New colours Weather conditions	Feelings Numbers up to 100. Describing members of the family Reading simple texts	Review of animals Asking about pets To work the pronunciation of the words (Spanish phonics)	Spanish speaking countries Geographical and cultural features about Spain Spanish food	Seasons Review clothes City features on maps	Transport Review summer vocabulary