

Curriculum Map 2021-2022 Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
RE	The Bible	Trust in God	Jesus the Teacher	Jesus the Saviour	The Early Christians	The Church	
RSE		Designed for a purpose We don't have to be the same Respecting our bodies	What is Puberty? Changing bodies	What am I feeling? What am I looking at? I am Thankful!	Life cycles	Trinity House How do I love others?	
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	Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's	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 2: The rights apply to everyone: whatever their race, 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	personalities and talents to the full. Article 30: Right to learn and use the customs of the family					Article 32: The right to be protected from danger Article 33: The right to be protected from drugs
<u>British Values</u>	Tolerance of other faiths	Individual Liberty	Individual Liberty	Democracy	Rule of Law	Rule of Law	Rule of Law
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	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	Transport Review summer vocabulary
<u>Music – over the year</u>	Pulse	Rhythm	Melody and Notation	Active Listening	Improvising and Composing	Performing	Singing
	On a tuned instrument ,keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos	Perform pieces with at least 2 rhythms happening together; recognise clap and back rhythms using single quaver rests	Perform from and compose using 5 pitched notes (or 4 chords)	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time	Improvise and compose tunes using 5 notes. Create dynamic rhythmic patterns (around 4 bars)	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments	Sing songs in two parts that have contrasting melodies and counter-melodies