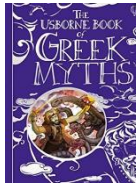
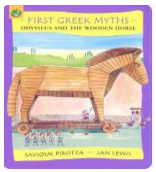
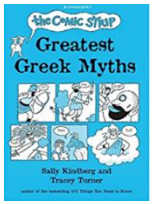
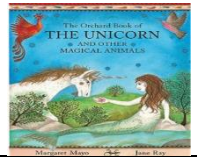
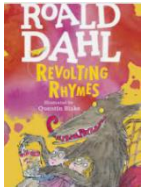
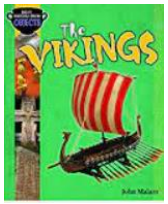
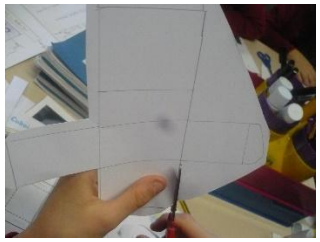
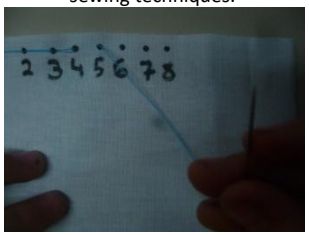
Year 4 - Curriculum Map 2024.25

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Ancient Greece**		**Europe/ Italy**		**National Parks Yorkshire/Yorkshire Invaders**	
Curriculum Link	**History**		**Geography**		**Geography**	**History**
Breadth	Ancient Greece, myths and legends.		Human and physical geography of Europe.		Human and physical geography of Yorkshire.	Anglo-Saxons and Vikings.
Core Text (s)	 	 				
	The Usborne book of Greek myths. Legends: Beasts and Monsters - Anthony Horowitz	Greatest Greek Myths – Sally Kindberg and Tracey Turner. The Orchard book of The Unicorn and Other Magical Animals.	Wolves in the wall – Neil Gaiman. Revolting rhymes and other texts.	Fourteen wolves – Catherine Barr.	Viking boy – Tony Bradman.	The Vikings – John Malam. Viking express – Andrew Langley.
Visits and visitors	Greek day experience		Lineham farm residential visit.		Viking day workshop.	

Community Links			Multi faith trip - .RE.			
English	Persuasive writing – Making a travel brochure. Greek travel brochures. Narrative (myths) – Pegasus and the Chimera. Understanding the features of a myth. Poetry – Fall leaves fall by Emily Bronte	Wanted poster for the Chimera. Descriptive piece of writing of a mythical beast - suspense and tensions in stories. Poetry - Olympians poem	How are wolves portrayed in literature? – Comparison. Wolves in the wall – character viewpoints - Persuasive letter. Non chronological report about Lineham farm. Share write poem describing the wolves from Wolves' in the wall. Balanced arguments – should wolves be reintroduced to Scotland? Poetry – Gray wolf		Character descriptions and inferences – Viking Boy. Narrative prediction – Viking Boy. Poem – poetry slam. Newspaper article – Viking Boy. Poetry – Yggdrasil tree (Norse mythology).	
Maths	**Number – Place Value** Children will learn to recognise the value of the thousands, hundreds, tens and ones. They will find 100 and 1000 more and less than given numbers and solve practical problems. **Number – Addition and Subtraction** Children will practise column addition and subtraction with exchanges. They will find the most efficient way to subtract and learn how to estimate.	**Measurement – Area** Children will learn to find the area of rectilinear shapes by counting the squares.. **Number – Multiplication and Division** Children will practise counting in multiples of 6, 7, 9, 25 and 100. They will learn to multiply 2 digit numbers by 1 digit numbers using the distributive law.	**Number – Multiplication and Division** Children will continue to practise multiplication facts and learn to multiply one digit numbers by 2 digit numbers using a formal written layout. **Measurement – Length and perimeter** Year 4 will learn how to find and measure the perimeter of rectilinear shapes in cm and m	**Number – Fraction** Children will learn about equivalent fractions. They will investigate fraction problems looking at quantities. **Number – Decimals** They will learn to write decimal equivalents of any number of tenths or hundredths. Children will learn to solve fractions and decimals problems to two decimal places.	**Number – Decimals** Year 4 will compare numbers with the same number of decimal places up to two decimal places. They will learn to round decimals and identify the value of tenths and hundredths. **Measurement – Money** Children will learn to estimate, compare and calculate different measures, including money in pounds and pence. **Measurement – Time** Children will learn to read, write and convert time between analogue and digital 12- and 24-hour clocks. They will investigate problems involving time and conversion from hours to minutes; minutes to seconds; years to months; weeks to days.	**Geometry – Properties of Shapes** Children will investigate angles; they will learn to identify and order acute and obtuse angles. They will also learn to classify shapes and identify lines of symmetry in different orientations. **Statistics** Year 4 will begin to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. They will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry – Position and Direction** Year 4 will learn to describe positions on a quadrant in coordinates and plot coordinates to create a shape. They will learn to describe the movements of a translation.
Science	**States of Matter** We will learn about the differences between solids, liquids and gases, classifying objects and identifying their properties. We will recognise that temperature causes a change in states. We will work scientifically and collaboratively to investigate	**Living Things and Their Habitats** We will explore a variety of ways to identify, sort, group and classify living things. We will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within	**Animals Including Humans** We will look at the human digestive system; identifying the different parts and their functions. To demonstrate our knowledge, we will construct a working model of the human digestive system which can digest a piece of bread. We will also study teeth; examining the different types of teeth and the different jobs they do, comparing the teeth of different animals (carnivores, omnivores and herbivores) and suggesting reasons for similarities and differences. We will then conduct an investigation		**Sound** We will learn how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. We will learn about how sounds are made and complete a 'sound survey' of our school. We will create a human model of the way particles pass sound	**Electricity** We will learn about what electricity is and how it was discovered. We will find out about the role of protons, neutrons and electrons in generating an electric current, and discover how electrons move in a complete and an

	the weight of a gas and to find the ideal temperature to melt chocolate. Finally, we will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.	these classifications. We will use and create classification keys to group, identify and name living things in different habitats – including our local habitat of Weetwood. We will consider how environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. Throughout the topic, we will develop our skills when working scientifically by gathering, recording and presenting information in different ways.	in to tooth decay and its causes. Finally, we will consider the diets of different animals and construct and interpret a variety of food chains.		vibrations on, and write and star in our own documentary explaining how sound travels. We will explore pitch, and will use our understanding of how high and low sounds are made to create our own set of pan pipes. We will also investigate how sounds change over distance and through different materials by creating and using string telephones. We will work scientifically to investigate the best material for soundproofing to help a band who needs to make their noisy music studio quieter. At the end of this half term we will demonstrate our skills and knowledge about sound by designing and creating musical instruments that will play high, low, loud and quiet sounds.	incomplete circuit. Throughout this topic, we will identify which appliances use electricity in our homes and at school. We will discuss how to keep ourselves safe and give advice to others. We will construct circuits and start to create pictorial circuits. We will experiment with different materials to identify electrical conductors and insulators. Towards the end of this topic, we will apply our knowledge of how circuits work and use our skills of working scientifically to conduct an investigation into how easily different types of switches can break and reconnect a circuit.
Extended Writing						Non-chronological reports about electricity which include an explanation of how a circuit works
Investigative Science – Focus question?	Will a coat cause a snowman to melt quicker?	How can humans negatively or positively change the environment? Can we encourage/discourage invertebrates to visit an area?	How do we digest and get energy from the food we eat?	Which drinks damage tooth enamel the most?	How can we soundproof a room?	How does a switch turn off a light or buzzer in a circuit?
DT	**<u>Structures</u>** Children will learn how to make a 3D shape from a 2D net. They will investigate different packaging and then go on to design make and evaluate their own. 		**<u>Food</u>** Children will continue to learn about the different food groups, including the foods we need to eat to have a healthy balanced diet. They will design, make and evaluate a meal building on the cooking skills they have already learnt. *(European national dishes)* 		**<u>Electrical systems</u>** Children will make an electrical circuit incorporating a light bulb. They will they go on to design, make and evaluate their own light product. 	

<table>
<tr><td>Art</td><td colspan="2"><u>Collage</u>
Children will learn about, and look at collage artwork. They will explore different collage techniques such as mosaic, tessellation and montage.
 </td><td colspan="2"><u>Textiles</u>
Children will shape and stitch materials using back and cross stitch sewing techniques.
  </td><td colspan="2"><u>Sculpture</u>
Children will use clay to create and combine shapes. They will learn how to add detail and texture using clay tools.
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 </td></tr>
<tr><td>History</td><td colspan="2"><u>Ancient Greece</u>
We will undertake an in-depth study of Ancient Greece and investigate the achievements of the time. We will learn about the life of famous Ancient Greek philosophers, writers, mathematicians, scientists and leaders. We will read Ancient Greek myths and legends and learn about their gods and goddesses.

We will consider the influence Ancient Greek legacies have had on later periods in history. We will compare life in Ancient Greece with life in Britain at the same time and in the modern day.

We will learn about how the ancient Greeks lived, their clothes, education and houses.

We will learn about the Athenians and Spartans and democracy.</td><td colspan="2"></td><td></td><td><u>Yorkshire invaders</u>
We will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
We will consider how Yorkshire was shaped by Anglo-Saxons and Vikings, investigating evidence of their invasions and settlements in Britain. We will learn about the Viking raid on Lindisfarne.</td></tr>
<tr><td>Geography</td><td colspan="2"></td><td colspan="2"><u>Europe/Italy</u>
We will investigate places in Europe; examining and comparing the physical and human features of different European countries. We will also develop our skills of communicating geographically by examining a range of maps and understanding how to use and interpret the eight points on a compass, four figure grid references, and map symbols. We will go on a virtual tour of several countries, deciding how best to travel to these locations and investigating landmarks, extreme landscapes (such as volcanoes and hot springs) and cultural traditions.
We will compare and contrast life in different European countries at different times in history. We will learn about historically significant geographic events in Europe, such as volcanic eruptions, earthquakes and extreme weather.</td><td><u>National parks Yorkshire</u>
We will investigate places in the UK; naming and locating counties and identifying cities in Yorkshire.

We will identify human and physical features of Yorkshire and consider population density and land-use patterns. We will consider how Yorkshire has been shaped by nature and by humans over time.

We will compare the city of Leeds to the rural village of Hutton-le-Hole in North Yorkshire and the coastal town of Whitby.</td><td></td></tr>
<tr><td>Extended writing</td><td></td><td></td><td>Guide book – Italy (leaflet).</td><td></td><td></td><td>Biography of Alexander the Great</td></tr>
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French	**Portraits - describing in French** Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	**Clothes - getting dressed in France** Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	**French numbers, calendars and birthdays** Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.	**French weather and the water cycle** Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates	**French food** This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.	**French and the Eurovision Song Contest** Writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries.
Intercultural understanding	**European Day of Languages** Children will: -learn about the French language and where else it is used.	**Joyeux Noel** Children will: - find our about different Christmas traditions in France.	**Paris** Children will: -learn about the city of Paris and key landmarks.	**Easter** Children will: -learn about how Easter is celebrated in France and key words for different symbols of Easter.	**Boules competition** Children will: -learn about the French game of Boules and take part in a game.	**Celebration event** Children will: -identify and name different types of French food -try different food
Computing	**Computing systems and networks - Collaborative learning.** Children learn how to work collaboratively in a responsible way. Look at a range of collaborative tools such as Google Docs. Understand the benefits of working together and how the internet provides opportunities for this.	**Programming 1 - coding with Scratch.** The coding program Scratch is explored further by revisiting its key features. Introduce the children to the concept and execution of 'variables' in code scripts.	**Creating media - website design.** Develop research and word processing skills. Learn about how web pages and websites are created. Explore how to change layout, embed images and video links.	**Skills showcase - HTML.** Children learn about the mark-up language behind a web page. Explore HTML tags. Change HTML and CSS code to alter images. Create a fake news story.	**Programming 2 - Computational thinking.** Computational thinking are the four skill areas to solve problems effectively: abstraction, algorithm design, decomposition and recognition. Explore and apply these skills in a range of plugged and unplugged activities. Complete an independent programming challenge.	**Data handling - Investigating weather**. Researching and storing data using spreadsheets. Designing a weather station which gathers and records data. Learn how weather forecasts are made.
E-Safety	**What happens when I search online?** Searching for information and making judgments about the accuracy of the results.	**How do companies encourage us to buy online?** Look at the methods used to encourage people to buy things online. Learn to recognise when these appear online.	**Fact, opinion or belief.** Children learn that just because we see or read something online doesn't mean it is true. Learn to create their own judgments about what they have read.	**What is a bot?** Children learn that technology can be designed to act like or impersonate living things. Discuss the benefits and risks this might cause.	**What is my Tech timetable like?** Children learn about positive and negative distractions of technology. Explore their own use of technology.	**How can I be safe and respectful online?** Children learn a range of techniques and strategies for being safe and respectful online. Respecting the thoughts and beliefs of others. Recognising healthy and unhealthy online behaviours.

Music	Kapow – Whole class playing of an instrument. Whole-class instrumental lessons on tuned percussion. This unit develops pupils' rhythmic, singing and notation skills.	Kapow - Learn about the history and features of Calypso music. Perform a calypso style song with voices and tuned percussion in multiple parts, playing from staff notation.	Kapow - Learn about the history and features of Latin American music. Perform a salsa style song and play from staff notation; a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.	Kapow - Discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns. Identify traditional gamelan instruments, learning about the concept of an octave & exploring how different timbres are used in gamelan music	Kapow - Learn and understand the history and key features of Bollywood films, how ambient sounds can be used to enhance a film. Use staff notation and perform a film sequence using instruments and movement	Kapow - Explore minimalism, identifying music features such as interlocking patterns and layered textures. Sing, play and apply skills reading staff notation and playing tuned percussion
Composer / artist focus	**South Africa** Ladysmith Black Mambazo Zulu/Isicathamiya: Inkanyezi Nezazi	**Caribbean** Trinidad steel band, Tropical Bird	**South America** Sergio Mendes Fanfarra (Cabua-Le-Le)	**Indonesia** Gong Kebyar of Peliatan Baris	**India** Jai Ho (Slumdog Millionaire) A R Rahman	**North America** Mike Oldfield Tubular Bells
PE and Sport	**Swimming** The children will learn and develop swimming techniques, water confidence and stamina. **Fundamental Movement Skills** **Dance - Space**	**Swimming** The children will learn and develop swimming techniques, water confidence and stamina. **Functional Fitness** **Gymnastics**	**Striking and Fielding** **Multi Sports**	**Multi Skills** **Multi Sports**	**Dodgeball** **Invasion Games**	**Athletics** **World Sports**
RE	**How do the Five Pillars guide Muslims?** -Children will learn about Muslim beliefs and practices, Allah and the Prophet Muhammad, Five Pillars of Islam as a way of focusing on key beliefs. -They will learn about some key teachings and consider how these reflect and affect the values and lives of believers.	**How do ancient stories influence modern celebrations?** -Children will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. -They will consider how they use light as a representation of hope, joy, remembrance and reflection.	**What faiths and beliefs can be found in our country and community?** - Children will develop an understanding of community and diversity of different faiths, comparing and contrasting and show an understanding of how a community works together -- -Children will look at different places of worship and their significance to believers. -They will look at what happens, what can be found at different places of worship and their importance.	**How are the stories of Holy Week important to Christians?** -Children will develop a greater understanding of the significant events of Holy Week -They will look at how the current celebrations of Holy Week and Easter link to the stories heard.	**Why do the lives of the Gurus inspire Sikh believers?** Children will explore the concept of 'guru' as a religious teacher in Sikhism. - They will learn about the role and significance of Sikh scripture, the Guru Granth Sahib and how it was created and is treated and how it links of the lineage of the ten Sikh gurus. - Children will learn about Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice.	

RE Extended writing	Comic strip about the life of the Prophet Muhammad	Non-chronological report about festivals and celebrations in different religions	Non-chronological report about local places of worship	Diary extracts showing the events of Holy Week from the perspective of different people.	Instructions for treatment of Guru Granth Sahib (book)	
PSHE	**Being me in my world.** Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour?	**Celebrating difference** Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions.	**Dreams and goals.** Hopes and dreams. Overcoming disappointment Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience Positive attitudes.	**Healthy me.** Healthier friendships. Group dynamics. Smoking. Alcohol Assertiveness. Peer pressure. Celebrating inner strength.	**Relationships.** Jealousy, Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing appreciation to people and animals.	**Changing me.** Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.
Mindmate lessons	**Feeling good and being me.** The children will recognise and respond appropriately to a wider range of feelings in others. They will talk about an event that made them have strong feelings.	**Being the Same and being different.** Children will learn that their actions affect themselves and others and begin to develop self-awareness. They will investigate the connection between discrimination and uncomfortable feelings and be able to use a range of vocabulary to apologise when they have done something wrong/unkind.	**Solving problems** (Making it better) Children will recognise that, at times, they may experience conflicting emotions. They will learn more about managing their emotions and have the opportunity to develop a coping strategy that will work for them & explain the steps involved.	**Strong Emotions** The children will learn that people can experience conflicting emotions at different times, such as times of loss and change, stress, anxiety and recognise when and how to ask for help.	**Friends and family** Children will recognise what constitutes a positive, healthy relationship.	**Life Changes** The children will discuss factors, including changes, that can affect people's emotional wellbeing & that feeling different emotions is a part of life.