Long Term Curriculum Map – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**River Explorers!**	**What did the Romans do for us?**	**Power It Up!**	**Were the Dark Ages Dark?**	**Where does our food come from?**	**Why is the Amazon Amazing?**
Humanities	<u>Geography</u> To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river.	<u>History</u> **In depth study: The Roman Empire and its impact on Britain** To explain why the Romans wanted to invade Britain. To explain why the Roman army was so successful. To explain how the Roman army spread. To explain how the Roman army influenced the culture of the people of Britain and life today. To know who Boudicca was and why she is significant	<u>Geography</u> To understand that our country is made of different areas called 'counties'. To find and identify local counties. To make comparisons between the UK and Africa. To understand and explore countries and continents.	<u>History</u> **In depth study: The effects of Anglo Saxon, Viking and Scots settlement in Britain** To explain who the Anglo-Saxons and Vikings were and why they settled in Britain. To describe the relationship between Anglo-Saxons and Vikings. To describe what people's lives were like during Saxon and Viking settlements. To explain what has most changed and what has continued from Anglo-Saxon and Viking society.	<u>Geography</u> To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where out food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.	<u>Geography</u> To describe and give examples of a biome and find the location and some features of the Amazon rainforest. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living int he Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used.

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Science	To compare materials. To group materials together, based on observations. To recognise that some materials, for example water, may exist in solid, liquid and gas states. To recognise when these processes, called freezing, boiling and melting, take place. To recognise when evaporation and condensation take place. To explore what happens to a material that is evaporating or condensing. To identify the part played by evaporation and condensation in the water cycle. **Working Scientifically** To make careful observations and record these. To read scales accurately including thermometers. To record and present data effectively. To report on findings and draw conclusions from them.	To use scientific terms such as producer and consumer, oesophagus and intestine. To describe the process of digestion and understand why food needs to be digested. To make appropriate observations and measurements. To explain the differences between the teeth of a herbivore and a carnivore. **Working Scientifically** To record observations and suggest explanations for these noticing simple patterns in any recorded data	To describe some of the dangers associated with mains electricity. To be able to construct and test a simple series circuit. To be able to identify some reasons why an appliance or component might not work in a circuit. To be able to test some materials to see if they are conductors or insulators. **Working Scientifically** To use results to draw simple conclusions. To apply prior learning to a problem or question.	To know how sounds are made. To understand how high and low-pitch sounds are made. To explain how sounds travel. **Working Scientifically** To identify patterns in data. To use results to form conclusions. To use evidence to answer questions.	To identify causes and effects of pollution. To explain the impact of pollution on living things. To explore solutions to help reduce negative human impacts on the environment. **Working Scientifically** To gather, record and classify information. To set up a simple practical enquiry. To present scientific enquiry in the form of graphs.	To recognise that living things can be grouped in a variety of ways. To begin to identify plants and animals found locally using simple keys. To make observations of animals and plants. To recognise that we need to care for the environment and give examples of things we can do. To describe how the environment may change over time. **Working Scientifically** To make careful observations. To ask relevant questions in order to sort and classify.

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Art/DT	**Design Technology: Construction** Students will design, make and evaluate a water raft/boat out of wood or sustainable materials. Students will also explore how structures can be made stable, shape and what materials would be most appropriate to use. ***Technical Knowledge:*** To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Design Technology: Food Technology** Students will explore and make foods brought to Britain by the Romans and evaluate Roman food such as: nettle tea, soup made for the Romans army by Celtic chefs and bread from a Roman recipe. To understand that food is grown, reared and caught. To understand how to prepare and cook a variety of savory dishes safely and hygienically including, where appropriate, the use of a heat source. To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat Well Plate' and needed to provide energy for the body.	**Design Technology: Mechanisms & Electrical Systems** Students will explore, design, make and evaluate Wind Turbines. ***Technical Knowledge:*** To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]. To understand how levers and linkages or pneumatic systems create movement. To understand how simple electrical circuits and components can be used to create functional products.	**Design Technology: Textiles** Students will make a soft toy for a Viking child. To match the tool to the material. To combine skills more readily. To use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding To start to place more emphasis on observation and design of textural art. To use initial sketches to aid work. To Look at fabrics from other countries and discuss and discuss different types of fabric. Stitching - using various needles to produce more complex patterns.	**Art and Design: Painting** Study of Seurat: pointillism. Students will use pointillism techniques to create an art piece relating to elements of the sea. To develop more detailed work and sketches. To analyse and interpret natural forms. To improve their mastery of art techniques, including painting with a range of materials. To learn about great artists in history. To make marks with different kinds of paint. To explore colour mixing and matching; tint, tone, shade. To make decisions about subjects and colours for their artwork, giving reasons for their choices. To evaluate their finished art work and compare it to that of peers and artist studied.	**Art and Design: Drawing** Study of line drawing for mono printing and block printing. Students will create images of Amazonian Animals which can be printed onto a frieze of fabric. To make own printing block string, texture, card, masking tape. To use sketchbooks for recording textures/patterns. To interpret environmental and manmade patterns. To modify and adapt prints. To learn about artists and adapt techniques taught to own art piece.
RE	How did belief in God affect the actions of people from the Old Testament?	What are the beatitudes and what do they mean to Christians? / What do Christians mean by peace at Christmas?	Hinduism – What is the importance of symbolism, beliefs and teaching in Hinduism?	Do fame and the Christian faith go together? / What is Holy Communion and how does it build a Christian community?	Hinduism – What does it mean to be a Hindu?	Liturgy – Why is liturgy important to many Christians?
Wellbeing and Citizenship	Me and My Relationships Healthy relationships Listening to feelings Bullying Assertive skills	Valuing Difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Keeping Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Rights and Respect Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Being My Best Having choices and making decisions about my health Taking care of my environment My skills and interests	Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage
Computing	**Computing Systems and Networks – The Internet**	**Creating Media – Audio Production** To identify that sound can be recorded	**Programming A – Repetition in Shapes** To identify that accuracy in programming is important	**Data and Information – Data Logging**	**Creating Media – Photo Editing** To explain that the composition of digital images can be changed	**Programming B – Repetition in Games**

	To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio	To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions	To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition

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Music **Charanga: English Model Music**	**Musical Structures** **Understanding Music:** Tempo: Moderato – at a moderate speed (112bpm) Time signature: 4/4 - there are four crotchet beats in a bar Key signature: C major –there are no sharps or flats in the key signature Rhythmic patterns: minims, dotted crotchets and quavers **Improvise Together:** Time signature: 4/4 Key signature: C Major Notes: C, D, E, G, A (C pentatonic)	**Exploring Feelings When You Play** **Understanding Music:** Tempo: Andante – at a walking pace (97bpm) Time signature: 2/4 - there are two crotchet beats in a bar Key signature: F major –there is one flat in the key signature Rhythmic patterns: minims, dotted crotchets, crotchets quavers and semi quavers **Improvise Together:** Time signature: 4/4 Key signature: C Major Notes: C, D, E, G, A (C pentatonic)	**Compose With Your Friends** **Understanding Music:** Tempo: Allegro – at a brisk speed (150bpm) Time signature: 3/4 - there are three crotchet beats in a bar Key signature: G major –there is one sharp in the key signature (#) Rhythmic patterns: minims, dotted crotchets, crotchets and quavers **Improvise Together:** Time signature: 4/4 Key signature: C Major Notes: C, D, E, G, A (C pentatonic)	**Feelings Through Music** **Understanding Music:** Tempo: Andante – at a walking pace (97bpm) Time signature: 2/4 - there are two crotchet beats in a bar Key signature: G major –there is one sharp in the key signature (#) Rhythmic patterns: minims, dotted crotchets, crotchets quavers and semi quavers **Improvise Together:** Time signature: 4/4 Key signature: C Major Notes: C, D, E, G, A (C pentatonic)	**Expression and Improvisation** **Understanding Music:** Tempo: Adagio – at a slow speed (68bpm) Time signature: 4/4 - there are four crotchet beats in a bar Key signature: A minor –there are no sharps or flats in the key signature Rhythmic patterns: minims, dotted crotchets, crotchets, quavers and semi quavers **Improvise Together:** Time signature: 4/4 Key signature: A Minor Notes: A, B, C, D, E, F, G	**The Show Must Go On!** **Understanding Music:** Tempo: Moderato – at a moderate speed (114bpm) Time signature: 4/4 - there are four crotchet beats in a bar Key signature: C major –there are no sharps or flats in the key signature Rhythmic patterns: minims, dotted crotchets and quavers **Improvise Together:** Time signature: 4/4 Key signature: A Minor Notes: A, B, C, D, E, F, G
	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes, using the interrelated dimensions of music.					
PE	**Fundamentals** To develop balancing and understand the importance of this skill. To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges.	**Gymnastics** To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus . To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. To link actions that flow in a partner sequence using the rolls I have learnt. To develop strength in inverted movements. To develop strength in inverted movements.	**Dance** To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.	**Tennis** To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game.	**Fitness** To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.	**Dance** To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. To order and structure phrases to create a dance performance. To copy and repeat a set phrase in a 1960s style showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships.

		To create a 'great' partner sequence to include the skills I have learnt and apparatus. To create a 'great' partner sequence to include the skills I have learnt and apparatus.				
	PSD – Ball Skills To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet. To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet.	**PSD – Netball** To develop attacking skills within the rules of the game. To apply attacking skills to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop attacking skills to score goals. To apply skills and knowledge to play games using netball rules.	**PSD – Football** To develop attacking skills to maintain possession. To develop changing direction and speed when attacking. To begin recognise when to use different attacking skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament.	**PSD – Rugby** To develop attacking skills to move towards goal. To develop an understanding of how to defend within the rules of the game. To begin to apply rules in attack and defence. To develop movement skills to dodge a defender. To track an opponent and begin to defend as a team. To apply the rules and skills you have learnt and play in a tag rugby tournament.	**PSD - Athletics** To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	**PSD – Rounders** To develop throwing and catching with accuracy and apply these to a striking and fielding game. To develop bowling and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.
MFL – French **Language Angels**:	**Presenting Myself** Pupils will have the knowledge and skills to present themselves both orally and in written form in French. Pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Vegetables **My Family** Pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses.		**Goldilocks** pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. **In the Classroom** Pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French.		**At the Tea Room** Pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary. **What is the weather?** Pupils will have the knowledge and skills to describe the weather and present a weather forecast in French.	