

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	Space invaders	From chew to poo	Hot chocolate	Vile Victorians	Out of Africa	The big bad wolf
English Texts	War of the worlds Horrible histories – various Anglo Saxon, Roman and Viking Britain	Demon dentist Little mole who knew it was none of his business A journey through the digestive system/Human body odyssey	Charlie and the chocolate factory Bitter chocolate Fantastic choctastic The story of chocolate	Street child (CLPE) Vile Victorians	Butterfly lion The village that vanished (CLPE) Africa is not a country African folk tables	Wolves (CLPE) Wolves in the walls Run wild Wolfs footprint (CLPE)
Written Outcomes	Sci-fi Story Letters	Alternative ending story Speech	Newspaper Instructions	Poetry Non-chronological report	Diary writing Continuation of the ending Recount	Alternative ending Poetry Non-chronological report
GPS	<p>Ready to Write</p> <p>Year 3 English: Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>Express time, place and cause using prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Terminology for pupils: •determiner</p>	<p>Pronouns</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Terminology for pupils: •pronoun</p> <p>•possessive pronoun</p> <p>Fronted Adverbials</p> <p>Using fronted adverbials</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Using commas after fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Terminology for pupils: •adverbial</p>	<p>Apostrophes</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>The grammatical difference between plural and possessive –s</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Speech</p> <p>Using and punctuating direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Noun Phrases (4G3.2)Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Suffixes 1</p> <p>Spell words with endings sounding like –ture and -sure</p> <p>Spell words with endings which sound like -sion</p>	<p>Standard English</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Suffixes 2</p> <p>Spell using the suffix –ation</p> <p>Spell using the suffix –ly</p> <p>Spell using the suffix –ous</p> <p>Spell words with endings which sound like /ʃən/, spelt –tion,–sion, –ssion, –cian</p>
Science	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electric circuit</p> <p>Identify and name the basic part in a series circuit, 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</p> <p>Associate a switch opening with whether or not a lamp lights in a simple series circuit</p>	<p>Animals including humans</p> <p>Identify and name the basic parts of the digestive system in humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the simple function of different types of teeth in humans</p> <p>Compare the teeth of herbivores and carnivores</p>	<p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Explain what happens to materials when they are heated or cooled</p> <p>Measure or research the temperature at which different materials change state in degrees Celsius</p> <p>Use measurements to explain changes to the state of water</p> <p>Identify the part that evaporation and condensation has in the water cycle</p> <p>Associate the rate of evaporation with temperature</p>	<p>Environmental link - Plastic free Bingley</p>	<p>Sound</p> <p>Describe a range of sounds and explain how they are made</p> <p>Associate some sounds with something vibrating</p> <p>Compare sources of sound and explain how the sounds differ</p> <p>Explain how to change a sound (louder/softer)</p> <p>Recognise how vibrations from sound travel through a medium to an ear</p> <p>Find patterns between the pitch of a sound and features of the object that produce it</p> <p>Find patterns between the volume of the sound and the strength of the</p>	<p>Animals including humans</p> <p>Explain what a simple food chain shows</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates)</p> <p>Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric)</p>

	Recognise some common conductors and insulators Associate metals with being good conductors				vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases Explain how you could change the pitch of a sound Investigate how different materials can affect the pitch and volume of sounds	Recognise that environments can change and this can sometimes pose a danger to living things
Geography	Map where the invaders came from and to, where they settled etc..		Fair trade, origins of chocolate and cocoa bean	Human Geography related to Victorian mills in Bradford/Saltaire	Africa the continent Yao tribe and where they live today	Where are wolves found in the world and why? Climate. Landscape, etc...
History	Britain's invasion by Romans, Vikings and Anglo-Saxons and the impact on Britain		History of chocolate Mayans to now Cadbury, Nestle etc..	Victorian era and impact on the modern day	Slavery in Africa Yao tribe	
Art	Sculpture		Clay		Printmaking - African inspired art Famous artists	Textiles
D&T	Electrical circuits		Food	Levers and linkages		
Computing	Unit 4.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 4.2 Online Safety Weeks – 4 Programs - 2Connect (Mind Map) 2Publish Plus Display boards	Unit 4.3 Spreadsheets Weeks – 6 Programs – 2Calculate	Unit 4.4 Writing for Different Audiences Weeks – 5 Programs – Writing Templates 2Simulate 2Connect (Mind Map) 2Publish Plus	Unit 4.5 Logo Weeks – 4 Programs – 2Logo Unit 4.6 Animation Weeks – 3 Programs – 2Animate	Unit 4.7 Effective Searching Weeks – 3 Programs – Browser 2Quiz 2Connect (Mind Map) Unit 4.8 Hardware Investigators Weeks – 2 Programs – 2Quiz 2Connect (Mind Map) Writing Templates
RE (Christianity, Hinduism & Sikhism)	Belonging – Hindu teaching about God - one God who takes many forms Worship in a Hindu home – Hindu shrine and worship in a Hindu family Christmas – no room at the inn, feeling accepted or rejected		Belonging – welcoming new babies in Christian and Sikh communities The importance of sharing food – food as part of Christian worship The Langar, Kara Prashad (Sikhism) Easter – how did Jesus share his last supper? Holy Communion, Easter foods		Special books and sacred texts – how holy books are regarded and handled Bible (Christianity) Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism) Sacred writings and stories – Hindu traditional tales	
PE	Invasion games ball/equipment in hand Invasion games – equipment on the floor	Net/wall games table tennis and badminton Invasion games	Gymnastics Net/wall volleyball/tennis	Dance Basic skills in flexibility/fitness and strength	OAA Striking and fielding - cricket	Athletics Striking and fielding - rounders
PSHCE	Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.	Valuing difference Includes British Values focus I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	Rights and responsibilities Includes money/living in the wider world/ environment I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.	Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.	Growing and changing I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.
Music (Music Express)	Poetry Children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to	Sounds After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four part songs and	Building Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo	Ancient worlds The children celebrate achievements of the amazing Egyptians and explore 20 th century minimalist music inspired by the age of Akhenaten. They	Communication Children create a news programme, compete with theme music and school news headlines. Using songs and raps, this musical news bulletin	In the past The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance,

	<p>create ostinato accompaniments to enhance their performances.</p> <p>Environment</p> <p>Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>perform a jazzy round.</p> <p>Recycling</p> <p>The children make their own instruments from junk and then use them to improvise, compose and play junk jazz music in a variety of different musical structures.</p>	<p>structure to combine ostinato played on body percussion and tuned instruments.</p> <p>Around the world</p> <p>The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music re the same over the world.</p>	<p>arrange and perform a layered pyramid structure.</p> <p>Singing Spanish</p> <p>A sample of the sights and sounds of the Spanish speaking world, including greetings, counting to 12 and playing a singing game. The children explore part-singing and accompaniments in 4 contrasting songs.</p>	<p>will alert the school to the burning issues of the day.</p> <p>Time</p> <p>Music featuring bells and clocks help the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music.</p>	<p>walk down the aisle to Wagner's Bridal march and dance the mashed potato.</p> <p>Food and drink</p> <p>The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
Social action	Link with Phoenix Special School Keighley					
Trips visits and visitors	<p>Invaders day</p> <p>Link with planetarium Y5</p>	<p>Yorkshire water treatment plant</p>	<p>York's Chocolate Story</p>	<p>Saltaire</p>	<p>West Yorkshire Print Workshop/ Exhibition</p>	<p>Filey</p>