

# St. Margaret's C.E. Primary School

## YEAR 4 CURRICULUM MAP

		Autumn – It's all Greek! (H)	Spring – Romans (H)	Summer – North East (G)
<b>Reading</b>	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non fiction texts and reference books / text books and dictionaries (NC p 35/36)		
<b>Writing</b>	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing : narrative and non narrative (NC p 39)		
	VGP	NC Appendix 2		
<b>Speaking and listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Animals, including humans – teeth and digestion (Biology)  States of Matter (Physics)	Electricity Sound  (Physics)	Living Things and Habitats – link to Geography; Italy (Biology)
		Working Scientifically – on going across the year		
<b>Computing</b>		Research and Presenting Word Processing Storybooks Safety Search for text (safely) Programming Hopscotch to design a simple game	Research and Presenting Use green screen to create a short dialogue Safety Record an anti-bullying sketch / report using Flipcams/Ipad video Using Data Black Cat – Identification Trees for creatures.  Identification of Garden Birds using website. <a href="http://www.rspb.org.uk/wildlife/birdidentifier/form.aspx">http://www.rspb.org.uk/wildlife/birdidentifier/form.aspx</a>	Research and Presenting Create an e-book (Use powerpoint + Easispeak microphones) Safety Make a paper presentation on Internet safety keeping personal information safe - E-Safety – <a href="http://www.childnet-int.org/kia/primary/smartadventure/default.aspx">http://www.childnet-int.org/kia/primary/smartadventure/default.aspx</a> What should you keep safe? Programming Use of Scratch to programme Control 1 sprite Move Change Costume Speech
<b>History</b>		Ancient Greece, life and influence - What did the Ancient Greeks do for me?	Roman Empire and impact on Britain - Why did the Ancient Romans march through Durham?	
<b>Geography</b>		Locational Knowledge – focus on Europe e.g. Where is Greece?		Place knowledge – human and physical - European country e.g. Italy
		Geographical skills and fieldwork –on going across the year		
<b>D.T.</b>		Mechanism - make a moving character using pneumatics	Control - design and make an alarm– something which triggers a light or buzzer to come on	Cooking and Nutrition
<b>Art and Design</b>		Greek patterns and prints – mixed media mosaics  Textiles and printing	Famous Italian Masterpieces  Drawing and painting  Artists: Michelangelo, Leonardo Da Vinci, Giotto	3D Animal collages  Sculpture and collage  Artists: Robert Jefferson, Travis Pond, Gilles Cenazandotti, Nick Mackman

<b>Music</b>	<b>Listening and Singing – Ancient Greeks</b> Using the theme of ‘Ancient Egypt’ as a stimulus, children will listen to and appraise ceremonial music and fanfares. They will compose their own percussion fanfares.	<b>Composition – Environment</b> Children will create descriptive accompaniments and discover how the environment has inspired composers throughout history.	<b>Listen and Appraise - Italian music.</b> Children will listen to and appraise a range of Italian music. They will learn and perform songs related to The Romans topic	<b>Playing and performing together – Mamma Mia!</b> Using ‘Charanga’ Children will have the opportunity to listen to and appraise a wide range of music. They will learn a song and add instrumental accompaniment. They will learn about improvisation techniques and compose simple backing melodies.	<b>Traditional songs and folk music</b> Children will learn about the origins and meanings of Traditional songs. They will sing and perform some of these songs, adding actions and instrumental accompaniments.	<b>Exploring Descriptive sounds – Animal Magic</b> Children will identify how music can be used descriptively, using musical elements to describe animals. They will match sounds and movement descriptively and use narration with sounds and movement – link with habitats topic
<b>MFL</b>	<b>Let’s Go (QCA Unit 7)</b> <i>Talking about French speaking countries</i> <i>Saying where you go</i> <i>Saying how you travel</i> <i>Describing the weather</i>		<b>The Four Friends (QCA Unit 5)</b> <i>Saying what animals you have</i> <i>Describing colours</i> <i>Reinforce giving opinions</i>		<b>Life and Health (QCA Units 6/10)</b> <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i>	
<b>P.E.</b>	<b>Invasion games</b> <b>Gymnastics</b>		<b>Dance</b> <b>Net and wall games</b>		<b>Athletics</b> <b>Striking and Field games</b>	
<b>PSHCE</b>	<b>What is meant by the term ‘habit’?</b>  <b>Predicting and assessing risk</b>		<b>To recognize and challenge stereotypes</b>  <b>To recognize and manage ‘dares’.</b>		<b>To learn about the role of money in their own lives, including managing their money and being a critical consumer</b>  <b>Enterprise</b>	
<b>R.E.</b>	<b>Why are Gurus special in Sikhism?</b>  <b>Why do Christians call Jesus ‘The Light of the World’?</b>		<b>What can we learn about Christian symbols and beliefs by visiting Churches?</b> <b>Why is Lent such an important period for Christians?</b>		<b>What do Christians believe about God?</b>	