

Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Journeys <i>See Hamilton Trust - Journeys</i>		World Matters/Rainforests <i>See Hamilton Trust - Rainforests</i>		Anglo Saxons <i>See Hamilton Trust - Invaders and Settlers: Anglo-Saxons</i>	
 <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Working Scientifically: On-going Unit</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
	Electricity		Living things and their habitats & Animals including humans		States of matter & Sound	
	<p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ 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 □ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 		<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the simple functions of the basic parts 		<p>States of matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p>	

	<ul style="list-style-type: none"> □ recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>of the digestive system in humans</p> <ul style="list-style-type: none"> □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify how sounds are made, associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a sound and features of the object that produced it □ find patterns between the volume of a sound and the strength of the vibrations that produced it □ recognise that sounds get fainter as the distance from the sound source increases.
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>History: The History of the London Underground A local history study:</p> <ul style="list-style-type: none"> □ a depth study linked to one of the British areas of study listed above □ a study over time tracing how several aspects of national history are reflected in the locality □ a study of an aspect of history or a site dating from a period that is significant in the locality <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> □ the changing power of monarchs using case studies such as John, Anne and Victoria □ changes in an aspect of social history □ a significant turning point in British history, for example, the first railways <p>Geography Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Geography Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 	<p>British History: Britain's settlement by Anglo-Saxons and Scots e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> □ Scots invasions from Ireland to north Britain (now Scotland) □ Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion - Canterbury, Iona and Lindisfarne

		<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
<p style="text-align: center;">R.E</p>  <p style="text-align: center;"><i>See LBDS Scheme of work</i></p>	<p style="text-align: center;">What does it Mean to Be a Hindu? What do Christians mean by Peace at Christmas? Christmas Through Music and Art</p> <ul style="list-style-type: none"> ⦿ Key beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behaviour and attitude. Trip to Mandir needs to be planned and booked in advance, ideally before start of Unit. AT1 Learning About Religion: Main Focus: Practices and Ways of Life AT2 Learning From Religion: Main Focus: Values and Commitments ⦿ What is peace? How do we find peace within ourselves? What does the Bible tell us about peace? How does the Church live out its message of peace at Christmas? 	<p style="text-align: center;">Who is Jesus? What happens in Churches at Easter? Remembrance</p> <ul style="list-style-type: none"> ⦿ Jesus made statements about himself, describing himself through symbolism About the 7 "I Am" statements of Jesus and their meanings to Christians About how the "I Am" statements relate to our personal lives ⦿ Through major services and celebrations, this unit explores the concepts of repentance and salvation. It looks at Ash Wednesday, Palm Sunday, Good Friday and Easter Sunday. 	<p style="text-align: center;">What does it mean to be a Sikh? What do the miracles of Jesus teach?</p> <ul style="list-style-type: none"> ⦿ What it means to belong to a community; The key teachings of Sikhism; The Gurdwara & Guru Granth Sahib; What it means to be a Sikh and its link to Islam. (Extension activity)The miracles Jesus performed, AT1 Learning About Religion Focus: Practices and Ways of Life AT2 Learning From Religion Focus: Identity and Belonging ⦿ What constitutes a miracle; Some of the miracles that Jesus performed; Magic versus miracles - what is the difference? Who performs miracles? Consideration of personal response to the miracles of Jesus; Specific places where people believe miracles happen; The importance of faith for miracles;

					<p>Links with Salvation - Jesus' miracle of the resurrection;</p> <p>What the miracles of Jesus' ministry teach Christians about being the people of God;</p> <p>Comparing and identifying similarities and differences between faiths.</p> <p>AT1 Learning About Religion Focus: Beliefs, teachings and sources.</p> <p>AT2 Learning From Religion Focus: Meaning, purpose and truth.</p>	
<p>Computing</p> 	<p>We are Co-Authors: Creating a class wiki about a journey around the World by any means (linked to Planes Trains and Automobiles)</p>	<p>We are Toy Designers: Design and make an on-screen prototype of a computer controlled toy using Scratch.</p>	<p>We are HTML editors: Understand computer networks including the internet and how HTML is written and edited.</p>	<p>We are meteorologists: Using both analogue and digital measurements and computer based data logging to record weather data. Presentations on PowerPoint can be videoed (optional).</p>	<p>We are musicians: Producing digital music and using programs to edit music.</p>	<p>We are Software Developers: Developing a simple educational game. Design, write and debug programs starting to understand and use variables.</p>
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 						
Art		Painting		Drawing		
		*To select, construct and work on a multi-shaped and textured surface.		*To respond to a story as a starting point for imaginative work		



See Suffolk scheme of work for support

- *To mix colours and select appropriate brushes for specific purposes.
- *To experiment with the application of colours.
- *To make practical responses to the work of Georgia O'Keefe.
- *To compare ideas and approaches.
- *To adapt and develop sketchbook work.
- *To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.

- *To use a viewfinder to find patterns in natural objects
- * To use fine control with a pencil to create detailed sketches of natural objects
- *To use fine control with a pencil to create detailed sketches of natural views (e.g Hampstead Heath)

Design Technology including Cooking



See Hamilton Scheme of work for support

Design and make a moving toy vehicle

Children will develop the following key skills:

- * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- * apply their understanding of computing to program, monitor and control their products (*link to Computing*)* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams
- * select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

Textiles

- *To use a variety of folds to create a dip dye pattern
- * To use resist methods on dip dye fabric
- * To experiment with knotting and rapping to create effects in dying material
- *To plan a print on a fabric by drawing and sketching first
- *To print on a fabric
- *To evaluate their work and printing technique.Design and make a working musical instrument linked to Science.

Cooking and Nutrition
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content
Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown,

	reared, caught and processed.					
 <p>P.E</p> <p>See Val Sabin Scheme of work for support</p>	<p>Swimming at UCS</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Y3/4 Benchball Comp.</p>	<p>Swimming at UCS</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Swimming at UCS</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Swimming at UCS</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Swimming at UCS</p> <p>Swimming Gala</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Y3/4 Football</p>	<p>Swimming at UCS</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Quadkids Athletics</p>
 <p>Music</p> <p>See Charanga website for support</p>	<p>Mamma Mia</p> <p>(A topic on the music of Abba and the 'Pop' genre)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ appreciate and understand a wide range of high-quality live and recorded music drawn 	<p>Musical Theory and Glockenspiel Stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 inter-related dimensions of 	<p>Benjamin Britten 'Cuckoo'</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations □ appreciate and understand a wide range of high-quality live and recorded music drawn from different 	<p>Melodies and Scales</p> <p>(Exploration of how songs are made)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 	<p>Lean on Me</p> <p>(A topic based on an R&B song)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 	<p>Reflect, Rewind, Replay</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations □ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great

	<p>from different traditions and from great composers and musicians</p> <p>□ develop an understanding of the history of music</p>	<p>music</p> <p>□ use and understand staff and other musical notations</p>	<p>traditions and from great composers and musicians</p> <p>□ develop an understanding of the history of music</p>	<p>purposes using the inter-related dimensions of music</p> <p>□ listen with attention to detail and recall sounds with increasing aural memory</p>	<p>□ develop an understanding of the history of music</p>	<p>composers and musicians</p> <p>□ develop an understanding of the history of music</p>
<p>MFL - French</p>  <p>See 2015-16 MFL Pacer</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language 					
	<p>'Une introduction' - Greetings, A first conversation, Numbers, School items, Colours</p> <p>'A l'école'- School items and colours, Subjects, Likes and dislikes, The school day</p>	<p>'La Famille'- Members of the family, Describing my family, Presentations to an audience, Revision and alphabet</p> <p>'Mon corps' -Describing myself, Describing personality, Parts of the body</p>	<p>'La nourriture / Les loisirs' - Picnic food, Picnic role play, Likes / Dislikes in relation to food and drink, Hobbies and interests, Numbers, Grammar focus : Verb conjugation</p> <p>'Les voyages et les visites' - Visiting French towns, Giving directions, Discussing plans for the summer</p>			
<p>Educational Visits/Visitors</p> 	<p>Hunting ghost stations on the underground network</p> <p>Trip to the London Transport Museum</p> <p>By any means - trip around London using different means of transport</p>	<p>Trip to Hampstead Heath Education Centre</p> <p>Link with Greenpeace</p> <p>Trip to the Heath to play 'Survivor' a food chains game</p> <p>Parents with jobs linked to corporate environmental responsibility or other environmental careers.</p>	<p>Trip to the British Museum Participation in the City of London Children's Parade (4 July)</p>			



British Values

Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values

See Camden PHSCE scheme of work

Skills of working together and making everyone feel valued
What makes a caring school community and what stops it from being caring
Creating a rights respecting class
Expressing opinions and listening to others
What makes a healthy lifestyles
Taking responsibility for our health
How I keep myself healthy
What makes a good friend and what gets in the way of friendship
What makes people angry and how to calm down
Ways to solve friendship problems
Why violence is wrong
What racism, teasing and bullying are and how it makes someone feel
Difference between legal and illegal drugs
Harmful effects of smoking and ways to resist being persuaded to smoke
What is a risky activity and the difference between sensible and silly risks
How to be safe if people are persuading me to do something wrong

How to overcome difficulties when learning
What stops us learning
How to persevere even when something is difficult
Planning to achieve a goal and overcome obstacles
Finding solutions to difficulties
Knowing the difference between right and wrong behaviour
Why and how rules and laws are made
What I am good at
Managing feelings hopeful and disappointed
Hiding my feelings
Managing feeling scared
Groups we belong to
Different jobs people do in the community
Who helps us in the community
What makes a community healthy and unhealthy

Helping others in the community
Our identity-how we see others and how others see us
Challenging stereotypes
Different features of our identity
How change feels
Coping with change
Managing feelings of loss
Feelings when something or someone dies
Year 5 Camden SoW Content
Understanding more about disability
Impact of prejudice and discrimination for people with disabilities
Importance of equality and equal opportunities