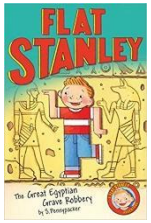
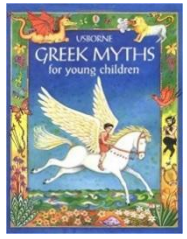
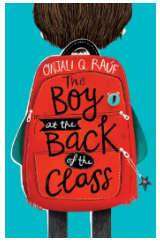
Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

Year 4 Long Term Curriculum Map

Our spiritual journey begins where children are at; what they need to know next so they remember more.

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term: Global Citizenship Theme Ecological Awareness	
Autumn 1 Coming to England Windrush & Immigration from Other Places	Autumn 2 Egyptians	Spring 1 Egyptians	Spring 2 Take One Picture	Summer 1 Ancient Greece	Summer 2 Ancient Greece
Core Text: Coming to England 	**Core Text:** I was there Tutankhamun's Tomb 	**Core Text:** Flat Stanley: The Great Egyptian Grave Robbery 	**Core Text:** To be decided based on painting	**Core Text:** Greek Myths 	**Core Text:** The Boy at the Back of the Classroom? 
Writing Outcome: **Historical Recount** – write a recount of coming to Britain on Windrush	**Writing Outcome:** **Newspaper article** – Discovery of Tutankhamun's tomb	**Writing Outcome:** **Mystery Story** set in Egypt.	**Writing Outcome:** Poetry	**Writing Outcome:** Write a Greek **Myth**	**Writing Outcome:** **Personal Narrative**
Other Texts: The Journey 	**Other Texts:** Extracts from Howard Carter's Diary	**Other Texts:** Red Pyramid	**Other Texts:**	**Other Texts:** Percy Jackson and the Lightning Seed Who Let the Gods Out	**Other Texts:**
Poetry: Poems on a Theme (opportunity to link to NG painting) *Or* Island Man – Grace Nichols We Refugees – Benjamin Zephaniah		**Poetry: Performance poetry** ***Odes and insults*** **The Water Cycle** Summer Shower – Emily Dickinson / River – Valerie Bloom		**Poetry: Poetic Form and Language** 1) List poems, including kennings. Word choice for imagery – simile, alliteration and onomatopoeia.	

Updated September 2022

				2) Syllabic poems - Haikus, Tankas or Cinquains.	
Maths **Place Value** Representing and comparing numbers to 1000 Estimating and ordering numbers to 1000 Rounding to the nearest 10,100 and 1000	**Maths** **Addition and Subtraction** of two 4 digits with exchange. **Geometry:** Finding area by counting squares. **Multiplication and division** of 3, 6 and 9.	**Maths** **Multiplication and Division** Factor Pairs, divide and multiply by 10, 100, Multiply a 2 or 3 -digit number by a one-digit number Correspondence problems **Length and Perimeter** kilometres and metres perimeter on a grid, rectangle, rectilinear shapes, polygons	**Maths** **fractions** Understanding the whole and mixed number fractions Understand improper fractions – convert into mixed number fractions and vice versa Equivalent fractions Add / subtract fractions including whole numbers **Decimals** Understanding tenths & hundredths as fractions and decimals divide a 1 or 2-digit number by 10 & 100	**Maths** **Decimals** Write, compare and order decimals Rounding decimals Halves and quarters **Money** Pounds and pence Ordering and estimating number **Time** Hours, minutes and seconds Years, months, weeks and days Analogue to digital 12 & 24 hour	**Maths** **Shape** Identify and compare angles Triangles, quadrilaterals Lines of symmetry **Statistics** Interpret charts Comparison, sum and difference Line graphs **Position and Direction** Describe position. Draw on a grid, move on a grid, describe movement on a grid
History: Finding out about why people came to the UK, what their lives were like when they arrived in the UK and the positive impact of immigration to the UK, with a focus on the Windrush generation. **Geography**: Finding out about the different people and communities of London and where people come from. Explore the geographical reasons why people came to	**History:** Find out about Life in Ancient Egypt. Find out about the discovery of Tutankhamun's tomb and how this gives us information about Ancient Egypt. Learn about Ancient Egyptians beliefs – e.g; life after death and mummification **Geography**: Find out about the importance of the River Nile and the physical geography of Egypt.		Take One Picture	**History:** Find out about life in Ancient Greece. Explore Greek myths. **Geography:** Find out about the Geography of Greece.	

London and the effects of immigration on London's geography. Understand the push and pull factors for migration. Map the journey of a refugee community. Locate the Caribbean states on a map.					
Global Citizenship: **Equality and Rights** **Power and Governance (4 weeks)** Why do we need rules in society (laws)? How do people in the UK decide who gets to make the rules? Project Outcome: School Elections Manifestos **Social Justice and Equity (6 weeks)** How can we create equality? Should we care about things that are not happening to us? Why are some people hungry? (Local level-Foodbanks) What is inequality – food and hunger? Project Outcome: Social Enterprise – Organise a food bank **Human Rights (5 weeks)** Which of the UN Convention on the Rights of the Child Articles do you think are the most important and Why? Who is responsible for making sure children's rights are protected? Should someone be punished for doing wrong? What is a suitable punishment? Project Outcome: UNCRC – Whole School Assembly presentation		**Global Citizenship:** **Respect for Others** **Identity and Diversity (8 weeks)** How are we different? What are the different types of prejudice? Why do we hold prejudices? How can we combat prejudice? Project Outcome: Create a class film celebrating differences and similarities **Peace and Conflict (4 weeks)** How can we manage conflicts effectively? What affects have conflicts had on our society? What do we know about conflicts around the world past and present?		**Global Citizenship:** **Ecological Awareness** **Sustainable Development (8 weeks)** Starting Point: Whole School Earth Day Celebration What is climate change? How can we make people aware of the problems? What is an ecological footprint? Does every person/ country have the same ecological footprint? How can it be reduced? **Globalisation and Interdependence (6 weeks)** What is co-operation? What are the advantages of co-operation? What are the barriers? How does a co-operative work? Project Outcome: Set up a co-operative business – The Fiver Challenge	
P4C: Community – Hometalk 13	**P4C:** Rules – Hometalk 59	**P4C:** The Sea – Hometalk 37	**P4C:** Difference – Hometalk 42	**P4C:** Football – Hometalk 50	**P4C:** Home – Hometalk 55
Science: Electricity	**Science:** Animals Including Humans	**Science:** States of Matter (+ water cycle)	**Science:**	**Science:** Sound	**Science:** Living Things and their Habitats
Computing:	**Computing:**	**Computing:**	**Computing:**	**Computing:**	**Computing:**

E Safety: **Media Balance and Wellbeing** Your Rings of Responsibility Computing Systems and Networks – The Internet	**E Safety: Cyber Bullying** The Power of Words Creating Media – Audio Editing -Audacity	**E Safety: News and Media Literacy** Is Seeing Believing Google Slides 3 Discovery Project – News broadcast	**E Safety: Privacy and Security** Password Power-Up Data Logging	**E Safety: Digital Footprint and Identity**: This Is Me Programming: Multiple Scenes and Dialogue	**E safety: Relationships and Communication** Our Digital Citizenship Pledge Programming: Repetition Scratch Shapes
Music Traditional African music – call and response songs		**Music** Creating a soundtrack / writing a song		**Music** The journey Song – as a round	
DT : Make a night light	**Sculpture** – Canopic Jars	**DT** : Leavers and Linkages Make a shaduf	**ART:** Take-one-picture	**DT :** Textiles – Talking Textiles based on a Greek Myth	**Photography** - Portraits
Cooking: Caribbean Fruit Salad		**Cooking:** Falafel		**Cooking:** Chicken Souvlaki and Rice	
PSHE: **Identity, society and equality** Democracy	**PSHE:** **Drug, alcohol and tobacco education** Making choices	**PSHE:** **Physical health and wellbeing** What is important to me?	**PSHE:** K**eeping safe and managing risk** Playing safe	**PSHE:** **Relationships and health education** Growing up and changing	**PSHE:** **Relationships and health education** Growing up and changing
RE: How did belief in God affect the actions of people from the Old Testament?	**RE:** Is the Christmas message of peace still relevant to today's world?	**RE:** **Hinduism** How do Hindus worship?	**RE:** What is Holy Communion and how does it build a Christian community?	**RE:** **Hinduism:** What does it mean to be a Hindu?	**RE:** Why is Liturgy important to many Christians?
PE: Dodgeball Dance	**PE:** Throwing and Jumping Swimming	**PE:** Bridges Dance	**PE:** Rounders	**PE:** Athletics Dance	**PE:** Cricket

Updated September 2022

Year 4 National Curriculum Coverage					
Term	Topic	History objectives	Geography Objectives	Art/ DT	Music
Autumn 1	Wind Rush/ Jamaica	• To learn about an aspect of local history • To learn about an aspect of British History that extends knowledge beyond 1066 • To use a range of historical sources of evidence to answer questions about the past and changes over time.	• Know how the nature of particular localities affect the lives of people • Be able to use geographical terms • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information • Understand how places fit into a wider geographical context • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Design, make and evaluate as laid out in KS2 programme of study	See curriculum outline for music
Summer 2	People of London			• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques with a range of materials • knowledge and skills as laid out in the KS2 programme of study	
Autumn 2 / Spring 1	Egyptians	• The achievements of the earliest civilisations	• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, • 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	• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Design, make and evaluate as laid out in KS2 programme of study	
Spring 1	The Water Cycle (2 weeks)		• describe and understand key aspects of physical geography, including the water cycle	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including sculpture with a range of materials • knowledge and skills as laid out in the KS2 programme of study	

Updated September 2022

Summer 1	Ancient Greece	• A study of Greek life and achievements and their influence on the western world	• understand geographical similarities and differences through the study of human and physical geography of a region in a European country	• apply their understanding of computing to program, monitor and control their products. • Design, make and evaluate as laid out in KS2 programme of study	
Spring 2	Take One Picture				

Year 4 Enquiry Skills Map			
Subject Area		**End of Year Expectations**	**Greater Depth**
History		Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form? •Can they give reasons to support different points of view of a historical event and make comparisons between them? •Can they explain how events from the past have helped shape our lives including a range of evidence from different sources	Can they give reasons for trends and changes by analysing a range of evidence/sources? •Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?
Geography		Can they explain how a locality has changed over time with reference to physical features and human features? •Can they suggest different ways that a locality could be changed and improved? •Can they identify different views around a geographical issue and state their own view? •Can they research and collect information about people and places and present it? *e.g. a report, a poster, a brochure*	Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? •Can they identify geographical patterns and make connections?
DT	**Developing, Planning and Communicating Ideas**	Can they create a final design for their product based on initial ideas and revisions, based on existing ideas? •Can they create a detailed plan considering their target audience, design criteria and intended purpose?	
	Working with Tools, Equipment, Materials and Components	Can they use equipment and tools with increased accuracy and safety? •Can they select the most effective materials, tools and techniques to use? •Can they manipulate materials effectively using a range of tools and equipment? •Can they measure, cut and assemble accurately?	
	Evaluating Processes and Products	Think about their ideas as they progress and make changes to improve their work? •Can they assess how well their product works in relation to the design criteria and the intended purpose? •Can they explain how they could improve their design and how their improvement would affect the original outcome?	
Art	**Drawing**	Can they experiment with drawing techniques to support their observations? •Can they create a sense of distances and proportion in a drawing? •Can they use experimental drawing techniques to create atmosphere in a drawing? •Can they explain why they have chosen specific materials to draw with?	

Updated September 2022

	Painting	Do they understand the different properties of different paints? •Can they create mood in a painting? •Can they use shade to create depth in a painting?	
	Printing	Can they explore a variety of printing techniques? •Can they create an accurate print design? •Can they use printmaking as a tool with other medias to develop a final outcome?	
	Textiles/ 3D	Can they experiment with and combine materials and processes to design and make 3D form? •Can they take a 2D drawing into a 3D form? •Can they shape using a variety of mouldable materials? •Can they explore a range of textures using textiles? •Can they transfer a drawing into a textile design? •Can they use artists to influence their textile designs?	
	Collage	Can they overlap materials? •Can they use collage as a tool to develop a piece in mixed media? •Can they use collage to create a mood board of ideas?	
	Sketchbooks	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a mood board to inspire and influence their work? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? •Do they evaluate their learning and record in sketchbooks?	
	Knowledge	Can they compare the work of different artists? •Can they explore work from other cultures? •Can they see how art can change over time? •Can they communicate what they feel the artist is trying to express in their work? •Can they communicate what they are trying to express in their own work	Can they critique their own and others' artwork throughout the learning process to develop and support each other? •Can they use a range of sources e.g. books, internet, galleries to influence their ideas? •Can they experiment with combining different materials and discuss their effectiveness? •Can they discuss how a range of factors influences art from different cultures?
Music	**Performing**	Can they perform a simple part of an ensemble rhythmically? •Can they sing songs from memory with increasing expression, accuracy and fluency? •Can they improvise using repeated patterns with increasing accuracy and fluency?	Can they use selected pitches simultaneously to produce simple harmony?

	Composing	Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use notation in a performance?	Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast?

Year 4 Science Knowledge and Skills Map		
Area	**End of Year Expectations**	**Greater Depth**
Living Things and their Habitats	● Can they recognise that living things can be grouped in a variety of ways? ● Can they classify and identify into broad groups? ● Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) ● Do they recognise that environments can change and this can sometimes pose a danger to living things? ● Can they explain how environmental changes have an impact on living things? ● Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs? ● Can they explain their findings in different ways (display, presentation, writing)?	● Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? ● Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) ● Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore?
Animals Including Humans	● Can they identify, name and describe the functions of the basic parts of the digestive system in humans? ● Can they identify the simple function of different types of teeth in humans? ● Can they compare the teeth of herbivores and carnivores? ● Can they identify, construct and interpret a variety of food chains, identifying producers, predators and prey? ● Can they identify differences, similarities or changes related to simple scientific ideas or processes?	● Can they classify living things and non-living things by a number of characteristics that they have thought of? ● Can they explain how people, weather and the environment can affect living things? ● Can they explain how certain living things depend on one another to survive?

States of Matter	● Can they compare and group materials together, according to whether they are solids, liquids or gases? ● Can they explain what happens to materials when they are heated or cooled? ● Can they measure or research the temperature at which different materials change state in degrees Celsius? ● Can they describe how materials change state at different temperatures? ● Can they use measurements to explain changes to the state of water? ● Can they explain everyday phenomena including the water cycle? ● Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs? ● Can they evaluate and communicate their methods and findings? ● Can they use a range scientific equipment to take accurate measurements or readings?	● Can they group and classify a variety of materials according to the impact of temperature on them? ● Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?
Sound	● Can they describe a range of sounds and explain how they are made? ● Can they associate some sounds with something vibrating? ● Can they compare sources of sound and explain how the sounds differ? ● Can they explain how to change a sound (louder/softer)? ● Can they recognise how vibrations from sound travel through a medium to an ear? ● Can they describe the relationship between the pitch of the sound and the features of its source/object that produces it? ● Can they find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source? ● Can they investigate how different materials can affect the pitch and volume of sounds? ● Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? ● Can they decide which information needs to be collected and decide the best way for collecting it?	● Can they explain why sound gets fainter or louder according to the distance? ● Can they explain how pitch and volume can be changed in a variety of ways? ● Can they work out which materials give the best insulation for sound?

	● Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?	
Electricity	● Can they identify common appliances that run on electricity? ● Can they construct a simple series electric circuit? ● Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? ● Can they recogniser symbols to represent simple series circuit diagrams? ● Can they 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? ● Can they recognise that a switch opens and closes a circuit? ● Can they associate a switch opening with whether or not a lamp lights n a simple series circuit? ● Can they recognise some common conductors and insulators? ● Can they associate metals with being good conductors? ● Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? ● Can they suggest improvements and predictions? ● Can they ask their own questions? ● Can they explain their findings in different ways (display, presentation, writing)?	● Can they explain how a bulb might get lighter? ● Can they recognise if all metals are conductors of electricity? ● Can they work out which metals can be used to connect across a gap in a circuit? ● Can they explain why cautions are necessary for working safely with electricity?
Working Scientifically		
Planning	● Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? ● Can they suggest improvements and predictions? ● Can they ask their own questions? ● Can they decide which information needs to be collected and decide which is the best way for collecting it? ● Can they use their findings to draw a simple conclusion?	● Can they plan and carry out an investigation by controlling variables fairly and accurately? ● Can they use test results to make further predictions and set up further comparative tests?

Obtaining and Presenting Evidence	● Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? ● Can they use a range scientific equipment's to take accurate measurements or readings? ● Can they explain their findings in different ways (display, presentation, writing)? ● Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs?	● Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
Considering Evidence and Evaluating	● Can they find any patterns in their evidence or measurements? ● Can they evaluate and communicate their methods and findings? ● Can they make a prediction based on something they have found out? ● Can they ask further questions based on their data and observations? ● Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? ● Can they identify differences, similarities or changes related to simple scientific ideas or processes	● Can they report findings from investigations through written explanations and conclusions? ● Can they use a graph or diagram to answer scientific questions?
Types of Investigation	● Children should have the opportunity to investigate: ● Observing changes over different periods of time ● Noticing patterns ● Grouping and classifying ● Carrying out comparative and fair tests ● Finding things out using secondary resources	● Can they use a range of variables to investigate?