



YEAR 4 CURRICULUM MAP

		Autumn: Europe (G) Romans in Britain(H)	Spring: Romans (H) Italy including volcanoes(G)	Summer – North East (G)
Reading	Word reading	++		
	Comprehension	Texts include : wide range of fiction, poetry, plays, non-fiction texts and reference books Dictionaries and thesaurus are used to develop vocabulary. Oxford Reading Scheme is used for progression in guided reading.		
Writing	Transcription	Spelling programme Read Write Inc Phonics and Oxford Owl Spelling Programme		
	Composition	Writing: narrative and non- narrative		
	VGP	Where appropriate, vocabulary, grammar and punctuation are taught within the context of texts studied. Some aspects of grammar and punctuation may be taught discretely.		
Speaking and listening		Speaking and listening is encouraged in all lessons to develop language and communication skills; children have opportunities to discuss with talk partners, in a group and within the class.		
Maths		Number and Place Value; Addition and Subtraction; Multiplication and Division; Fractions and Decimals; Measures; Geometry: properties of shape, position, direction and motion; Statistics		
Science		Animals including humans: teeth and their function; the parts and function of digestive system. States of Matter: Identify states of matter and their properties; investigate how materials change shape when heated or cooled; investigate evaporation; understand the Water Cycle.	Electricity: Identify components within a simple circuit: identify and construct complete circuits: investigate components within a circuit e.g. brightness of bulb. Sound: look at sound is made and travels; investigate pitch and sound.	Living Things and Habitats: look at classification; use classification keys to identify living things in local and wider environment; construct food chains; recognise changes in environment which could threaten living things.
Working Scientifically – on going across the year				
Computing		Computer Science - design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs IT - select a variety of software to accomplish given goals. Understand opportunities that computer networks offer for communication Digital Literacy - identify a range of ways to report concerns about content	Computer Science - use repetition in programs IT - presentation Digital Literacy - recognise unacceptable/unacceptable behaviour	Computer Science - control or simulate physical systems IT - select a variety of software to accomplish given goals, select, use and combine internet services Digital Literacy -understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected
History		Roman Empire and impact on Britain: the place of Romans in the chronology of UK history; reasons for and consequences of Roman invasion; making links between primary sources and interpretation of the past.	Daily life in Roman Britain: use of a variety of sources to learn about life in Roman Britain; drawing comparisons, identifying similarities and difference.	Anglo Saxons: end of Roman rule and Saxon invasion; understanding reasons for and consequences of invasion and settlement in Anglo Saxon Britain: researching rulers and kingdoms; understanding impact on modern Britain; local focus on development of Christianity.
Geography		Locational Knowledge focus on Europe: Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics.	Place knowledge – human and physical European country: Italy – why does it ‘shake, rattle and roll’? Location of Italy and identification of its regional key physical and human characteristics using maps of Europe and country maps; key features of places. Describe and understand aspects of physical geography including rivers, mountains, volcanoes.	Locational Knowledge – local coastal investigation. Study of coastal features, habitats and settlements; learning about what shapes our coastline e.g. coastal erosion; coastal protection; fieldwork on Durham coast at Seaham.
Geographical skills and fieldwork –on going across the year				
D.T.		Cooking and Nutrition: make a healthy, seasonal soup and bread.	Textiles: design and make a book cover using 2 types of stitching to solve.	Structure: investigate ‘pavillion’ structures; design and make a structure using accurate measurement.

Art and Design	Drawing: Develop drawing skills using different grades of pencil and other implements to create lines and marks. Artist focus: Giorgio Morandi	Painting: Experiment with different painting techniques and textures. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence. Start to develop a painting from a drawing. Artist focus: Paul Cezanne	Printing: Experiment with different types of printing: mono and relief printing fabric printing. 3 colour printing Artist focus: Désirée Lucienne Lisbeth Dulcie Day
	Create sketchbooks to record observations		
Music	Pulse and Rhythm: pupils to learn and understand pulse and rhythm from the basics of a rhythm box through to linear composition of rhythm. They will use note values from semibreve to quavers, (optional semiquaver use for those needing to extend their skills) with time signatures of $\frac{3}{4}$ and $\frac{4}{4}$. Skills will include clapping, following music as a class, as a smaller group and individually. Pupils will peer assess performances and all will be recorded.	Notation: pupils to understand musical notation through the use of 5 notes, C, D, E, F and G. They will consolidate rhythm knowledge and be able to perform, and possibly compose, 5 note melodies in either $\frac{3}{4}$ or $\frac{4}{4}$ time signature. Pupils will use boomwhackers and glockenspiels – possibly own instruments.	Compose and Explore: pupils will develop their composition work into larger performance pieces. Pupils will sing in 2 parts, with the possibility of providing accompaniments to the singing with their own accompaniments. Pupils will take part in active listening to help influence their ideas. Pupils will work towards a final class performance for the concert.
MFL	Let's Go (QCA Unit 7) <i>Talking about French speaking countries</i> <i>Saying where you go</i> <i>Saying how you travel</i> <i>Describing the weather</i>	The Four Friends (QCA Unit 5) <i>Saying what animals you have</i> <i>Describing colours</i> <i>Reinforce giving opinions</i>	Life and Health (QCA Units 6/10) <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i>
P.E.	Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics
R.E.	What do we know about the Bible and why is it important to Christians? Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus? Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit Durham Cathedral today?
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools			