

Year 4 Curriculum Map

Music

Compose

Compose and perform melodic songs -Create accompaniments for tunes using ostinato and canon, drone, tuned and un tuned percussion -Choose, order, combine and control descriptive sounds to create an effect e.g. music that tells a story -Build extended performance piece from poem -Compose an introduction for a song and a groove -Use digital technologies to compose pieces of music –

Transcribe

Recognise and write symbols for semi breve, minim, crotchet, quaver and semi quaver and say how many beats they represent -Consolidate knowledge of CEGBDF and DFACE on the musical stave -Use standard and non -standard symbols to indicate when to play and when to rest and to indicate pitch

Perform

Sing from memory with accurate pitch -Maintain a simple part within a group e.g. rap, beat box, canon -Show control of voice using dynamics and expression and awareness of balance -Play notes on instruments with care so that they are clear, keeping accurate time and rhythmic and melodic accuracy -Perform with control and awareness of others

Improvise

Improvise using syncopated rhythms -Improvise within a jazz structure

Describe

Extend vocabulary to include; riff, drone, fanfare, crescendo diminuendo, spiritual, gospel, harmony, graphic notation, off beat, coda, intro, outro, groove, canon, minimalism, minor key, hocket, syncopation, accent, canon, rap, beat box, instrumental break, gamelan - Evaluate music using musical vocabulary to identify areas of likes and dislikes -Understand layers of sounds and discuss their effect on mood and feeling -Classify instruments

Art

Develop ideas

Develop ideas from starting points throughout the curriculum -Collect information, sketches and resources -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways. - Comment on artworks using visual language

Master techniques

Painting -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines -Use watercolour paint to produce washes for backgrounds then add detail

Collage -Select and arrange materials for a striking effect -Ensure work is precise -Use coiling, overlapping, tessellation, mosaic and montage

Drawing -Use different hardnesses of pencils to show line, tone and texture -Annotate sketches to explain and elaborate ideas -Use hatching and cross hatching to show tone and texture

Print -Use layers of two or more colours -Replicate patterns observed in natural or built environments -Make printing blocks (e.g. from coiled string glued to a block) -Make precise repeating patterns

Digital media -Create images, video and sound recordings and explain why they were created

Take inspiration from the greats

Replicate some of the techniques used by notable artists, artisans and designers -Create original pieces that are influenced by studies of others

Values

British Values

Democracy -Initiate and take part in take part in group votes -Explain why a vote is a fair way to make group decisions

Rule of law -Suggest ideas for class rules and explain why they should be in place -Show respect for the school rules by always striving to abide by them and encouraging others to do the same -Understand that when people break rules there may be consequences

Individual liberty -Make sensible choices independently and justify these choices -Give ideas and suggestions willingly and reflect on the impact of their choices

Mutual respect -Work collaboratively and communicate fairly -Help others to share ideas by asking questions and showing interest -Show willingness to compromise independently

Tolerance of those of different faiths and beliefs -Describe people/events/things that are important to them and explain why they are important -Ask others about people/events/things that are important to them and show respect to others who have differing opinions to their own -Name and describe more than one religion (see RE objectives)

Spiritual, Moral, Social and Cultural Values

Spiritual -Compare laws and rules within the Roman Empire -Describe some Roman Gods, the roles and responsibilities they held and how they were symbolised -Discuss the “Romanisation” of Britain: the impact of technology, culture and beliefs, including early Christianity -Reflect on the lives of others around the world through drama -Recognise their own creativity -Explain some of the religious practices of individuals -Compare places of worship in different faiths

Moral -Discuss how the Roman Empire was led and the effects of democracy within an empire -Reflect upon their own views regarding Fair Trade and its impact of others - Recognise the impact of the inequality of food distribution on others -Consider whether decisions made in the past can be judged as ‘good’ or ‘bad’

Social -Work collaboratively, considering how to work well in a groups -Discuss the use of rules and laws within Roman society and how life may have been different if the rules were different -Identify how different sections of society eat -Debate and discuss the past showing consideration for others opinions

Cultural -Investigate the Roman way of life and discuss how traditions affected daily life - Reflect on the way that cultures are represented in stories -Describe where they live and the people who shaped their locality -Discuss how life has changed and what the culture was like in different times

Computing

Computer Science

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Sequence, selection and repetition in programs; work with variables and various forms on input and output -Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs

Information Technology

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration -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

Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Geography

Investigate places

Ask and answer geographical questions about the physical and human characteristics of a location -Explain own views about locations, giving reasons -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. -Use a range of resources to identify the key physical and human features of a location -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time -Name and locate the countries of Europe and identify their main physical and human characteristics

Investigate patterns

Describe how the locality of the school has changed over time

Communicate geographically

Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements and land use - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world

Languages (French)

Spoken Language

Name and describe people, including yourself -Name and describe places -Name and describe objects -Have a short conversation saying 3 to 4 things -Start to speak in sentences

Reading

Read and understand a short passage using familiar language -Explain the main points in a short passage -Read a passage independently -Use a bilingual dictionary, or glossary, to look up new words

Digital Literacy

Write phrases from memory -Write 2 – 3 sentences on a familiar topic -Say what I like / dislike about a familiar topic

Physical Education

Games

Throw and catch with control and accuracy -Strike a ball and field with control -Choose appropriate tactics to cause problems for the opposition -Follow the rules of the game and play fairly -Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) -Pass to team mates at appropriate times -Lead others and act as a respectful team member

Dance

Plan, perform and repeat sequences -Move in a clear, fluent and expressive manner -Refine movements into sequences -Create dances and movements that convey a definite idea - Change speed and levels within a performance -Develop physical strength and suppleness by practising moves and stretching

Gymnastics

Plan, perform and repeat sequences -Move in a clear, fluent and expressive manner -Refine movements into sequences -Show changes of direction, speed and level during a performance -Travel in a variety of ways, including flight, by transferring weight to generate power in movements -Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) - Swing and hang from equipment safely (using hands)

Swimming

Swim between 25 and 50 metres unaided -Use more than one stroke and coordinate breathing as appropriate for the stroke being used -Coordinate leg and arm movements - Swim at the surface and below the water

Athletics

Sprint over a short distance up to 60 metres -Run over a longer distance, conserving energy in order to sustain performance -Use a range of throwing techniques (such as under arm, over arm) -Throw with accuracy to hit a target or cover a distance -Jump in a number of ways, using a run up where appropriate -Compete with others and aim to improve personal best performances

Outdoor and adventurous activities

Arrive properly equipped for outdoor and adventurous activity -Understand the need to show accomplishment in managing risks -Show an ability to both lead and form part of a team -Support others and seek support if required when the situation dictates -Show resilience when plans do not work and initiative to try new ways of working -Use maps,

compasses and digital devices to orientate themselves -Remain aware of changing conditions and change plans if necessary

Religious Education

Believing

Who was Jesus and why did people follow him? -Describe three things Peter believed about Jesus, making connections to events in his life and express their own ideas about Jesus in light of their learning -Make connections between the actions and teachings of Jesus and what Christians believe today and how they live their everyday lives; -Make a link between Jesus as a 'role model' for Peter and for Christians today and the kind of person they like to 'follow'. Compare their answer thoughtfully with someone else's

What makes a person inspiring to believers? -Identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives -Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers -Ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers -Describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus

Science

Working Scientifically

Ask relevant questions -Set up simple, practical enquiries and comparative and fair tests - Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers -Gather, record, classify and present data in a variety of ways to help in answering questions -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests -Identify differences, similarities or changes related to simple, scientific ideas and processes -Use straightforward, scientific evidence to answer questions or to support their findings

Biology

To Understand Animals and Humans -Construct and interpret a variety of food chains, identifying producers, predators and prey -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions

To investigate living things -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.

Chemistry

To investigate materials (States of Matter) -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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Physics

To investigate sound and hearing -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear

To understand electrical circuits -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 -Recognise some common conductors and insulators, and associate metals with being good conductors

Design Technology

Master practical skills

Food -Prepare ingredients hygienically using appropriate utensils -Follow a recipe -Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)

Materials -Measure and mark out to the nearest millimetre -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) Construction -Strengthen materials using suitable techniques

Mechanics -Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

Textiles -Understand the need for a seam allowance -Join textiles with appropriate stitching -Select the most appropriate techniques to decorate textiles

Design, make, evaluate and improve

Design with purpose by identifying opportunities to design -Make products by working efficiently (such as by carefully selecting materials) -Refine work and techniques as work

progresses, continually evaluating the product design -Use software to design and represent product designs

Take inspiration from design throughout history

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs -Improve upon existing designs, giving reasons for choices -Disassemble products to understand how they work

History

Investigate and interpret the past

Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiries -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ -Suggest causes and consequences of some of the main events and changes in history

Build an overview of world history

Describe changes that have happened in the locality of the school throughout history -Give a broad overview of life in Britain from ancient until medieval times -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Understand chronology

Place events, artefacts and historical figures on a time line using dates -Understand the concept of change over time, representing this, along with evidence, on a time line -Use dates and terms to describe events

Communicate historically

Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology -Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past