

YEAR 4 CURRICULUM MAP

		Autumn	Spring	Summer
Reading	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)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing : narrative and non narrative (NC p 39)		
	VGP	NC Appendix 2		
Speaking and listening	12 Statutory statements (NC p 17)			
Maths	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			
Science	Electricity Sound	Animals, including humans States of Matter	Living Things and Habitats	
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 -collect data, analyse and evaluate information, select a variety of software to accomplish given goals Digital Literacy –Search the Internet safely and identify a range of ways to report concerns about content	Computer Science - use repetition in programs - Scratch 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	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?	Roman Empire and impact on Britain -Why did the Ancient Romans march through Durham?	
Geography	Locational Knowledge – what can we discover about Europe?	Place knowledge – human and physical Why does Italy shake and roar?	Locational Knowledge Coastal fieldwork- Seaham	
Geographical skills and fieldwork –on going across the year				
D.T.	ElectricalControl Design and make objects which triggers a light/buzzer	Food Make a healthy stottie sandwich - N.E. theme	Textiles Design a Roman Purse and Aqueducts	
Art and Design	Sculpture –Greek sculpture Printing - Greek designs Create sketchbooks to record observations	Artists - Italian art- looking at artists Michelangelo	Graphic Design Roman Art	
Music	Music Access – Ukulele Durham Music Service	Music Access - Ukulele Durham Music Service	Glockenspiel Stage 3 (Durham Music Online) Mamma Mia (Durham Music Online)	
MFL	Let's Go <i>Transport and weather phrases</i> <i>Saying where you go</i> <i>Saying how you travel</i> <i>Describing the weather</i> Christmas	Life and Health <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i>	On my way to school	
P.E.	Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games Athletics	

<p><u>R.E.</u></p>	<p>What can we learn about Christian symbols and beliefs by visiting churches? <i>Developing knowledge of Christian worship, differing practices, symbols:</i></p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do we know about the Bible and why is it important to Christians? <i>Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living:</i></p> <p>Why is Lent such an important period for Christians?</p>	<p>Expressions of Belief Why do people travel to sacred places? (Christianity, Sikhism) <i>Demonstrating understanding of the impact of religious faiths on actions:</i></p>
<p><u>PSHCE</u></p>	<p>What is meant by the term 'habit'? Predicting and assessing risk.</p>	<p>Recognize and challenge stereotypes. Recognize and manage 'dares'.</p>	<p>The role of money in their own lives, including managing their money and being a critical consumer.</p>