



St Helen's Catholic Primary School Year 4 Curriculum Map 2017 - 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Mission Statement & Gospel Values 5 th -8 th Sept KS1 Prayer & Praying/KS2 The Mass 11 th -22 nd Sept Domestic Church – Family 25 th Sept-13 th Oct Judaism 16 th – 20 th Oct	Saints 30 th Oct- 3 rd Nov Year of Mercy Week 13 th -17 th Nov Baptism/Confirmation – Belonging 6 th – 24 th Nov Advent/ Christmas – Loving 27 th Nov- 19 th Dec	Other Faiths – 3 rd - 19 th Jan Local Church – Community 22 nd Jan – 9 th Feb	Eucharist – Relating 19 th Feb - 9 th Mar Lent / Easter – Giving 12 th – 29 th Mar	Pentecost – Serving 12 th Apr – 4 th May Reconciliation – Inter-relating 8 th – 25 th May	Universal Church – World 4 th - 22 nd June Friends of Jesus & Stories Jesus told 25 th June – 13 th July
Science	<u>Sound</u>	<u>Grouping Living Things</u>	<u>Human Nutrition</u>	<u>Change of State</u>	<u>Electricity</u>	<u>Dangers to Living Things</u>
Comp	Computing Programme of Study Focus – Online Safety Kidztype.com	Computing Programme of Study Focus – 4.2 We are toy makers (prototyping an interactive toy) Screenshot	Computing Programme of Study Focus – 4.1 We are software developers (Developing a simple educational game) Saving	Computing Programme of Study Focus – 4.6 We are Meteorologists Link with Geography Copy & Paste	Computing Programme of Study Focus – 4.3 We are musicians (producing digital music) Saving	Programme of Study Focus – 4.5 We are co-authors (producing a wiki) Printing
Geography	<p style="text-align: center;"><u>Compare & contrast a region in a European country – France</u> (Link to educational visit to Boulogne.) Use maps to locate the countries of Europe. Identify capital cities. Use maps to locate France in Europe. Identify cities, coasts, rivers, mountains. Identify settlement, economic activity and land use patterns in Boulogne.</p> <p>Place knowledge 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. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p style="text-align: center;"><u>The environment</u> Explore improving the environment around our school. Explore the distribution of natural resources in the U.K. (Energy, food, minerals and water.) 8 points of a compass Geographical skills and fieldwork 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>	<p style="text-align: center;"><u>Settlement in the U.K.</u> Name and locate cities and counties in the U.K. Understand the difference between the U.K., Great Britain and the British Isles. Locate regions of the U.K. and understand their human characteristics. Describe and understand settlement in the U.K. Identify industry and economic activities that happen in the U.K. Locational knowledge - 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. - Human and physical geography 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>		
History	<p style="text-align: center;"><u>Cultural History</u> <i>Icons & Inventor</i></p>		<p style="text-align: center;"><u>Spring 1 The Roman Empire and its impact on Britain</u> Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p style="text-align: center;"><u>Summer 2 - Britain's settlement by Anglo Saxons and Scots</u> The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. 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. Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.</p>		



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Art	Cartooning Focus on building of ideas in a sketchbook. Experiment with different grades of pencil and other implements to create lines and marks. Use the sketchbook to develop ideas. Walt Disney		Pottery Create surface patterns and textures in malleable material. Use paper mache to create a 3D object. Link to Roman Artefacts Gilian Lowndes		Arts Weeks Develop skills in joining. Show awareness that objects have a third dimension.	
DT	Autumn 1 - European Meals - Cooking traditional foods from countries in Europe Have some basic knowledge and understanding about healthy eating and The eat well plate. Investigate a range of food products e.g. the content of school meals.. Link to the principles of a varied and healthy diet. Design a meal for a particular user and purpose. Plan the main stages of a traditional recipe, listing ingredients, utensils and equipment. Use annotated sketches to communicate ideas. Evaluate against the design criteria.		Spring 1 - Shell Structures Investigate a collection of different shell structures including packaging. Use questions to develop children's understanding e.g. What is the purpose of the shell structure – protecting, containing, presenting? Children take a small package apart identifying and discussing parts of a net including the tabs. Judge the suitability of the shell structures for their intended users and purposes. Discuss graphics including colours/impact of style/logo/size of font. Create design criteria focusing on the needs of the user and purpose of the product. Use prototypes to communicate ideas. Use objects with flat faces to construct nets. Use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Use computer-aided design (CAD) software to design the net, text and graphics for their products according to purposes. Demonstrate how to use different ways of stiffening and strengthening their shell structures e.g		Summer 1 - Torches Investigate and analyse a range of existing battery-powered products. Review knowledge of circuits. Gather information about needs and wants and develop a design criteria. Communicate ideas through cross-sectional diagrams. Plan and order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	
PE	Gym (Receiving body weight) Games - tennis (Net / Court / Wall Games)	Dance (These shoes are made walking / Giraffes can't dance / Incognito) Games (Problem Solving and inventing Games)	Gym (Balance leading into change of front and direction) Games (Invasion Games)	Dance (Electricity) Cricket Games (Striking and Fielding Games)	Gym (Rolling) Games (Athletics – Unit 1)	Dance (Snooker Championship / Record and Remember) Games (Athletics – Unit 2)
Music	Using voices expressively, singing songs of different styles, learning about ostinato patterns. Gustav Holst – The Planets. Focus on instruments of the orchestra	Ballet music – Tchaikowsky - introducing waltz music, learning to count and play in 3-metre, composing to a brief.	Glockenspiel techniques - learning basic instrumental skills by playing tunes in varying styles. Introduction to the language of music, theory, composition, reading scores.	Let's make Tudor music - singing songs from Tudor times, learning about instruments, learning a Tudor dance. Composing a Tudor melody using ICT.	Let Your Spirit Fly - R&B, Michael Jackson, Musicals, Motown, Soul. Historical context of musical styles.	Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
French	Broaden vocabulary and develop ability to understand new words that are introduced through using a dictionary Use a dictionary to identify sports vocabulary Numbers 1-60 continuous <u>Grammar</u> Conjugate high frequency verbs to describe sports Faire (do) Jouer (play) Je joue au foot.	Describe people orally and in writing Use adjectives to describe themselves Physical/personality. <u>Grammar</u> Conjugate high frequency verbs in the first person. Avoir (to have) Etre (to be) Use adjectives to build sentences. Je suis (etre) sympa. I am nice. J'ai les cheveux longs.	Present ideas and information orally to a range of audiences. Engage in conversations. Ask and answer questions. Asking for directions and following directions <u>Preparation for French day</u> • Shops in France • Ordering items <u>Grammar</u> Conjugate the conditional tense in the first person Je voudrais (I would like) Questioning Oú (where?)	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <u>Preparation for French Trip</u> Learn about Boulogne Asking and answering questions. Reading and understanding menus Ordering food and drinks in French? <u>Grammar</u> Understand the features of asking questions in French	Develop accurate intonation and pronunciation so that others understand when they are reading aloud and using familiar words and phrases. Develop home vocabulary e.g. Furniture and rooms around the home <u>Grammar</u> Conjugate a high frequency verb in the first person to build sentences J'habite (I live)	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Asking and telling the time Fractions Assessments <u>Grammar</u> Use il est (It is) to build sentences about time.
PSHCE	New Beginnings Getting on and falling out	Say No to Bullying Economy	Going for goals! Citizenship	Good to be me Healthy Lifestyles – Drugs & Alcohol	Relationships Safety	Changes Journey in Love
Ed Visits		The Cartoon Museum –	Colchester Castel Place of Worship - Sikh		Visit to Benjamin Franklin House –	Beowolf workshop Science Museum – IMAX Cinema