



St. Mary's R.C. Catholic Primary School 2022-2023



Curriculum Map: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	Throughout the year children will be taught twice weekly R.E. lessons using the 'Come & See' scheme. All children will focus on the following topics throughout the year : Domestic Church (family), Baptism/Confirmation (belonging), Advent/Christmas (loving), Local Church (community), Eucharist (relating), Lent/Easter (giving), Pentecost (serving), Reconciliation (inter-relating), Universal Church (world) and another Religion. CARITAS will also be used throughout the year. The multi-faiths week will take place in October.					
History		<u>ANGLO-SAXONS</u> Understand where the Saxons came from and when they were alive, using timelines. Understand who the Saxons were. Understand the locations of the Saxon Kingdoms and settlements. Learn about key people, places and events.	<u>THE BLACK DEATH</u> Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge after 1066. - The Great Plague		<u>ANCIENT EGYPTIANS</u> Demonstrate more in-depth knowledge of one specific civilisation - Ancient Egypt.	
Geography	<u>RIVERS</u> Use geographical language to identify and explain some aspects of human and			<u>EUROPEAN REGION</u> Identify and describe similarities, differences and patterns when		<u>MAP SKILLS</u> We will locate the equator and hemispheres on a map. The children



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	physical features and patterns. NC: rivers, the water cycle human			investigating different places, environments and people.		will also identify time zones around the world.
Design and Technology		DT <u>Electrical Systems</u> Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.		DT <u>Structure Pavilions</u> Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.		
Art						
Science						
Spanish	<u>Art Collage</u> Explore and practice different collage processes Make and develop initial collage ideas into final work,		<u>Art Drawing</u> Make drawings and experiment through mark making different media such as, pencils hard and soft, crayons, felt-		<u>Art Abstract Art</u> Mix colour, shades and tones with increasing confidence. Learn how colour has light and dark values and how colour can be	



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	<p>adapting work as it progresses. Orally describe their work and the work of others (Tom Eckersley, Shaheen Merali), describing the formal elements of the collage.</p>		<p>tips, charcoal, chalk etc. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Look at Van Gogh line drawings- Landscape with houses/ Saintes Maries de la mer Have a go at creating a drawing of a simple shapes using this technique. Use different media (crayons, coloured pencils). DISCUSS POINTILLISM- George Suerat (again experiment)</p>		<p>used to make colours lighter or darker. Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation. Study significant works of art (Kandinsky) and give more complex personal oral opinions about it. Study their techniques, colour, tone, textures and patterns used etc.</p>	
	<p><u>Science</u> <u>Teeth and Digestion</u> Identify the different types of</p>	<p><u>Science</u> <u>Electricity</u></p>	<p><u>Science</u> <u>States of Matter</u> Group materials together, according</p>	<p><u>Science</u> <u>Classifying living things and their habitats.</u></p>	<p><u>Science</u> TIME ALLOCATED FOR ANY UNITS THAT TAKE LONGER</p>	<p><u>Science</u> <u>Sound</u> Identify how sounds are made, associating</p>



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	<p>teeth in humans and their simple functions.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Choose / select a relevant question that can be answered</p> <p>Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions</p> <p>Make some of the planning decisions about what to change and measure / observe.</p> <p>Carry out simple fair tests with increasing confidence</p> <p>investigating the effect of something</p>	<p>To identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and</p>	<p>to whether they are solids, liquids or gases.</p> <p>Compare materials according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Record findings using relevant scientific language and vocabulary (from Y4 PoS),</p> <p>Begin to select the most useful ways to collect, record, classify and present data from a range of choices.</p> <p>Use relevant scientific language and vocabulary (from</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>THAN THE PLANNED HALF TERM.</p>	<p>some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Know that sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body).</p> <p>Know that sounds travel away from</p>
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	on something else (linked to Y4 PoS)	associate metals with being good conductors.	Y4 PoS) to begin to say / explain why something happened. Use results to suggest improvements, new questions and / or predictions for setting up further tests.			their source in all directions. Know that vibrations may not always be visible to the naked eye.
	<u>Spanish</u> Greetings	Instructions/ Family	Goldilocks and the 3 Bears	Habitats	Classroom	My Home
	Music Music service- Ukulele	Music Music service- Ukulele	Music Music service- Ukulele	Music Music service- Ukulele	Music Music service- Ukulele	Music Music service- Ukulele
Additional Subjects	Computing Systems and networks (the internet)	Creating Media - Editing Audio	Programming A - Repetition in shapes	Computing Data logging	Creating Media - Photo Editing	Programmin b - Repetition in Games
	<u>PSHE Life to the Full</u>	<u>PSHE Life to the Full</u>	<u>PSHE Life to the Full</u>	<u>PSHE Life to the Full</u>	<u>PSHE -Life to the Full</u>	<u>PSHE -Life to the full</u>



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	Emotional Health Day - (World Mental Health Day 10/10/22)	Anti-Bullying Week (14/11/2022) Multi-Faith Weeks - Judaism & Sikhism (WB- 14 th Nov - 21 st Nov)	E-Safety Day	Lenterprise Start of Lent	Equality & Diversity Day	
	Maths Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.					
Enrichment			World Book Day 2nd March 2023 Science: British Science Week 11 th - 20 th March 2023		Egyptian day Trip to outdoor elements	Local area walk (Geography link) World music day 21 st June 2023
Writing Opportunitites	Explanation text - How to make a circuit		Newspaper report on the great plague	Persuasive advert - visit Andalucia R	Debate - for or against uses of the Nile.	
Ongoing						
	P.E. - Master basic FMS and begin to apply these in a range of activities. Using PE passport.					



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	Project Based Learning and Mindfulness	Health Education, Movement and Fitness to Music	Principles, Tactics, Attacking and Defending	Principles, Tactics, Attacking and Defending	Physical Competitions and Challenges	Outdoor Adventure and Active Learning.
	Computing: e-safety - Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.					
	English – Wherever possible, and relevant, English Units will link with the topic being taught. Books used in English units will link to the topic, as will linked texts that can also be used as class novels. Spelling and handwriting should be taught discretely. Refer to the No nonsense spelling scheme which has also replaced Phase 6. Guided Reading will be taught daily and follow up tasks after sessions with the teacher will include follow up written activities					
Outdoor Learning		History - finding objects from nature to use to dye clothing.				Geography - observing litter and rubbish in school / local environment. Creating maps of the locality