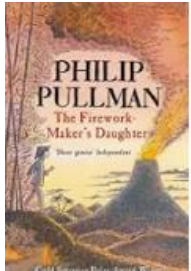
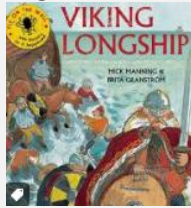
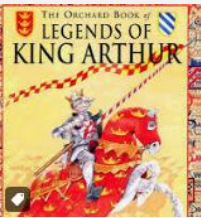



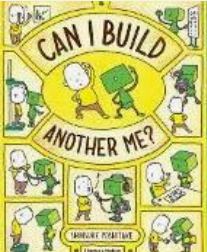



YEAR 4 – CURRICULUM MAP

Term & Worship Themes	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Value	Fellowship		Love		Righteousness	
Entry Point/visits & Landings/ Special events such as Science week/production	Enrichment Week Salisbury Museum trip	Singing Carols to Glynn Court residents Carol Service	Enrichment week/Science Week River Study- trip to River Avon Our World Day	Springhead Residential		Production
Spirituality Spiritual Moral Social Cultural						
Mathematics (key areas of maths learning)	Place value (4 weeks) Addition and subtraction (3 weeks)	Area (1 week) Multiplication and division A (3 weeks)	Multiplication and division B (3 weeks) Length and perimeter (2 weeks)	Fractions A (4 weeks) Decimals A (3 weeks)	Decimals B (2 weeks) Money (2 weeks) Time (2 weeks)	Geometry Shape (2 weeks) Statistics (1 weeks) Geometry position and direction (2 weeks)
English (Learning Journey Title, Purpose, Key text drivers)	<p>Class Reader- The Firework Maker's Daughter- Phillip Pullman</p>  <p>Question: How can I use juxtaposition to build up tension in setting description?</p> <p>Concept: Mood- tension Genre: Adventure</p> <p>Text Driver: Various instructional texts Question: How can I instruct someone to do something? Concept: Non-fiction structure/ impact Form: instructions.</p> <p>Discussion around other cultures.</p> <p>Site of Application- letter writing to pen pals, descriptive writing using Into the Forest as stimulus.</p>	<p>Text Driver: The Viking Longship- Mick Manning</p>  <p>Question: How can I inform by bringing history to life? Concept: Non-fiction structure/ impact Form: poster on publisher</p> <p>Poetry- Remembrance Day poems, how can we show respect for those who lost our lives in war?</p> <p>Text Driver: King Arthur Orchard Collection</p>  <p>Question: How can I build a story using cohesive techniques? Concept: Characterisation Genre: Folk Tales</p> <p>Site of Application-</p>	<p>Text Driver: River Story- Meredith Hooper</p>  <p>Question: How can we bring a river's journey and landscape alive through informative narrative? Concept: non-fiction, structure, mood- to inspire Genre: booklet</p> <p>Text Driver: Lonely Street- Lopez Merino</p> <p>Question: How does an author use literary devices to capture a certain setting type? Concept: figurative language Genre: poetry</p> <p>The Sound of Silence— how does this make us feel? Can we truly ever find silence?</p> <p>Text Driver: Flood-Alvaro Villa</p> <p>Question: How can I persuade using emotional vocabulary?</p>	<p>Question: How can I recount my time at Springhead by making my reader feel involved? Concept: Non-fiction structure, impact Form: Diary entry</p> <p>Text Driver: Tom's Midnight Garden- by Edith (graphic novel)</p>  <p>Question: How can we move a story on using dialogue? Concept: dialogue Genre: Graphic novels</p> <p>Site of Application- Narrative, how can we make Tom seem mysterious and strange? Explanation of the Water Cycle</p>	<p>Text Driver: Sleeping Beauty- Disney Classics</p>  <p>Question: How can I create a sense of awe about a villainous character? Concept: characterisation Genre: Fairytale</p> <p>Text Driver: Leisure- W.H. Davies</p> <p>Question: How can you use repetition and rhyme effectively to create a poem? Concept: literary devices Genre: poetry</p> <p>Site of Application- letter writing, diary entry.</p> <p>Site of Application- persuasion- how can we write from a moral perspective about the plastic waste in our seas and oceans?</p>	<p>Text Driver: Can I build another me?- Shinsuke Yoshitake</p>  <p>Question: How can I explain in an engaging and captivating way? Concept: non-fiction structure impact Genre: leaflet</p> <p>Site of Application- how can we instruct someone to make our lunchboxes or a sandwich?</p>

			 <p>Concept: Non-fiction structure, impact Form: Persuasive letter Should we be responsible for helping those in need?</p> <p>Site of Application- diary entry using Flood as stimulus.</p>			
Science	Mixtures and separating them 8	Digestion 7 Digestion- the wonder of what our body can do to survive and thrive.	Plant reproduction 7 The beauty of plants and nature within their role of reproduction		Living things 6	Electricity 6 Reflecting on a life without electricity using PMI grid- being thankful for what we have.
RE	Special Neighbours Christianity (UC 2a.4) What is a neighbour– our moral obligation to care for others and treat others as we hope to be treated.	Faith - Angels Christianity / Incarnation (UC 2a.3) Angels– to spiritual affect that angels have upon people. Creating a piece of art linked to this to reflect on our own feelings.	Ritual ** Water - Christianity (adult baptism), Islam (wudu) and Sikhism (baby blessing). Ritual– how does the lighting of the candles in worship make us feel? Why is it important to have these collective rituals?	Cross as a symbol Salvation (UC 2a.5) The symbol of the cross– what does these mean to others?	Belonging- Pentecost Christianity (UC 2a.6) How important is belonging? Thinking about different cultures and how we have right to belong.	Protection ** Hindu traditions - Raksha Bandan Raksha Bandan– how do different cultures express ideas of protection– opportunity to talk and the right and wrong and how we treat others.
Art	Self portraits Drawing Painting ICT Grisaille illustrations Romero Britto and Anthony Browne (Grisaille art) Looking at Grisaille movement which originated in France. Why was this style of colour used?		Drawing Painting Painting water/rivers Artist? Colour, Line, Shape, Space Creating water art using different mediums and thinking about how we can create natural patterns within our artwork.		Drawing Painting Digital Media Collage Photos Colour, Line, Pattern, Shape, Form and Space Looking at Tao Xi Zi- using art to express pollution and impact on the Earth	
Discover History	How is a community created? Anglo-Saxon and Viking impact on Britain Exploring the lives, beliefs, and achievements of the Anglo-Saxons	How is a community created? Anglo-Saxon and Viking impact on Britain Christianity– what would it be like if ours was not a Christian country?		Review of Discover Term		

	can spark a sense of wonder and curiosity. This helps children appreciate the complexity and richness of human cultures and history.	The study of conflict between kingdoms is an opportunity to discuss why communities are so important., Exploring Anglo-Saxon myths and legends, such as Beowulf, allows children to delve into rich narratives that explore themes of heroism, morality, and the struggle between good and evil.				
Explore Geography	Review of create and Explore →		What is the rivers run dry? A study into two European rivers (River Rhine and the River Avon) Our World Day Launch— watching the video going from a person’s eye into space— how does this make us feel? Our World Day— tasting and smelling food from different cultures. The water cycle— the awe and wonder of how all water is involved in a cycle. Looking at the landscapes of two countries and rivers within them— the wonder of how nature can shape and change a place. Springhead residential— tasting water from a spring and discussing what is so special about this. Project Manna trip— being part of a community and what this means.		Review of Explore →	
Design & Technology					Do I make the right choice? Using learning about climate change and sustainability, create a reusable lunchbox. Create a sandwich to add to box. Mini Project- lamp.	
Music	Playing with rhythm – playing together and rhythmic structures skills: dimensions: composers:	Preparation for Christmas	. Musical contrasts skills: dimensions: composers:		Melody builders – exploring melodies and song structures skills: performing in ensembles, dimensions: pitch, musical notation	Preparation for Production/Variety show.
P.E. & Games	Forest School Fitness Fundamentals	Forest School Dance Gymnastics Gymnastics—children working together, being one with their partner in creating synchronised movements. Dance—Children express themselves through dance—	Forest School Ball Skills Rugby	Forest School Netball Dodgeball	Forest School Golf Athletics	Forest School OAA Rounders

		delighting in the spontaneity through movement.				
French	Revisions Couleurs: place and agreement Describing myself -size (grand / petit) -hair / eyes To have – avoir: 1 st and 3 rd person singular J'ai, il a , elle a		Where we live: J'habite à / en Nationality /Stereotypes Weather To go – aller using countries and transport Personsl pronouns: je , tu , il, elle, on To be: je suis, il est, elle est		Numbers to 100 Euros What we have at home: animals, cognates Using the negative: J'ai / Je n'ai pas de Expressing what we want using I would like and giving reasons using why: parce que / car Adjectives to express reason Weekly activities using sports, to do, to play in the fist person singular. Sound: "ai, et, ais, est"	
Computing	<i>ICT- NCCE:</i> Computer Systems and Networks <i>Computer Science</i> <i>NCCE:</i> <i>Programming A – repetition in shapes</i> <i>Programming– seeing the beauty in repeated code which creates a drawing.</i>	<i>Desktop Publishing-</i> creating a publisher document. <i>Online Safety-</i> Project Evolve	ICT- NCCE: Creating Media – Photo Editing Desktop Publishing (using edited photos in a document)	ICT- Desktop publishing Consolidate skills by publishing a piece of learning in Word or Publisher, where appropriate.	Computer Science Programming physical systems – microbit – creating 'inchworms using servos as inputs and 'count-controlled loops and forever loops' in the algorithms. https://makecode.microbit.org/projects/inchworm	NCCE: Data Management – Branching Databases Use J2E Data to create a branching database from your science learning.
PSHE	Positive relationships including online-Computing Respecting differences and similarities; discussing differences sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online Medicines and household products drugs common to everyday life	<i>What makes a community; shared responsibilities</i> <i>* Medicines and household products drugs common to everyday life</i>		<i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</i>	