Rockmount Primary School Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National and Whole School Events	International Day of Peace	Black History month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness World Day for Cultural Diversity	Sports Week World Environment Day
Assemblies / Circle Times / British Values / Safeguarding	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
Theme	**How do we light up the world?**	**Where does our chocolate come from and how is it made?**	**What is there to discover in our wonderful world?**	**Why is the Amazon rainforest so important?**	**Who were the Romans?**	**Was the Anglo-Saxon period really a Dark Age?**
Literacy	Setting descriptions Character description Balanced arguments	Non-Chronological Report - The History of Cadbury TV Adverts – Cadbury's Narrative – short story	Diaries Newspaper article Narrative – adventure story	Poetry Information book Fact file	Writing from different points of view Roman myths	Scripts Instructions
Key Text	Krindlekrax	Chocolate Tree	The Titanic Detective Agency	The Shaman's Apprentice: A Tale of the Amazon Rain Forest	Roman Tales: The Captive Celt Terry Deary	The Iron Man
Maths	Calculation skills	Shape Amounts (measurement) Fractions Data	Calculation skills	Shape Amounts (measurement) Fractions Data	Calculation skills	Shape Amounts (measurement) Fractions Data
Science	**Electricity** Children are taught to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts • identify whether or not a lamp will light in a simple series circuit, based on whether it is part of a complete loop with a battery • recognise that a switch opens and closes a circuit • recognise some common conductors and insulators	**Materials-States of matter** Children are taught to: • compare and group materials together according to whether they are solids, liquids or gases • observe that some materials change state when they are heated up or cooled down • identify the part played by condensation and evaporation in the water cycle and associate the rate of evaporation with temperature	**Living things and their habitats** Children are taught to: • 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		**Animals including humans** Children are taught to: • describe the simple functions of the basic parts of the human digestive system • identify different types of teeth in humans and their function • construct and interpret a variety of food chains	**Sound** Children are taught to: • identify how sounds are made, associating some of them with vibrating • recognise that vibrations from sound travel through a medium to the ear • find a pattern between the pitch of a sound and the features of the object that produced it • find a pattern between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound increases

Computing	We are software developers	We are bloggers	We are meteorologists	We are musicians	We are artists	We are makers
	Children are taught to: • design, write and debug programs that accomplish specific goals • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Children are taught to: • 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 a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour	Children are taught to: • work with variables and various forms of input and output. • use logical reasoning to explain how some simple algorithms work • 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	Children are taught to: • use sequence and repetition; work with various forms of input and output • be discerning in evaluating digital content. • select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour	Children are taught to: • use sequence, selection and repetition in programs; work with variables and various forms of output • select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals	Children are taught to: • design, write and debug programs that accomplish specific goals • use sequence, selection and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work
Online Safety (Project Evolve)	**Health, Well-being and Lifestyle** I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. **Online Relationships** I can describe strategies for safe and fun experiences in a range of online social environments (e.g., livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognize healthy and unhealthy online behaviours.	**Privacy and Security** I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g., adult supervision I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent	**Managing Online Information** I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g., social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g., advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things	**Online Reputation** I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others	Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. **Online Bullying:** I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)	**Self-Image and Identity:** I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this **Copyright and Ownership** I can give some simple examples of content which I must not use without permission from the owner, e.g., videos, music, images

			(e.g., bots) and describe what the benefits and the risks might be I can explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't			
History		**Why do we study the Maya in history?** Children are taught about: • a non-European society that provides contrasts with British history - Mayan civilization c. AD 900			**What was the Roman Empire's most significant impact in Britain?** Children are taught about: The Roman Empire and its impact on Britain including: • 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	**Was the Anglo-Saxon period really a Dark Age?** Children are taught about: Britain's settlement by Anglo-Saxons and Scots including: • 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
Geography		**Where does our food come from?** **(Linked to history/DT)** Children are taught to**:** describe and understand key aspects of: • 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	**Would you rather live in the Arctic or Antarctic?** Children are taught to**:** • identify the position and significance of the Arctic and Antarctic Circle	**Why does the Amazon matter?** Children are taught to**:** • describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains		**Settlements: where do people live and why?** Children are taught to**:** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
Art	**Drawing- Short unit** **Why is the tone of a still life important?** Children are taught: • to create sketch books to record their observations and use them to review and revisit ideas			**Painting - Jungle Scenes** **What effects can be created with paint?** Children are taught: • to learn about great artists, architects and designers in history • to improve their mastery of art and design techniques,	**Collage - pasted paper** **What is paper pasted collage?** Children are taught: • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing	**Sculpture** **What is a wire framed sculpture?** Children are taught: • to improve their mastery of art and design techniques, including sculpture with a range of materials for example, clay and paint

				including painting with a range of materials	awareness of different kinds of art, craft and design	
Featured Artist	**Fernando Botero** 	**Tom Hunt** Climate friendly cuisine 	**Rebekah Johnstone** 	**Nixiwaka Yawanawá** 	**Kurt Schwitters** 	**Yinka Shonibare** 
Design & Technology	**Construction** **How can electricity be used to power a design?** Children are taught: • to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • to select from and use a wider range of materials and components, including construction materials according to their functional properties • understand and use electrical systems in their products	**Cooking and Nutrition** **What makes a good chocolate bar?** Children are taught: • to investigate and analyse a range of existing products • to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	**Wall Hangings - Textiles** **Why is the exit always through the gift shop?** Children are taught: • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate their ideas and products against design criteria			
Music	**How do we develop our ukulele skills?** Children learn • to play the chords C, Am and F (some may also learn to play G/G7). • how to change between chords smoothly • to strum up and down to create simple strumming patterns. • how to sing and accompany themselves on the ukulele • to compose songs using the ukulele to accompany themselves.	**How do we make music sound mysterious?** Children learn • to play short melodies in a minor key using pitched notation (building on the three notes already secured in Yr 3) • about minor tonality by playing and improvising in a minor key on tuned percussion and/or keyboards. • to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.	**How can you use your body to create music?** Children learn • to further develop their sense of rhythm through rhythm games. • a repertoire of challenging body percussion rhythms that can be performed as an accompaniment to songs, performed in unison, as a round or layered together. • to create, play and combine challenging rhythms with increasing accuracy, control and an awareness of their	**Why does some music make you want to dance?** Children learn • about music from Brazil through listening and appraising, singing and playing instruments. • to play and combine syncopated rhythms with increasing accuracy, control and an awareness of their own part within the ensemble by forming a class samba band.	**How do we make music sound exciting?** Children learn • to listen and appraise Grieg's 'In the Hall of the Mountain King', discovering how he made the music so exciting whilst also developing their knowledge of the orchestra and ability to listen with attention to detail. • how the elements of music can be used to create mood and atmosphere in music. • to play extracts from the piece on keyboards/tuned percussion.	**How have you improved as a musician since the beginning of the year?** Children learn • to reflect and appreciate their growing repertoire of musical skills. • to play and create music in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

			own part within the ensemble.		• to compose their own exciting music.	
R.E.	**How do I show I'm part of a community?** Children will: • learn that members of faith groups follow guidelines set out in their religious books and writings • learn that members of different religions believe it is important to follow the guidelines for their community • know that members of different religions follow the guidelines because they believe it is what God requires of them		**How do communities celebrate?** Children will: • learn that faith communities have celebrations for a number of reasons • understand that celebrating a festival with others strengthens a community • know that Easter is the most important Christian festival		**Why are places of worship important to communities?** Children will: • know that worship can take place in special buildings and also the home • learn that many activities take place in community buildings – food, education, meetings, social activities • understand the role of leaders of religious groups	
PSHE / SRE	**Families and Relationships** Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement	**Health and Wellbeing** Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	**Citizenship** Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government	**Economic Wellbeing** Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.	**Safety and the Changing Body** Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma	**Safety and the Changing Body** Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
MFL	**Portraits - describing in French** Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	**Clothes- getting dressed in French** Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.	**French numbers, calendars and birthdays** Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	**French weather and the water cycle** Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.	**French food- miam, miam!** Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.	**French and the Eurovision Song Contest** Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.
PE and Sport	**Football and Handball**	**Dance Unit 1 and 2**	**Gymnastics Unit 1 and 2**	**Rounders and Cricket**	**Tennis and Netball**	**Athletics**
					Swimming	
Outdoor Learning	Planting bulbs	Shapes, angles and measurement	Cooking food as an explorer	Creating layers of the rainforest		Anglo-Saxon way of life
Health and Wellbeing		World Kindness Day	Children's Mental Health Week Skip2bFit			
Enrichment Visits/Trips		Ministry of Chocolate Anti-Bullying Week	Arctic/Antarctic workshop Zoom with the writer of The Titanic Detective Agency	Food of the rainforest Kew Gardens STEM Week	Roman Day	