



WITHYMOOR PRIMARY SCHOOL CURRICULUM MAP FOR YEAR 4



Learning Together, Aiming for Excellence

Revised September 2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Text: Float Genre: (F) Length of unit: (18) Text type: narrative story</p> <p>Text: Still I Rise Genre: (P) Length of unit: (16) Text type: poetry</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (NF) Length of unit: (4)</p>	<p>Text: Inviting an Author Genre: (NF) Length of unit: (16) Text type: Persuasive writing</p> <p>Text: Feast Genre: (F) Length of unit: (18) Text type: story</p>	<p>Text: The Creature Genre: (NF) Length of unit: (19) Text type: newspaper (journalistic)</p> <p>Text: Farther Genre: (F) Length of unit: (12) 6 days Text type: legacy story</p>	<p>Text: Farther (continued) Genre: (F) Length of unit: (12) cont...6 days Text type: legacy story</p> <p>Text: Stroodles: An Alternative to Plastic Straws Genre: (NF) Length of unit: (15) Text type: persuasive advert</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (4)</p>	<p>Text: The Iron Man Genre: (F) Length of unit: (17) Text type: story</p> <p>Text: Nikola Tesla Genre: (NF) Length of unit: (16)* Text type: biography *additional days used to generate writing material for a different significant person</p>	<p>Text: The River Genre: (P) Length of unit: (15) Text type: poetry</p> <p>Text: Charlie and The Chocolate Factory Genre: (F) Length of unit: (15) Text type: narrative</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (5)</p>
Mathematics	<p>Number – Place Value Number – addition and subtraction Measurement – Area Number – Multiplication and Division</p>		<p>Number – multiplication and Division Measurement – Perimeter Fractions Decimals</p>		<p>Decimals Measurement – Money Time Statistics Geometry – Properties of Shape Geometry – Position and Direction</p>	

Science	Groups & Classifying Living Things Data Collection A States of Matter Famous scientist: Sir David Attenborough – animal behaviourist Famous scientist: Daniel Fahrenheit – inventor of the thermometer and temperature scale		Sound Data Collection B Electricity Energy Famous scientist: Alexander Graham Bell – invented the telephone Famous scientist: Thomas Edison – invented the lightbulb		Data Collection C Habitats Deforestation The Digestive System Food Chains Famous scientist: Joseph Lister - antiseptic	
	Computing	Digital Literacy Computer Science	Computer Science Information Technology	Information Technology	Digital Literacy Information Technology	Computer Science
Unit 4.2 – Online safety Unit 4.1 – Coding		Unit 4.1 – Coding Unit 4.6 – Animation	Unit 4.3- Spreadsheets	E-safety Unit 4.4 – Writing for different audiences	Unit 4.5 – Logo Unit 4.8 – Hardware Investigators	Unit 4.7 – effective searching Unit 4.9- Making Music
History	A Local History Study The Victorians & the Impact of the Industrial Revolution		Britain's Settlements by Anglo-Saxons and Scots		The Vikings Struggle for the Kingdom of England	
	How have jobs changed over time in the local area? Farming & settlements, industrialisation, retail & business. What has the local and national impact been of the Industrial revolution?		Why did the Romans leave and what happened to their Empire? Why did the Scots & Anglo-Saxons invade? What impact did it have on life in Britain?		Why did the Vikings invade and who resisted them? What was Danegeld and why was it significant? Who was Edward the Confessor?	
Geography	Locational Knowledge, Place knowledge, Geographical Skills		Locational Knowledge, Human & Physical geography, Geographical Skills		Locational Knowledge, Human & Physical geography, Geographical Skills & Fieldwork	
	Visiting Europe Compare & contrast the UK with other European countries (Rome-Italy and Greece-Athens) Identify geographical similarities and differences		Climatic regions and biomes How do geographers zone the world? Name and locate the biomes of the world Focus on Polar & tropical regions as a comparison		Rivers and the Water Cycle Learn about the River Stour from source to mouth, including tributaries. What is erosion and what causes it? Compare with the river Nile The Water Cycle Visit: Severn Valley Country Park	
Music	Flute lessons DPA		Flute lessons DPA		Flute lessons DPA	
	Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. <ul style="list-style-type: none"> Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 		Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. <ul style="list-style-type: none"> Direct others to start and stop using gestures and can follow a conductor. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 		Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. <ul style="list-style-type: none"> Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Direct others to start and stop using gestures and can follow a conductor. <ul style="list-style-type: none"> Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). 	
Art	<u>Painting</u> Orla Kiely – Stem (Print work digital media work)		<u>Drawing</u> Paul Cadden – (Portraits) <ul style="list-style-type: none"> Use pencils of different hardness to show line, tone and texture. Annotate sketches to explain and elaborate ideas. 		<u>Sculpture</u> Ai Weiwei – Sunflower Seeds <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 	

	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour 			<ul style="list-style-type: none"> Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 			<ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 		
DT	Aspect of DT: Food Focus: Healthy and varied diet (including cooking and nutrition requirements for KS2) Soup			Aspect of DT: Electrical systems Focus: Simple Programming and Control			Aspect of DT: Mechanical systems Focus: Lever and Linkages		
RE	Judaism – How special is the relationship Jews have with god? Buddhism – Is it possible for everyone to be happy?	Christianity - What is the most significant part of the Christmas story for Christians today?	Buddhism - Could Buddhas teachings make the world a better place? Judaism – How important is it for Jewish people to do what God asks them to do?	Christianity - Is forgiveness always possible for Christians?	Buddhism - What is the best way for a Buddhist to lead a good life? Judaism - What is the best way for Jewish people to show commitment to God?	Christianity - Do people need to go to church to show they are Christians?			
PE	Swimming Tag Rugby	Swimming Netball	Swimming Basketball	Swimming Rounders	Swimming Tennis	Swimming Athletics			
RSHE	Relationships			Living in the Wider World			Health and Wellbeing		
	Positive friendships, including online. Rights, responsibilities and democracy	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online. Solving problems	Respecting differences and similarities. Discussing differences sensitively. Judging by appearance Positive attitudes	What makes a community? Shared responsibilities. Resilience Environmental change and our responsibility to it	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care. Smoking Alcohol Mental wellbeing.	Personal identity. Recognising individuality and different qualities. Moving forward Girls and Puberty Having a baby	Drugs common to everyday life. Healthy friendships Peer Pressure
French	Review Core Vocabulary from Y3 Autumn 1 (Days/ Months/ Numbers)	Presenting Myself	Family	At the cafe	The Classroom	Goldilocks			