

Curriculum Map Year 4



Inspire Curriculum

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Where does my food go?	Were the dark ages dark?	Dragons fact or fiction	The good, the bad and the ugly.	Amazing Amazon	It's a small world
English	Learning the story 'The worst journey in the world' retelling it by heart and writing our own version of a problem story. We will also be writing instructions to create a healthy meal.	We will be learning the myth Beowulf the defeat of Grendel, retelling it by heart and writing our own version of a monster story. We will then be writing a newspaper report.	Learning the, The cobbler of story 'The cobbler of Krakow and Smok the Dragon of Wawel' Retelling it by heart, creating our own legend story. We will then be creating an explanation text on a mythical creature. During our story time at the end of the day we will be able to listen to different poems about dragons and explore the book 'How to Train Your Dragon' in front of a roaring fire place!	We will be learning the Christian Anderson version of the ugly duckling, retelling it by heart and create a non-chronological report on an invented bird.	We will be learning the story 'The great Kapok tree, retelling it by heart and writing our own versions, we will be creating poetry about how an animal moves.	We will be learning a journey story, retelling it and writing our own innovated versions. We will also be looking at



Maths	Learning the lengths of digestive organs for different animals. We will be using this information to compare and order lengths within our place value work.	Learning to use multiplication tables, We will also begin to explore shape and decimal numbers.	For our dazzling start we will be looking at position and direction to find the dragon's lair/egg. We will be using our numeracy lessons to develop our understanding of number including money and fractions.	Learning to solve problems, representing and then interpreting information .Apply understanding of properties of 2D shapes to solve problems. Compare and classify geometric shapes.	– Learning to order and compare numbers up to and beyond 1000. order the lengths of the rivers and other measures they have chosen They will also learn how to read, write and convert time between analogue and digital 12 and 24-hour clocks	We will be learning to measure and calculate the area and perimeter of rectilinear shapes.
Science	Learning the story of what happens to food after it's eaten, Human teeth – types and functions, Animal teeth and food (herbivore, omnivore, carnivore), Tooth damage and decay investigations.	Pupils will consider the use of appliances in the home and then find out what is meant by a circuit. The use of different components will be investigated and the concept of conductors and insulators introduced.	We will be identifying how sounds are made, looking at pitch, volume and vibrations. We will then develop our understanding of how sound travels from the medium to the ear.	N/A	Learn about the water cycle and how it works in the context of the Amazon rainforest. In addition they study the role played by trees and plants in the Amazonian water cycle and look at how plants have adapted to meet the challenges of the rainforest environment.	N/A

Geography	N/A	Pupils learn about the physical and human geography of Iceland. We will use what we have found out to help us to imagine we are really there! We will then write postcards home.	We will be learning about the Chinese Dragon and locating China on a map. We will then be exploring different cities and counties of the United Kingdom using atlases to find the perfect place for a dragon to live!	N/A	This Unit introduces pupils to the mighty River Amazon of South America. In geography they discover what rainforests are and where they are located in the world.	In this unit we will be using maps and atlases to locate the countries where immigrants located from, finding named countries and determining routes taken to reach the UK.
History	N/A	Pupils learn about the invaders and settlers who came to the British Isles from Scandinavia and north western Europe in the centuries which followed the departure of the Romans, circa 450 to 1100 A.D.	We will be learning about who was the real Saint George? Saints and Patron Saints across the ages 'The Golden Legend' book of saints.	The focus is firmly on crime and punishment with pupils following this theme through from Anglo-Saxon time and the Second World War. Pupils learn about medieval outlaws,	N/A	We will be studying the impact of newcomers into the UK over the course of history and more recently. We will also be researching local history.
Design Technology	We will be taste testing, designing and creating healthy, appealing sandwiches.	NA	Pupils will be creating a 3D dragon.	Designing bank notes examples from Britain and other countries, learning about Famous people who appear on our notes. Children will identify what needs to go on a bank note and then design their own note.	N/A	N/A

Art and Design	We will be comparing the works of Van Gogh and Picasso, looking at their representations of still life. We will then adopt their techniques to create our own artwork.	In our art lessons we will be exploring gradient. We will be using different methods to create this effect. For example, we will be using chalks to create an image of the northern lights. We will also have the opportunity to further investigate gradient using the computers to create beautiful word art.	Learning about what everyone's idea of a dragon is Through sketches of our personal perception. We will then compare and contrast ancient and modern architecture with dragon designs and themes and how these fit with our own perceptions.	Skills that will be taught are drawing/ mark making skills and design/layout skills. Focus on what kind of marks are made on notes and which tools would be best to use.	Children will learn to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	We will be learning about the artist Shoji Hamada, who moved to St Ives I Cornwall and set up a pottery with Bernard Leach. Learning the technique for slab pot making and making our own slab pot.
Music	We will be looking at 'Food Glorious Food. We will be learning the song, adding instruments and editing parts of the song as part of our composition.	Pupils make a study of the instruments that Anglo-Saxon and Viking musicians would have played. Pupils work together to compose and perform a piece of music inspired by the epic poem Beowulf.	Learning Chinese dragon dance music and associating sounds to different feelings to help us narrate a story.	In this Unit pupils will explore the idea of 'chase' music. They will create their own piece of 'chase' music and will use a variety of instruments and 'found' sounds to perform their piece.	Children will compose their own music based on the animals of the Amazonian rainforest.	
Computing	We are co-authors: We will be producing a mini Wikipedia as a class.	We are travel presenters: We will create information slides about Iceland.	We are musicians: We will be producing music on a computer.	We are meteorologists: We will become weather presenters and forecast themselves.	We are artists: We will be using vector and turtle graphics to explore different forms of art.	We are historians: We will be looking at census data for our area and creating a modern census database for our class.

Social, Moral, Spiritual, Cultural	<p>People of God</p> <p>Key question 'What is it like to follow a god?'</p> <p>We will explore and discuss the story of Noah from Genesis 6:5- 9:17. We will make clear links between the story of Noah and how we live in school and the wider world.</p>	<p>Getting on and falling out,</p> <p>Christianity- 'Christmas': 'What is the most significant part of the nativity story for Christians today?'</p>	<p>Incarnation</p> <p>What is a trinity?</p>	<p>Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p>	<p>Rites of Passage</p> <p>What is the best way for a Jew to show commitment to God?</p>
MFL	<p>We will be learning about where in the world French is spoken, recapping friendly greetings. We will also learn about some French animals and their food.</p>	<p>Through interacting with Le Père Noël (father Christmas!) we revise greetings and simple conversation questions and answers. We will also learn numbers 1–12 and listen to some traditional French Christmas songs.</p>	<p>We will be learning the different parts of the body including those of a dragon!</p>		<p>We will learn how to speak in sentences, using familiar vocabulary, phrases and basic language structures. We will describe people, places, things and actions orally* and in writing</p>	
PE	<p>Swimming- Children will be in ability groups and covering of objectives learning water confidence and key skills.</p>	<p>Swimming- Children will be in ability groups and learning a range of objectives covering water confidence and key skills.</p>	<p>Invasion games: Children will be covering a range of objectives focusing on the key skills for netball.</p>	<p>Ball games- children will have the opportunity to get involved in lots of different ball games.</p>	<p>Striking and fielding- Children will be learning the key skills for rounder's and Cricket.</p>	<p>Outdoor education: Children will be learning team building skills and orienteering.</p>