Perdiswell Primary School Curriculum Map   Year 4

	Autumn		Spring	Summer
Theme	The Romans and Italy		Walk like an Egyptian	A Bug's life
WOW ideas	Create shields and make a testudo	Roman dance/enterprise day	Make pyramids with marshmallows and cocktail sticks.	Ongoing study of Biodiversity
Possible Trips	Hindu temple	Worcester Library?	Birmingham museum – Egyptian exhibition	Smyte Farm
Topic Skills	**History:** * Uses words and phrases: century, decade, BC, AD, after, before, during. * Names and places dates of significant events from past on a timeline. * Shows knowledge and understanding by describing features of past societies and periods. * Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. * Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. * Describes how some of the past events/people affect life today. * Gives reasons why there may be different accounts of history. * Uses documents, printed sources, the		**History:** * Uses words and phrases: century, decade, BC, AD, after, before, during. * Names and places dates of significant events from past on a timeline. * Shows knowledge and understanding by describing features of past societies and periods. * Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. * Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. * Gives reasons why there may be different accounts of history. * Understands the difference between primary and secondary sources of evidence. * Uses documents, printed sources, the	**History:** * Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. * Describes how some of the past events/people affect life today. **Geography:** * Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. * Learn the eight points of a compass, and four-figure grid references. * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to work on

internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
* Asks questions such as 'what was it like for a …… during ……?'
* Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
* Uses dates and terms correctly.
* Discusses most appropriate way to present information, realising that it is for an audience.
* Uses subject specific words such as monarch, settlement, invader.

Geography:

* Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.
* Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.
* Describe and understand key aspects of types of settlements in modern Britain: villages, towns, cities.

internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
* Asks questions such as 'what was it like for a …… during ……?'
* Suggests sources of evidence from a selection provided to use to help answer questions.
* Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
* Uses dates and terms correctly.
* Discusses most appropriate way to present information, realising that it is for an audience.
* Uses subject specific words such as monarch, settlement, invader.

Geography:

* Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.
* Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Rainforest)
* Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science:

Classify living things:
* I can recognise that living things can be grouped in a variety of ways.
* I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
* I can recognise that environments can change and that this can sometimes pose dangers to living things.

Food Chains:
* I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Art:

* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.

* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Science:

Digestive system and teeth:
* I can describe the simple functions of the basic parts of the digestive system in humans.
* I can identify the different types of teeth in humans and their simple functions.

Changes of state:
* I can compare and group materials together, according to whether they are solids, liquids or gases.
* I can 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).
* I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Art:

* Explore the roles and purposes of artists, craftspeople and designers

Science:

Sound:
* I can identify how sounds are made, associating some of them with something vibrating.
* I can recognise that vibrations from sounds travel through a medium to the ear
* I can find patterns between the pitch of a sound and features of the object that produced it
* I can find patterns between the volume of a sound and the strength of the vibrations that produced it
* I can recognise that sounds get fainter as the distance from the sound source increases.

Electricity:
* I can identify common appliances that run on electricity.
* I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
* I can 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.
* I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

* Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Annotate work in sketchbook.

Anime drawings and Science sketches
* Experiment with ways in which surface detail can be added to drawings.
* Use sketchbooks to collect and record visual information from different sources.
* Draw for a sustained period of time at an appropriate level.
Lines and Marks
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
Experiment with different grades of pencil and other implements to create lines and marks.
Form and Shape
Experiment with different grades of pencil and other implements to draw different forms and shapes.
Begin to show an awareness of objects having a third dimension.
Tone
Experiment with different grades of pencil and other implements to achieve variations in tone.
Apply tone in a drawing in a simple way.

working in different times and cultures.

Mosaics
* Create printing blocks using a relief or impressed method.
* Create repeating patterns.
* Print with two colour overlays.

* Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
* Match the tool to the material
* Develop skills in stitching, cutting and joining
Experiment with paste resist.

ICT:

Building Cities
* **CS4 -** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* **CS5 -** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* **CS6** - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* **DL5 -** Use technology safely,

* I can recognise some common conductors and insulators, and associate metals with being good conductors.

Art:

* Question and make thoughtful observations about starting points and select ideas to use in their work.

Canopic jars
* Plan, design and make models from observation or imagination.
* Join clay adequately and construct a simple base for extending and modelling other shapes.
*Create surface patterns and textures in a malleable material.
*Use papier mache to create a simple 3D object.
Sarcophagus paintings
* Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects
* Work on a range of scales e.g. thin brush on small picture etc.
* Create different effects and textures with paint according to what they need for the task.
Colour
* Mix colours and know which primary colours make secondary colours.
* Use more specific colour language.

Texture
Create textures with a wide range of drawing implements.
Apply a simple use of pattern and texture in a drawing.

Collage
* Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
* Use collage as a means of collecting ideas and information and building a visual vocabulary.

* Record and collect visual information using digital cameras and video recorders.
* Present recorded visual images using software e.g. Photostory, PowerPoint.
* Use a graphics package to create images and effects with;
* Lines by controlling the brush tool with increased precision.
* Changing the type of brush to an appropriate style e.g. charcoal.
* Create shapes by making selections to cut, duplicate and repeat.
* Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.

ICT:

respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Final Score * **IT2 -** Use search technologies effectively * **DL4 -** Be discerning in evaluating digital content * **DL5 -** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **DT:** **(Roman shields)** **Stiff and flexible sheet materials** * Can they measure carefully so as to make sure they have not made mistakes? * How have they attempted to make their product strong? **(Snowmen enterprise)** **Textiles** * Do they think what the user would want when choosing textiles? * Have they thought about how to make their product strong? * Can they devise a template? * Can they explain how to join things in a	* Mix and use tints and shades. **ICT:** Back to the future * **CS8 -** Appreciate how [search] results are selected and ranked * **IT2 -** Use search technologies effectively * **IT3 -** 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 and information Making games * **CS 4** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * **CS 5** – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. * **IT 3 –** 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 and information.	Hurray for Hollywood * **DL3 -** Understand the opportunities [networks] offer for communication and collaboration * **DL4 -** Be discerning in evaluating digital content * **DL5 -** Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Interface designer * **CS 4** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * **CS 5** – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. * **IT 3 –** 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 and information. **DT:**

different way? **P.E:** Invasion games (2 half-terms) * Can they keep possession of the ball? * Can they move to find a space when they are not in possession during a game? * Can they vary tactics and adapt skills according to what is happening? Teambuilding games (1 half term) Dance (1 half-term) * Can they take the lead when working with a partner or group? * Can they refine, repeat and remember dance phrases and dances? * Can they perform dances clearly and fluently? Orienteering/Outdoor learning (1 half-term) * Can they follow a map in a more demanding familiar context? * Can they move from one location to another following a map? * Can they use clues to follow a route? * Can they follow a route accurately, safely and within a time limit? **Music:**	**DT:** **P.E:** Net/wall activities (2 half-terms) * Can they hit a ball accurately and with control? * Can they vary tactics and adapt skills according to what is happening? Gymnastics (2 half-terms) * Can they work in a controlled way? * Can they include change of speed? * Can they include change of direction? * Can they include range of shapes? * Can they follow a set of 'rules' to produce a sequence? * Can they work with a partner to create, repeat and improve a sequence with at least three phases?	**P.E:** Dance (1 half-term) * Can they respond imaginatively to a range of stimuli related to character and narrative? * Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? •Can they refine, repeat and remember dance phrases and dances? •Can they perform dances clearly and fluently? •Can they communicate and show sensitivity to the dance idea and the accompaniment? •Do they show a clear understanding of how to warm-up and cool-down safely? •Do they describe, interpret and evaluate dance, using appropriate language? Fielding and striking (1 half-term) * Can they catch with one hand? * Can they throw and catch accurately? * Can they hit a ball accurately and with control? * Can they vary tactics and adapt skills according to what is happening? Athletics (2 half-term) * Can they run over a long distance? * Can they spring over a short distance? * Can they throw in different ways? * Can they hit a target? * Can they jump in different ways?

			Music: