

LONG TERM CURRICULUM MAP

Year 4

This document **MUST** be used in conjunction with the BYPS Progression Grids

SUBJECT	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	The Tin Forest by Helen Ward (PoR)	The Boy at the Back of the Classroom by Onjali Q. Raúf		The Lighthouse Keeper By Ronda Armitage The Green Ship by Quentin Blake (PoR)	Oliver and the Seawigs by Philip Reeve (PoR)	
ENGLISH	Writing Outcomes: Recounts (diary entries) Informal letter Setting description	Writing Outcomes: Newspaper Write up a debate Letter writing	Writing Outcomes: Information Leaflet Onomatopoeia Poem	Writing Outcomes: Own version of a Traditional Story Recounts (diary entries)	Writing Outcomes: Story Writing (Narrative) Newspaper report Instructions	Writing Outcomes: Character description (GS) Writing in role Setting description Narrative – innovated version of the story
MATHS	WRH Small Steps: Place Value Addition & Subtraction	WRH Small Steps: Addition & Subtraction Length and Perimeter Multiplication and Division	WRH Small Steps: Multiplication and Division contd. Area Fractions	WRH Small Steps: Fractions contd. Decimals	WRH Small Steps: Decimals contd. Money and Time Statistics	WRH Small Steps: Statistics contd. Properties of shape, Position and Direction
SCIENCE	Sound Why does it sound like that?	Animals including humans How do we digest food?	Materials - States of Matter Where does the rain go?		Living things and their environment How does it survive?	Electricity How does a switch work?
HUMANITIES	Who were the Ancient Greeks (From Y5) Building on knowledge of world maps/climates and Europe topography (Y4) and chronology to make links with features of society , including diet, clothing, and make comparisons with Iron Age (Y3)	Who were the Romans? Building on knowledge of chronology and discussing value of sources to describe Empire in relation to Greeks (Y4) and Egyptians (Y3) and Jewish Temple . Using knowledge of topography to make links with features of society.	How did the Romans change our landscape? Develop understanding of UK and land use (Yr3) to map and appreciate purpose and impact of Roman settlement (Hadrians wall, Londinium etc) and benefits of settlement/capitalisation of London by Thames (see Y3).	What is the difference between mountains and volcanoes? (From Y6) Building on knowledge of rain cycle and mountains and could also include use of Roman sources to explain volcanoes . Then, build on this with explaining processes of others.	Can we hold back the tide? Building on skills of describing cause and consequence in processes of volcanoes etc to describe flooding and measures against impact e.g. Thames Barrier , Stilt houses (Bangladesh). Make comparisons with Nile in Ancient Egypt to help explain difference with modern Thames.	How did it get to my plate? Build on knowledge of world map to identify where foods are from, making links with climate and culture, recalling Roman destruction of Temple , to plot Sephardi and Ashkenazi Diaspora , and describe journeys to plate from around the world, including use of Docklands in UK (Y5).
COMPUTING	Understanding Computer Networks Unit: Barefoot Computing Unplugged activity.	Journey inside a Computer Kapow Understanding the components of a computer	Top Trumps Databases Unit: Kapow To understand what a database is https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/top-trumps-databases/		Email 2 email school software How to send emails and use emailing responsibly Teacher Created Unit	

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D T	<u>Textiles Project 2</u> Wallets to hold Channukah Gelt Create a felt wallet with pockets using backstitch.		<u>Cooking</u> Apple Sponge Cake Tu Bishvat Peeling and slicing fruit. Mixing ingredients accurately, mix, bake. Discuss seasonality of food.		<u>Mechanisms Project 3</u> Monster in a box Create a monster pop up box using pneumatics.	
ART	Sculpture and Drawing Observations of everyday objects Make observational drawings of everyday objects Create objects in paper, then clay	Colour Use paint imaginatively to create paintings inspired by literature.	Knowledge of Artists (Water) Contrast, compare and discuss artists' images of water. Use paint to create own version of a Monet picture. Consider the similarities and differences between the artists.	Collage Look at artists who have used collage eg Matisse. Develop different artists' paintings into collage.	Self Portraits Use line, tone and texture to create drawn portraits. Refer to drawings in sketch books to paint self-portraits.	Textiles Examine different methods of colouring fabric. Learn the technique of tie and dye.
PSHE	Relationships What strengths, skills and Interests' do we have?	Relationships How do we treat each other with respect?	Health and wellbeing How can we Manage our feelings?	Health and Wellbeing How will staying active improve our mental and physical health?	Living in the Wider World How can our choices make a difference to others and the environment?	Health and Wellbeing How can we manage risk in different places?
MUSIC	Changes in pitch, tempo and dynamics (Rivers Theme) Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.		Developing singing technique and keeping in time (Viking Theme) The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.		Haiku, Music and Performance: Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance	
PE	Football	Gymnastics	Dance	Tennis	Athletics	Striking and fielding
Foreign Languages	Continue to build vocabulary Learn a more extensive range of prefixes and suffixes. (Summer 1) Understand the feminine and masculine form (Summer 2) Write phrases from memory Focus on different tenses – past, present and future (Summer 1) Consolidate ability to read and understand ancient texts with confidence. (Genesis chapters 28-36) To apply their understanding of the text to the culture surrounding Biblical Hebrew.					