




Year 4 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Frozen Kingdom		The Orient Express		Romans on the Rampage	
Subject driver	<i>Geography: the environment</i>		<i>History – The Shang Dynasty Geography – Ancient civilisations compared to modern day</i>		<i>History – The Romans Geography- Comparison Study & Climate</i>	
Key Texts	The Lion, the Witch and the Wardrobe – C.S. Lewis 		The Willow Pattern story – Allan Drummond 		The Thieves of Ostia – Caroline Lawrence 	
English	POETRY: Poems about the Environment (Free verse)	FICTION: Stories set in imaginary Worlds Biography: Scott of the Antarctic Diary Entries- experiences of an explorer.	Non-Chronological reports: The Polar regions	Poetry: Poems from around the world. FICTION: Stories from other cultures C8- Writing Competition Explanation texts: Inventions and how they work	Poetry: Limericks about Roman figures Fiction: Stories with historical settings. NON-FICTION: Recounts on volcanoes – News reports	Persuasive letters (Short unit) FICTION: Stories that raise issues and dilemmas
Speaking & Listening	Discussions/Debates – dilemmas - Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. Create and articulate their own thoughts and ideas. Question and answer session led by pupils.		Story telling – engaging the reader Role play – Respond appropriately when in role including basic improvisation. Debating (persuasion) - Make relevant comments or ask questions. Respectfully challenge opinions or points, offering an alternative. Use vocabulary that is appropriate to the topic being discussed or the targeted audience.		Explain a project or concept to a group of peers. Explain and develop ideas across the curriculum using new vocabulary. Reflect on the effectiveness of the explanation.	
Maths	Number and Place Value Addition and subtraction Measurement – length and perimeter Multiplication and Division		Multiplication and division Measurement – area Fractions Decimals		Decimals Measurement – money Measurement – time Statistics Geometry – property of shapes Geometry – position and direction	
Science	Living things in their Habitats	Animals including humans	States of matter Water cycle	States of matter	Sound	Electricity

History		Scott's expedition to the Antarctic Biographies of Shackleton and Scott Modern explorers vs Historic explorers.	The Shang Dynasty of Ancient China – achievements of the earliest civilisations Trade links – China		Life in Ancient Rome The Roman Empire and its impact on Britain	
Geography	Equator/Hemispheres Name & locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Date & time zones Describe characteristics of these areas			Human and physical features of China: <ul style="list-style-type: none"> • Rivers • Topography • Land use • Settlements • Jobs • Population • Trade links 		Europe <ul style="list-style-type: none"> • Where is Europe? • Countries and capital cities. • Seas, major lakes and rivers of Europe • Mountains including volcanoes (Pompeii) • Famous landmarks (human features) • Comparison study between the UK and Italy.
Computing	Computing systems and networks – The internet Online safety – what happens when I search online? (Kapow)	Creating media – Audio editing Online safety – how do companies encourage us to buy online? Link to PSHE influence lesson (Kapow)	Programming A – repetition in shapes Online safety – Fact, opinion or belief? (Kapow)	Creating media – Photo editing Online safety – how can I be safe and respectful online? (Kapow)	Programming B – Repetition in games Online safety – what is my Tech timetable like? (Kapow)	Data and information – Data logging Online safety – what is a bot? (Kapow)
Art/DT	Inuit Art- Kananginak Pootoogook Sketching of animals /sculpture One off Xmas Christmas project with pastel/chalk – Aurora Borealis	Textiles – Book Covering (Imagery World and explorers diaries): Kapow Fastenings	Chinese art – Willow Pattern plate + use supplementary Kapow lesson to complement this (Willow pattern lesson in skills section)	Food- Adapting a recipe: Kapow. Design and cook a traditional Chinese meal.	Design and make a Roman Mosaic (ceramic work)	Mechanical systems: based on Making a slingshot car. Design and make a Roman Chariot (Wood) Extn: Add electricity CAD – Tinkercad to design the chariots

PE	Swimming Fundamental Skills	Swimming Dodgeball	Swimming	Swimming	Swimming	Swimming
Music	Body and Tuned Percussion	Rock N Roll	Changes in Pitch, Tempo and Dynamics	Music and performance – China (New Year and Dragon Dance)	Adapting and Transposing Motifs	Samba and carnival sounds and instruments (Link to Notting Hill)
MFL	Presenting Myself – Me Presento -Know how count to 20 in Spanish. -Ask somebody how they are feeling and give an appropriate response back. -Ask somebody their age, name, where they live and reply.	Family – La Familia -Remember the nouns for family members in Spanish from memory. -Describe our own or a fictitious family in Spanish by name, age and relationship. -Count up to 100 in Spanish. -Understand possessive adjectives better in Spanish ('my' form only).	In The Classroom – Mi Clase -Recall from memory a selection of nouns and indefinite articles for common classroom objects. -Learn how to use the negative in Spanish. -Describe what we have and do not have in our pencil case. -Response to simple classroom commands.	At The Café – Desayuno En El Café -Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish. -Perform a simple role play ordering food, drink and /or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.	The Romans - Los Romanos -Understand the key facts of the history of Ancient Rome in Spanish. -Say and spell the days of the week in Spanish. -Name some/all of the most famous Roman inventions in Spain. -Write a diary of life as a rich and /or poor child in Roman times including the use of the negative for in Spanish.	Goldilocks & The Three Bears – Ricitos De Oro -Listen attentively to a whole familiar fairy tale in Spanish. -Remembering new language using picture, word and phrases cards. -Improve gist reading and gist listening skills. -Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.
PSHE	Being Me in my World 1. Being part of a class team 2. Being a school citizen 3. Rights, responsibilities and democracy (school council) 4. Rewards & consequences 5. Group decision making 6. Having a voice 7. What motivates behaviour	Celebrating difference 1. Challenges assumptions 2. Judging by appearances 3. Accepting self and others 4. Understanding influences 5. Understanding bullying 6. Problem solving 7. Identifying how special and unique everyone is 8. First impressions	Dreams and Goals 1. Hopes and dreams 2. Overcoming disappointment 3. Creating new, realistic dreams 4. Achieving goals 5. Working in a group 6. Celebrating contributions 7. Resilience 8. Positive attitudes	Healthy Me 1. Healthy friendships 2. Group dynamics 3. Smoking 4. Alcohol 5. Assertiveness 6. Peer pressure 7. Celebrating inner strength	Relationships 1. Jealousy 2. Love and loss 3. Memories of loved ones 4. Getting on and falling out 5. Girlfriends and boyfriends 6. Showing appreciation to people and animals	Changing Me 1. Being unique 2. Human lifecycle 3. Confidence and change 4. Accepting change 5. Preparing for transition 6. Environmental change
Religion & Worldview	Theme: Are all religions equal? 1.To listen and respond respectfully to others' thoughts, opinions and ideas. 2.To recognise that there are many connections between religious worldviews 3.To explain similarities and differences in how people understand God. 4.To identify how some Sikh beliefs and practices reflect ideas about religious equality. 5.To determine how Bahá'í teachings influence some practices. 6.To express ideas about religious equality and harmony.	Theme: What makes some texts sacred? 1.To recognise how religious ideas can be communicated without written words. 2.To evaluate information about Buddhist, Hindu and Sikh scriptures. 3.To make connections with beliefs about the origin of scripture and how it is used. 4.To explain why some religions have multiple scriptures. 5.To evaluate the significance of religious scripture to some people.	Theme: Just how important are our beliefs? 1.To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies 2.To recognise the value of ceremonies of commitment to some religious and non-religious people. 3.To reflect on whether commitment to beliefs can be shown through outward appearance. 4.To investigate how commitment to beliefs can be demonstrated through diet by some people.	Theme: Who was Jesus? 1.To explore who Jesus was and how he has been represented in different ways 2.To investigate the different groups Jesus might have associated with. 3.To consider how Roman life may have impacted on Judea 4.To understand what a prophecy is and explore its connection to Jesus. 5.To consider the concept of miracles and their significance to beliefs about Jesus. 6.To understand the significance of the Resurrection in Christianity	Theme: Why is the Bible the best-selling book of all time? 1.To know how the Christian Bible came to exist using historical enquiry. 2.To explore the contents of the Bible and how they were decided on. 3.To evaluate the impact of people and events on the modern-day Christian Bible. 4.To explain the importance of Bible interpretation to many Christians. 5.To compare the use of the Christian Bible in different churches. 6.To identify ways in which the Christian Bible is relevant to some people today.	Theme: Does the language of scripture matter? 1.To investigate the transition from oral tradition to written scripture in ancient civilisations. 2.To understand the importance of religious and cultural languages by exploring Yiddish. 3.To explore the importance of Classical Arabic in Muslim beliefs and practices. 4. To consider why some Jewish and Muslim people learn the language of their

		6.To describe the importance of scripture to some people.	5.To explore why some people sacrifice time or money for their beliefs. 5.To describe what sacrifice can mean to some Sikh people.	and explore what it suggests about Jesus.		scriptures. 5.To understand the role of translations by exploring religious scripture. 6.To investigate the use of art in some religious scripture.
Enrichment	Pedestrian Training Kew Gardens / Lion the Witch and the Wardrobe Theatre trip		China Day		Ufton Court / History Man Electricity workshop- STEMworks	
RRSA	Article 42 (knowledge of rights)	Article 33 (drug abuse) Article 29 (goals of education)	Article 26 (social security)	Article 17 (access to information from the media)	Article 2 (non-discrimination)	Article 18 (parental responsibilities and state assistance)