# The Reddings Primary School
# Curriculum map 2019/20
## Year 4

| | Autumn 1 + 2<br>8 weeks + 7 weeks | Spring 1 + 2<br>6 weeks + 6 weeks | Summer 1 + 2<br>5 weeks + 7 weeks |
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| Topics | *Let's go on an adventure*<br>**Ancient Greece**<br>History based topic | **How do you grow a pineapple in Hemel Hempstead?**<br>Geography focus | **What did the Romans do for us?** |
| English | *Window* – Jeannie Baker (2weeks)<br><br>*The Orchard Book of Greek Myths* - Geraldine McCaughrean (4weeks)<br><br>**Gorilla City** – Charlie Small (4weeks)<br><br>**Leon and the Place Between** – Graham Baker-Smith (3weeks) | *How to Help a Hedgehog and Protect a Polar Bear* (2weeks)<br><br>**Jess French & Angela Keoghan** (non-fiction) (2weeks)<br><br>*The Butterfly Lion* – Michael Morpurgo (4weeks)<br><br>**The Vanishing Rainforest** – Richard Platt (4weeks) | **The Roman Record** – Paul Dowswell (newspapers) (2 weeks)<br><br>**Escape from Pompeii** – Christina Balit ( 3 weeks)<br><br>**What The Romans Did For Us** – Alison Hawes (non-fiction) (3 weeks)<br><br>**The Day I Swapped My Dad for Two Goldfish** (persuasion) – Neil Gaiman  ( 3 weeks) |

| SPAG<br><br>Spelling from school scheme | - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>- Fronted adverbials<br>- Use of commas after fronted adverbials<br>- Apostrophes to mark plural possession<br>- Use of inverted commas and other punctuation to indicate direct speech<br>- Use of paragraphs to organise ideas around a theme<br>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>- Standard English forms for verb inflections instead of local spoken forms | - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>- Fronted adverbials<br>- Use of commas after fronted adverbials<br>- Apostrophes to mark plural possession<br>- Use of inverted commas and other punctuation to indicate direct speech<br>- Use of paragraphs to organise ideas around a theme<br>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>- Standard English forms for verb inflections instead of local spoken forms | - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>- Fronted adverbials<br>- Use of commas after fronted adverbials<br>- Apostrophes to mark plural possession<br>- Use of inverted commas and other punctuation to indicate direct speech<br>- Use of paragraphs to organise ideas around a theme<br>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>- Standard English forms for verb inflections instead of local spoken forms |
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| Maths | • Place value – Order and compare numbers beyond 1000<br>• Rounding, estimation and magnitude<br>• Securing addition and Subtraction Mental Fluency<br>• Securing formal written addition and subtraction fluency | • Properties of shape<br>• Symmetry<br>• Decimal numbers<br>• Calculating with decimals<br>• Measure – money<br>• Problem solving involving decimals to two decimal places<br>• Add and subtract fractions with the same denominator | • Time – read, write calculate and convert time on analogue and digital 12- and 24- hour clocks<br>• Statistics – Interpret and present continuous and discrete data, solve problems incorporating measures |

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| | <ul><li>Counting in Multiples of 6, 7, 9, 25 and 1000</li><li>Multiplication and division facts (Times Tables)</li><li>Factor pairs, integer scaling and correspondence problems</li><li>Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws</li><li>Multiply and Divide a One or Two-digit Number by 10 and 100</li><li>Measure – Conversion of Units</li><li>Measures – Compare, Estimate and Calculate</li><li>Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division</li><li>Perimeter</li></ul> | <ul><li>Finding fractions of quantities</li><li>Fractions in the context of measure</li><li>Equivalent fractions, ordering and comparing</li><li>Multiply 2 and 3- digit numbers by a one-digit number using a formal written layout</li><li>Divide 2 and 3-digit numbers by a one digit number using a formal written layout</li></ul> | <ul><li>Roman numerals to 100 and zero</li><li>Negative numbers – Counting through zero and calculating in context</li><li>Geometry – Angles</li><li>Geometry – Properties of triangles • Geometry – Coordinates in the first quadrant and translations</li><li>Geometry – Position and direction, incorporating angles and plotting points of a shape</li><li>Multiplication and Division Review</li><li>Area</li><li>Fractions Review</li><li>Application and Problem Solving – Developing Operation Sense</li></ul> |
| **History** | **Vocabulary:**<ul><li>Vocabulary and phrases of past and present, to include; 'ancient', modern', 'the passing of time'.</li><li>Introduction into 'BC' and 'AD</li></ul>**Chronology:** | N/A | **Vocabulary:**<ul><li>Vocabulary and phrases of past and present, To include; 'ancient', modern', ' the passing of time'. to introduce 'BC' and 'AD civilisation</li></ul>**Chronology:** |

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| | • Introduction to how the past can be separated into different periods of time<br>• To develop a chronologically secure knowledge of the events studied and begin to place on a timeline<br><br>**Characteristics of events/people:**<br>• To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes.<br><br>**Introduction:**<br>• To be able to ask questions, showing knowledge of key features of events and begin to devise historically valid questions about change, cause, difference, similarities and significance within an event<br><br>**Sources:**<br>• Introduction into showing some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources) | | • To know that the past can be separated into different periods of time<br>• To develop a chronologically secure knowledge of the events studied and begin to place on a timeline<br><br>**Characteristics of events/ people:**<br>• To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes.<br>• To be able to ask questions, showing knowledge of key features of events and begin to devise historically valid questions about change, cause, difference, similarities and significance within an event<br><br>**Sources**<br>• To show some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources) |

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| | • To begin to note connections, contrasts and trends within the period studied<br>• To begin to structure answers to historical questions using relevant historical information including dates | | *Eg. If you were an Ancient Briton or a Roman*<br><br>• To be able to ask questions, showing knowledge of key features of events and begin to devise historically valid questions about change, cause, difference, similarities and significance within an event |
| **Geography** | **Using the geographic region of Greece- Athens:**<br><br>• To understand the key physical and human characteristics of the countries within Europe- (*to include the geographical reasons for why Athens was the capital/ how Ancient Greeks shaped the landscape*)<br><br>Map work- locational knowledge<br>• *Use map, atlas and globe to locate countries of Europe- Greece* | **PLACE KNOWLEDGE Using the geographic region of Southern Europe**<br><br>Map work- locational knowledge<br>• *Use map, atlas and globe to locate countries of Europe*<br>• *Use map, atlas and globe to locate environmental regions within Europe*<br>• *To understand the key physical and human characteristics of the countries within Europe*<br>• *To know the major cities within Europe (inc Capital cities of major European Countries)*<br><br>**<u>Fieldwork</u>**<br>To use fieldwork to observe, measure, record and present features using | **Using the geographic region of Italy – Rome:**<br><br>• To understand the key physical and human characteristics of the countries within Europe- (*to include the geographical reasons for why Rome was the capital/ how Romans shaped the landscape*)<br>Map work- locational knowledge<br>• *Use map, atlas and globe to locate countries of Europe- Italy* |

| | | sketch maps and plans and graphs of human and physical geographical features (eg weather variations, land use, rural/town/coastal)<br><br>To use fieldwork, maps, atlases and research, to understand the geographical similarities and differences between UK and a region of a European Country<br><br>Compass and map work<br>To use 4 point compass skills and 4 figure grid references, symbols and key to build their knowledge of Europe<br><br>Physical and human skills<br>To record and present the human features of a European country through investigating economic activity eg trade links, distribution of natural resources inc energy, minerals and water | |
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| **Science** | **States of Matter:**<br>- Compare and group materials together, according to whether they are solids, liquids or gases.<br>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at | **Living Things and their Habitats**<br>- Recognise that living things can be grouped in a variety of ways.<br>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | **Sound**<br>- Identify how sounds are made, associating some of them with something vibrating.<br>- Recognise that vibrations from sounds travel through a medium to the ear. |

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| | which this happens in degrees Celsius (°C).<br>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br>**Electricity:**<br>- Identify common appliances that run on electricity.<br>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br>- 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.<br>- Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.<br>- Recognise some common conductors and insulators, and associate metals with being good conductors. | - Recognise that environments can change and that this can sometimes pose dangers to living things.<br><br>Animals including humans<br>- Describe the simple functions of the basic parts of the digestive system in humans.<br>- Identify the different types of teeth in humans and their simple functions.<br>- Construct and interpret a variety of food chains, identifying producers, predators and prey. | - Find patterns between the pitch of a sound and features of the object that produced it.<br>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.<br>- Recognise that sounds get fainter as the distance from the sound source increases. |
| **R.E** | **Marking festivals, pilgrimage, traditions and key events in life** | **Belonging to a community, individual commitment and religious leadership** | **Sacred texts and stories, their guidance and impact** |

Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.
*What is it like to follow God?*
'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at
Amristar for Sikhs, Hajj for Muslims)?'

**Symbolic expression in prayer and worship**
Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.

Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to expresses its shared commitment. Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.

**Different ideas about God and gods, creation and ultimate questions**
Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions.

Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways. They ask what is golden about the golden rules of faith and belief.

**Taking responsibility for living together, values and respect**
Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?).
They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals. They compile a moral values charter applying different

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| | **Exploring the Trinity at Christmas - Incarnation** | *What do Christians learn from the Creation Story?*<br><br>**Communicating through sacred spaces and prayer**<br>Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.<br><br>**Exploring Good Friday – Jesus' death and resurrection** | religious codes and worldviews and discuss whether having a religious faith helps people to be good.<br>*What kind of world would Jesus want?*<br><br>**Right and wrong, just and fair**<br>Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life. |
| **MFL: Spanish** | **Me Presento (Presenting Myself):**<br><br>- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." | **Hábitats (Habitats)**<br><br>- "Listen attentively to spoken language and show understanding by joining in and responding."<br>- "Explore the patterns and sounds of language through songs and | **Las Olimpiades (The Olympics)**<br><br>- "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." |

- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."

**Los Romanos (The Romans)**

- "Listen attentively to spoken language and show understanding by joining in and responding."
- "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."
- "Read carefully and show understanding of words, phrases and simple writing."

rhymes and link the spelling, sound and meaning of words."
- "Read carefully and show understanding of words, phrases and simple writing."
- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when you are speaking."
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**¿Qué Tiempo Hace? (The Weather)**

- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing."

- "Read carefully and show understanding of words, phrases and simple writing."
- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to others."

**Mi Clase (In The Classroom)**

- "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine,

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| | - "Appreciate stories, songs, poems and rhymes in the language."<br>- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."<br>- "Describe people, places, things and actions orally and in writing."<br>- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."<br>- "Develop accurate pronunciation and intonation so that others can understand." | - "Speak in sentences, using familiar vocabulary, phrases and basic language structures."<br>- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."<br>- "Present ideas and information orally to a range of audiences."<br>- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." | masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."<br>- "Speak in sentences, using familiar vocabulary, phrases and basic language structures.<br>- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."<br>- "Present ideas and information orally to a range of audiences."<br>- "Broaden their vocabulary and develop their understanding of the language." |
| **P.E** | **Swimming**<br>**Basketball**<br>**Non-contact rugby**<br>**Dance** | **Gymnastics**<br>**Indoor activities**<br>**Ball skills**<br>**OAA** | **Tennis**<br>**Tri Golf**<br>**Athletics**<br>**Rounders** |
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| **Art** | **Ancient Greek – Greek Vases**<br><br>• to create sketch books to record their observations and use them to review and revisit ideas<br><br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br><br>• about great artists, architects and designers in history. | | **Roman Mosaics**<br><br>• to create sketch books to record their observations and use them to review and revisit ideas<br><br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br><br>• About great artists, architects and designers in history. |
| **Computing** | **Create – Authoring**<br><br>▪ 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<br><br>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Digital Research – Accuracy Counts**<br><br>▪ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration<br><br>▪ use search technologies effectively<br><br>▪ appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>▪ use technology safely, respectfully and responsibly; recognise | **eWorlds – Programming and Games**<br><br>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output |

| | | acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
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| **DT** | **Electrical systems**

▪ understand and use electrical systems in their products

▪ select from and use a wider range of tools and equipment to perform practical tasks accurately

▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | **Food**

▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

▪ understand and apply the principles of a healthy and varied diet

 ▪ cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

▪ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using | **Mechanical systems – levers and linkages**

▪ understand and use mechanical systems in their products

▪ understand how key events and individuals in design and technology have helped shape the world

 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. |

| | | awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

▪ understand the source, seasonality and characteristics of a broad range of ingredients | |
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| **Music** | **Mamma Mia! Glockenspiel stage 2**

▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

▪ improvise and compose music for a range of purposes using the interrelated dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory

▪ use and understand staff and other musical notations

▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Stop!**
**Lean on me**

▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

▪ improvise and compose music for a range of purposes using the interrelated dimensions of music

▪ listen with attention to detail and recall sounds with increasing aural memory

▪ use and understand staff and other musical notations

▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Blackbird Reflect, rewind and replay**

▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

▪ improvise and compose music for a range of purposes using the interrelated dimensions of music

▪ listen with attention to detail and recall sounds with increasing aural memory

▪ use and understand staff and other musical notations

▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different |

| | ▪ develop an understanding of the history of music. | ▪ develop an understanding of the history of music. | traditions and from great composers and musicians<br><br>▪ develop an understanding of the history of music. |
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