

## Year 4 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
<b>Science</b>	<p><b>Animals: Digestion and food</b> Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>	<p><b>Energy: Electricity and circuits</b> Exploring appliances in their setting that use electricity, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of cells and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.</p>	<p><b>Materials: States of matter</b> By investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.</p>	<p><b>Energy: Sound and vibrations</b> Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. Pupils explore how pitch and volume can be altered and how sound can be insulated using different materials.</p>	<p><b>Living things: Classification and changing habitats</b> Children explore different ways living things can be grouped and make classification keys. They study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings.</p>	<p><b>Making connections: How does the flow of liquids compare?</b> The children explore the relationship between viscosity and the flow of liquids through experiments, data analysis and drawing conclusions. They apply their understanding of states of matter to make predictions and plan and carry out an enquiry.</p>
<b>History &amp; Geography</b>	<p><b>Where does our food come from?</b> Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>	<p><b>A local history study of Crystal Palace and the Great Exhibition</b> Investigating local history during the Victorian period, pupils begin by using primary and secondary sources of evidence to find out about the Great Exhibition in Hyde Park, including its significance and popularity. They learn about its relocation to Sydenham, and the changes that consequently happened in the area which later became known as Crystal Palace. They continue to use primary sources of evidence to find out what happened to the Crystal Palace in 1936 when it was destroyed by fire. Finally they look for evidence in their local area including place names, visiting Crystal Place Park and looking for evidence in the landscape/stonework, and visiting the Crystal Palace Museum.</p>	<p><b>Anglo-Saxon Britain</b> On a timeline, Pupils identify 4th C, when Roman troops were still in Britain until 8thC when the word English was then used to describe people of South Britain, identifying between these periods, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. Pupils develop their understanding of why people invade and settle, learning about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. Pupils consider the question 'Just how great was Alfred the Great' using sources if evidence to find out about his achievements and considering historical interpretation.</p>	<p><b>What are rivers and how are they used?</b> Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p>	<p><b>Why are rainforests important to us?</b> Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>	<p><b>What was life like in Tudor Britain?</b> During this unit Pupils look at portraits of Henry VIII and portraits of Elizabeth I as sources of evidence, considering interpretations and perceptions. Pupils learn about Henry VIII's divorce and break with Rome, and consider his motivations. They investigate and compare the lives of Tudor rich and poor, as well as studying what can we learn about Elizabethan England by studying how they enjoyed their leisure time. Pupils also learn about the defeat of the Spanish Armada, and consider how a small English fleet was able to defeat the Spanish.</p>
<b>Art &amp; Design Technology</b>	<p><b>Painting and mixed media: Light and dark</b> Developing skills in colour mixing, focusing on using</p>	<p><b>Structure: Pavilions</b> Investigate and model frame structures to improve their stability, then apply this</p>	<p><b>Electrical systems: Torches</b> Identify the difference between electrical and electronic products. Evaluate a</p>	<p><b>Cooking and nutrition: Adapting a recipe</b> Our refreshed Y4 cooking and nutrition unit including</p>	<p><b>Craft and design: Fabric of nature</b> Using the flora and fauna of tropical rainforests as a</p>	<p><b>Drawing: Power prints</b> Using mechanical engravings as a starting point, pupils develop an awareness of</p>

	tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	research to design and create a stable, decorated pavilion.	range of existing torches and their features, then develop a new functional torch design.	opportunities for children to learn a basic biscuits recipe and adapt it to suit a target audience.	starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.	
RE	<b>Are all religions equal?</b> Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	<b>What makes some texts sacred?</b> Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.	<b>Just how important are our beliefs?</b> Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.	<b>Who was Jesus really?</b> Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.	<b>Why is the Bible the best-selling book of all time?</b> Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.	<b>Does the language of scripture matter?</b> Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.	
French	Revision of colours from yr3 Parts of the body Asking for french translation Zoo animals Verbs, quantifiers and adjectives Christmas - Phrases and vocabulary for work on snowman theme Phrases for playing a game Christmas - expressions		Learning a french rhyme – Meunier tu dors Members of the family Vocabulary for story: Le radis géant The verb to have Easter		Hobbies Numbers 12-31 Weather Clothes items for packing a suitcase		
PSHE	<b>Healthy minds and healthy bodies</b> Understanding and managing strong feelings Being assertive and positive decision-making	<b>Anti-bullying Positive Friendships</b> The role of the bystander in bullying Taking responsibility Feeling left out and feeling included	<b>Different Families Same Love</b> Challenging stereotypes Understanding family differences Understanding feelings of loss and separation	<b>Living and Growing</b> Growing and changing Understanding changes that take place during puberty E-safety: being share aware	<b>Safety</b> Feeling and Staying Safe Accidents and Prevention Drug Education: understanding the dangers of alcohol	<b>Safety</b> Feeling safe How trusted adults help us Making safe decisions Peer Influence	
PE	<b>Dance &amp; Hockey</b>	<b>Tag Rugby &amp; Cricket</b>	<b>Tennis &amp; Netball</b>	<b>Swimming &amp; Football</b>	<b>Swimming &amp; Athletics</b>	<b>Swimming &amp; Athletics (SD)</b>	
Computing	Kingswood Primary School Online Scheme of Work		<b>Unit 4.2 We are makers</b> In this unit, pupils will learn: ● about the input – process – output model of computation ● about the inputs and outputs available on a BBC micro: bit ● to program using the Make Code block-based environment ● to test and debug programs they write, using an on-screen simulator and the micro: bit ● how to convert and transfer a program written on screen to the micro: bit.		<b>Unit 4.4 We are bloggers</b> In this unit, pupils will learn to: ● become familiar with blogs as a medium and a genre of writing ● create a sequence of blog posts on a theme ● incorporate additional media ● comment on the posts of others ● develop a critical, reflective view of a range of media, including text.		<b>Unit 4.6 We are meteorologists</b> In this unit, pupils will learn to: ● understand different measurement techniques for weather – both analogue and digital ● use computer-based data logging to automate the recording of some weather data ● use spreadsheets to create charts

						<ul style="list-style-type: none"><li>● analyse data, explore inconsistencies in data and make predictions</li><li>● practise using presentation and video software.</li></ul>
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele