



Lees Primary School Curriculum Map Year 4


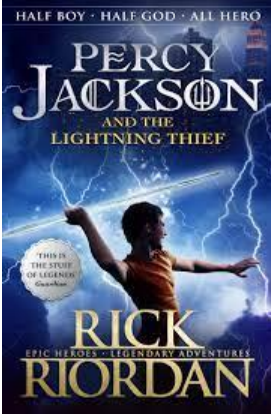
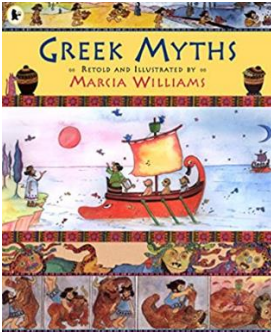
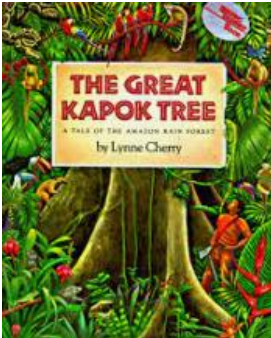
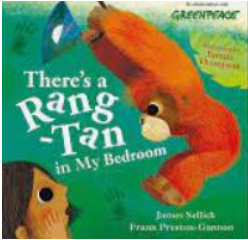
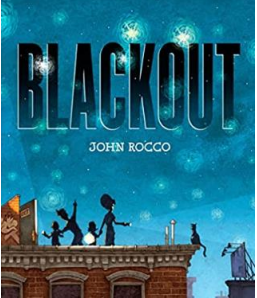

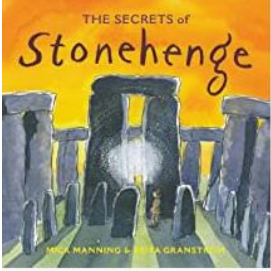
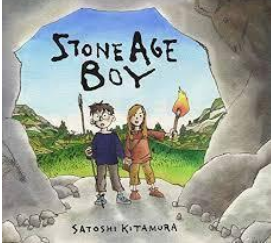
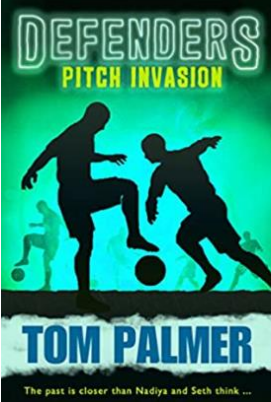




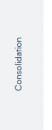







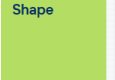




	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	Frozen Planet	Ancient Greece	Rainforest and South America	Power- Electricity	Stone Age to Iron Age	Stone Age to Iron Age
Key Questions	<p>Where are the frozen/ colder lands?</p> <p>What do the colder parts of the world look like?</p> <p>How is the land used in colder areas?</p> <p>How do people settle and survive?</p> <p>What is climate change and how is it affecting these frozen homes?</p>	<p>Who were the Ancient Greeks and how did they establish their empire? (chronology and place knowledge focus)</p> <p>How did their lives in society compare? (Athenians and Spartans)</p> <p>What part did religion play in Ancient Greece?</p> <p>What legacy and values from Ancient Greek society do we still have today?</p>	<p>Where are the main rainforests in the world?</p> <p>How does the climate of a tropical rainforest compare to the UK temperate forests?</p> <p>What creatures can be found at the top and bottom of the food chains in the rainforest?</p> <p>How have plants and animals adapted to live in the rainforest layers?</p> <p>How is deforestation affecting living things and climate change?</p>	<p>What is electricity?</p> <p>What is a circuit? (recap)</p> <p>What are conductors and insulators of electricity?</p> <p>How can we use an electrical circuit?</p> <p>How do we keep safe when using electricity?</p>	<p>Why is the Stone Age described as prehistoric and what were the eras?</p> <p>How did the Stone Age people live? (lifestyle, homes, clothes, food)</p> <p>What were the beliefs of The Stone Age people? (Relate to looking at Stonehenge).</p> <p>How does sound travel?</p>	<p>What is the significance of Skara Brae, and what does it tell us about how hunter gatherers and farmers lived? Where is it?</p> <p>What are primary and secondary historical sources? How do they help us?</p> <p>How/ why did people use cave art to communicate?</p> <p>How did life change in the Bronze Age and Iron Age?</p> <p>What are the functions of the digestive system and the importance of teeth?</p>



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<p>English Texts (see LTP)</p>		 	 	 <p>Instructions -how to make our toy. Poetry based on Blackout..</p> 	 	
<p>Maths (See WRM SOL)</p>	 	  	 	 	  	  
<p>Science</p>	<p>States of Matter</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p>	<p>All Living Things</p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify</p>	<p>Electricity</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound</p> <p>c4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from</p>	<p>Animals Including Humans</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p>	



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	<p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c 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</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
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<p>History & Geography</p>	<p>Geography Understand where the Arctic and Antarctic circle are. Key aspects of the physical geography/ climate.</p> <p>Ge2/1.1c identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>History - Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of <i>Greek</i> life and achievements and their influence on the western world</p> <p>To locate modern Greece on a map of Europe and compare with the ancient <i>Greek</i> civilisation and city states</p> <p>To study the <i>Greek</i> landscape, culture, industry</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>What life in ancient Greece was like</p> <p>Learn about the social, ethnic, cultural or religious diversity of a past society. <i>Greece</i></p> <p>Understand the concept of change over time - timelines.</p>	<p>Geography</p> <p>Ge2/1.1a locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and the rainforest in South America</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p>Geography</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Cross curricular link with PE</p>	<p>History - Hi2/1.1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>Case study and historical enquiry of the Skara Brae settlement. Hunter Gatherers: Use evidence to ask questions and find answers to questions about the past.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>History Hi2/1.1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>Study the change of settlements from the Mesolithic to the Neolithic periods.</p> <p><i>Bronze Age religion, technology and travel, for example, Stonehenge</i></p> <p><i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p>
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		<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>resources including energy, food, minerals and water.</p> <p><i>Ge2/1.4a</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Ge2/1.4b</i> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			
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<p>Art and D&T (Bake once a term - focus on skills/ healthier choices -DT)</p> <p>DT2/2.1c 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 awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	<p>Art - Drawing: - Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. -Draw for a sustained period of time at an appropriate level. -Create drawings featuring the third dimension and simple perspective.</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>DT - Textiles: -Demonstrate experience in looking at fabrics from other countries. -Use collage effectively to create an individual final piece that is well thought out and unique. -Use layered fabrics and sewing skills to collage fabric .Use appropriate decoration techniques e.g. applique (glued or simple stitches) *Join textiles with appropriate stitching (any stitch) *Create a simple pattern and understand the need for a pattern (Christmas decorations). Use a glue gun - how will we join? Craft skills: (Greeks) Produce a design and use relief printing to reproduce.</p>	<p>Art - Painting: -Use a range of mark-making, effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work in style of an artist - volcano art - Margaret Godfrey</p>  <p>- Start to develop a painting from a drawing. -Choose appropriate media to work with. -Use light and dark within painting and mix colour, shades and tones with increasing confidence.</p> <p>Use different colours for different parts of the design.</p> <p>Ar2/1.2 to improve their mastery of art and design techniques,</p>	<p>DT - Construction Create a toy for EYFS Reception that includes a working circuit. Design, Make, Evaluate - key Year 4 skills.</p> <p>*Choose materials based on their functional properties and aesthetic qualities and based on research with our target market. *Use a glue gun with adult supervision 1:1</p>	<p>Art - Sculpture: -Make a slip to join to pieces of clay. Decorate work by adding on simple elements. -Use appropriate recycled, natural and man-made materials to enhance clay models. -Look at different types of sculpture. -Show awareness of the effect of time upon sculptures. (rusting, weathering - is it part of the plan or not). Artist study - Anthony Gormley</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Textiles Use felting techniques to layer and join wool fibres. Choose and arrange colours to create an overall design.</p>	<p>DT Seasonal food. Why is it a good thing to eat seasonal food? How can we include seasonal food in a healthy varied diet? Taste some seasonal foods- evaluating. Plan and design a meal/ dish based on seasonal foods - use a range of techniques - selecting/ preparing/ using utensils. Seasoning dishes.</p>
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			<p>including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>		Explore tie dye techniques.	
<p>Music (Incl use of Charanga)</p>	<p>Charanga - Mamma Mia</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Charanga -Glockenspiel Stage 2</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Rainforest music - body percussion</p>	<p>Charanga - Stop!</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Evaluate music using musical vocabulary.</p>	<p>Charanga - Lean on Me!</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p>	<p>Charanga - Blackbird</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</p>	<p>Charanga-Reflect, Rewind and Replay</p>



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		<ul style="list-style-type: none"> • Maintain a simple part within a group. • Compose and perform melodies. • Recognise the symbols for a 1 beat, half beats, 2 beats. 	Greek music	<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Pitch and tone - links with science</p> <ul style="list-style-type: none"> • Use sound to create abstract effects. • Use the terms: duration, timbre, 	<p>great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	
P.E	<p>Rugby</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Football (4/5 weeks)</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Greek dance. (2- 3 weeks)</p>	<p>Gymnastics</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p>Using the 8 point compass - orienteering skills.</p>	<p>Cricket</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Athletics</p> <p>Cycling</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p>



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Computing	<p>Computer systems The Internet Co2/1.4 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</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Programming Repetition</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Multimedia Texts and Images Co2/1.6 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.</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>E safety Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Data and Information Flat file Databases Co2/1.6 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.</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Creating Media- Photo Editing Co2/1.6 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.</p>
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<p>R.E</p> <p>Kirklees Agreed Syllabus</p>	<p>How are Important Events Remembered in Ceremonies?</p> <p>Chn will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection</p> <p>Why is the light of Hanukkah so important to Jews?</p> <p>Why does it help Jews focus on their belief in God?</p> <p>How does the story of Guru Hargobind and the prisoners compare with the story of the Maccabees?</p> <p>How is light important to Sikhs during Bandi Chor Divas?</p> <p>Why does this story remind Sikhs to help others?</p> <p>Why do Hindus celebrate Diwali?</p>	<p>How are Important Events Remembered in Ceremonies?</p> <p>Why is light important in this festival?</p> <p>Why is light a good representation for good?</p> <p>Why has light been used in festivals of ancient civilisations?</p> <p>Why is light a good symbol of representation?</p> <p>Why are the solstices important to Pagans and others?</p> <p>How is light represented in these celebrations?</p> <p>How is light used in other aspects of life for religious and non-religious people?</p>	<p>How do the 'Five Pillars' Guide Muslims in Life?</p> <p>What do we already know about Islam?</p> <p>What are some of the most important features of Islam?</p> <p>How did Islam start?</p> <p>Who is the Prophet Muhammad (pbuh) and why is he important to Muslims?</p> <p>What are the 5 pillars of Islam?</p> <p>What do Muslims believe about God?</p> <p>What is the Shahadah?</p> <p>What is Salaah? What is Sawm and Zakaah?</p> <p>Why do Muslims go on Hajj?</p>	<p>What faiths are Shared in Our Country?</p> <p>What does Belonging mean?</p> <p>Which religions are in our local area?</p> <p>Which religions are in Yorkshire and the UK? How is this different in our local area?</p> <p>What other beliefs do people hold?</p> <p>What are the key features and artefacts in a place of worship?</p>	<p>Why are Gurus at the Heart of Sikh Belief and Practise?</p> <p>What is a teacher?</p> <p>How does a teacher help you to understand something new?</p> <p>What are the qualities of a good teacher?</p> <p>What is a guru?</p> <p>Where and when was Guru Nanak born?</p> <p>What sort of person was Guru Nanak?</p> <p>Why was Guru Nanak's 3-day disappearance so significant?</p> <p>What values did Guru Nanak teach?</p>	<p>Why are Gurus at the Heart of Sikh Belief and Practise?</p> <p>What words are important to Sikhs?</p> <p>What do Sikhs believe about God?</p> <p>What happened when Guru Nanak died?</p> <p>Why is the Golden Temple at Amritsar important to Sikhs?</p> <p>Why did Guru Gobind Singh nominate the Guru Granth Sahib as his successor?</p> <p>How do Sikhs treat their scripture, Guru Granth Sahib?</p>
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French (KS2)	Numbers to 31 Writing the date Birthdays	Farm Animals	Body parts	Family / Pets	Clothing -	Time
PSHE	Me and My Relationships	Citizenship	Risk	Economics	Health	Identity
SCARF	Scarf Unit - Me and My Relationships	Scarf Unit - Valuing Differences	Scarf Unit - Keeping Safe	<u>Scarf Unit -Rights and Respect</u>	Scarf Unit -Being my Best	Scarf Unit -Growing and Changing
Visit/ Experience	Into the Woods Forest Schools Visit	Ancient Greek workshop in school.	Tropical world visit		Stone Age experience /Nell Bank visit.	