

Year 4 Curriculum Map 2020/21 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural Capital</u>
English	<p>Narnia Unit Fiction (character descriptions) Non-Chronological report. (link to science)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Letter writing (gunpowder plot) War poetry week (11/11) Retelling a story (RE)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Stories from different cultures (Eastern Europe) Persuasion (civil war)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Explanation (greenhouse effect) Poetry (rhyming)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Newspapers (fire of London) Diary (plague) Biography (Isaac Newton)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Play scripts/performance poetry</p> <p>See Nelson Academy Writing Scheme of Work.</p>	
Maths	<p>Place value Addition and Subtraction</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Addition and Subtraction Measurement (length and perimeter) Multiplication and Division</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Multiplication and Division Measurement (area) Fractions</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Fractions Decimals</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Decimals Money Time</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Statistics Geometry</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Ely trip – mathematics at the Cathedral</p>
Science	<p>Animal classification</p>	<p>Human Body</p>	<p>Ecology</p>	<p>Astronomy Science Week</p>	<p>Astronomy</p>	<p>Light Optics and Sound</p>	<p>Autumn 1 – Wicken Fen</p>

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	<p><u>Knowledge:</u></p> <p>INTRODUCTION TO CLASSIFICATION OF ANIMALS</p> <p>Scientists classify animals according to the characteristics they share, for example: Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbone or internal skeletons) Different classes of vertebrates Children should become familiar with examples of animals in each class and some basic characteristics of each class, such as:</p>	<p><u>Knowledge:</u></p> <p>THE HUMAN BODY: SYSTEMS, VISION AND HEARING</p> <p>THE MUSCULAR SYSTEM</p> <p>Muscles Involuntary and voluntary muscles</p> <p>THE SKELETAL SYSTEM</p> <p>Skeleton, bones, marrow Musculo-skeletal connection Ligaments Tendons, Achilles tendon Cartilage Skull, cranium Spinal column, vertebrae Joints Ribs, rib cage, sternum Scapula (shoulder blades), pelvis, tibia, fibula Broken bones, X-rays</p> <p>THE NERVOUS SYSTEM</p> <p>Brain: medulla, cerebellum, cerebrum, cerebral cortex</p>	<p><u>Knowledge:</u></p> <p>ECOLOGY</p> <p>Habitats, interdependence of organisms and their environment The concept of a 'balance of nature' (constantly changing, not a static condition) The food chain: producers, consumers, decomposers Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.) and by man-made changes Fossils and how they can tell us about the environment long ago Man-made threats to the environment Air pollution: emissions, smog Water pollution: industrial waste, run-</p>	<p><u>Knowledge:</u></p> <p>ASTRONOMY</p> <p>The 'Big Bang' as one theory The universe: an extent almost beyond imagining Galaxies: Milky Way and Andromeda Our solar system Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [Note that, in 2006, Pluto was classified as a dwarf planet] Planetary motion: orbit and rotation How day and night on Earth are caused by</p>	<p>→</p>	<p><u>Knowledge:</u></p> <p>LIGHT AND OPTICS</p> <p>Through experimentation and observation, children to be introduced to some of the basic physical phenomena of light, with associated vocabulary. The speed of light: light travels at an amazingly high speed. Light travels in straight lines (as can be demonstrated by forming shadows). Transparent and opaque objects Reflection Mirrors: plane, concave, convex Use of mirrors in telescopes and some microscopes The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colours.</p>	<p>Summer 2 – Planetarium</p>
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	<p>Fish: aquatic animals, breath through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their life cycle in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their</p>	<p>Spinal cord Nerves Reflexes</p> <p>VISION: HOW THE EYE WORKS</p> <p>Parts of the eye: cornea, iris and pupil, lens, retina Optic nerve Farsighted and near-sighted</p> <p>HEARING: HOW THE EAR WORKS</p> <p>Sound as vibration Outer ear, ear canal Eardrum Three tiny bones (hammer, anvil and stirrup) pass vibrations to the cochlea Auditory nerve</p>	<p>off from farming Measures we can take to protect the environment (for example, conservation, recycling)</p>	<p>the Earth's rotation Sunrise in the east and sunset in the west How the seasons are caused by the Earth's orbit around the sun, tilt of the Earth's axis Gravity, gravitational pull Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on Earth Gravitational pull of 'black holes' prevents light from escaping Asteroids, meteors ('shooting stars'), comets, Halley's Comet How an eclipse happens Stars and constellations Orienteering (finding your</p>		<p>Lenses can be used for magnifying and bending light (as in magnifying glass, microscope, camera, telescope, binoculars).</p> <p>SOUND</p> <p>Through experimentation and observation, children to be introduced to some of the basic physical phenomena of sound, with associated vocabulary.</p> <p>Sound is caused by an object vibrating rapidly. Sounds travel through solids, liquids and gases. Sound waves are much slower than light waves. Speed of sound: Concorde Qualities of sound Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower</p>	
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	<p>own (though some, like baby chickens and quail, can search for food a few hours after hatching)</p> <p>Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic</p>			<p>way) by using North Star, Big Dipper</p> <p>Exploration of space, Observation through telescopes</p> <p>Rockets and satellites: from unmanned flights</p> <p>Apollo 11, first landing on the moon: 'One small step for a man, one giant leap for mankind'</p> <p>Space shuttle</p>		<p>pitch</p> <p>Intensity: loudness and quietness</p> <p>Human voice</p> <p>Larynx (voice box)</p> <p>Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices</p> <p>Sound and how the human ear works</p> <p>Protecting your hearing</p>	
Geography	<p>Spatial Sense</p> <p>*local area study</p> <p><u>Knowledge:</u></p> <p>Draw maps of the local area using symbols and a key. For example, pupils draw a map of their route to school.</p> <p>Use the points of</p>	<p>UK Geography</p> <p>*London and Norfolk study</p> <p><u>Knowledge:</u></p> <p>Pupils will study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland,</p>	<p>Eastern Europe</p> <p>*map work and culture (relevant to cohort)</p> <p><u>Knowledge:</u></p> <p>ALBANIA, AZERBAIJAN, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA,</p>	<p>Eastern Europe</p> <p>Physical Geography</p> <p><u>Knowledge:</u></p>	<p>Mediterranean</p> <p>Climate</p> <p><u>Knowledge:</u></p> <p>GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)</p>	<p>Mediterranean</p> <p>Country study</p> <p><u>Knowledge:</u></p>	<p>Downham Trip</p> <p>European festival</p> <p>Bulgarian national day</p> <p><u>Knowledge:</u></p>

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	<p>the compass: north, south, east, west. Review scale and discuss how they will show this on their maps. Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years. Use an atlas and online resources to find geographical information. On a globe, identify the tropics of Cancer and Capricorn and understand their significance.</p>	<p>Wales and Northern Ireland) and places of interest.</p> <p>LONDON AND THE SOUTH EAST</p> <p>Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, Hertfordshire, Oxfordshire, Isle of Wight Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral. Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth</p> <p>SOUTH WEST</p> <p>Dorset, Wiltshire, Cornwall, Devon, Somerset For example: South Downs, Exmoor, Bodmin Moor, Dartmouth National Park, Lands End, dairy/sheep/arable farming, Stonehenge,</p>	<p>HUNGARY, KOSOVO, LATVIA, LITHUANIA, POLAND, ROMANIA, UKRAINE</p> <p>Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Petersburg The Baltic Countries: Latvia, Lithuania, Estonia and Poland The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains</p>		<p>The climate of Europe: A Mediterranean climate. Landscape Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Balkans) Coastline, islands and beaches Turkey Gateway to the Middle East, Istanbul, Bosphorus. Settlements Lisbon, Madrid, Rome, Milan, Venice, Athens.</p>		
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		<p>Bristol, Exeter, Plymouth, Bath, Bournemouth, Great Western Railway, rural, coastline, wave erosion, tides, limestone/granite/chalk, caves (e.g. Cheddar Gorge) Monuments: Stonehenge, Tintagel Castle, Glastonbury Tor</p> <p>NORTHERN IRELAND</p> <p>Part of the UK, separate from the Republic of Ireland (Ring of Gullion), peat bogs, Giant's Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy</p>					
History	<p>Francis Drake</p> <p>Monarchs of the House of Stuart</p> <p><u>Knowledge:</u></p> <p>MONARCHS OF THE HOUSE OF STUART</p>	<p>Union of the Crowns, Gunpowder plot.</p> <p><u>Knowledge:</u></p> <p>King of Scots as James VI from 1567 King of England and Ireland as James I from the union of the English and Scottish crowns on 24</p>	<p>Civil war execution of Charles I</p> <p><u>Knowledge:</u></p> <p>LEAD-UP TO THE CIVIL WAR</p> <p>Charles confronts parliament, 1641 Charles forcibly enters parliament to</p>	<p>Restoration politics</p> <p><u>Knowledge:</u></p> <p>Overthrow of Richard Cromwell Parliament invites Charles II to return from</p>	<p>Plague, Fire of London</p> <p><u>Knowledge:</u></p> <p>Outbreak of plague in London during very hot summer Nearly 100,000 die before cold weather in October kills it off</p>	<p>Restoration religion</p> <p>The Glorious Revolution and the Bill of Rights.</p> <p><u>Knowledge:</u></p> <p>Explanations of how connections between religion and politics continue to dominate</p>	<p>Trip to Ely (history focus)</p>

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	<p>King of Scots as James VI from 1567 King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603</p>	<p>March, 1603 Belief in the Divine Right of Kings Gunpowder Plot, 1605 Parliament unwilling to grant the King money; dissolved by the King</p>	<p>arrest five members Parliament refuses; Charles left powerless Charles flees London; Parliament in control of London</p> <p>THE CIVIL WAR</p> <p>In general, cities and the Royal Navy supported Parliament; rural communities supported the King Roundheads (Parliamentarians) and Cavaliers (Royalists) Edgehill, 1642; Charles withdraws to Oxford Battle of Marston Moor, 1644, victory for Parliamentarians New Model Army; first permanent national standing army in Britain Oliver Cromwell The Rump Parliament</p> <p>THE TRIAL AND</p>	<p>France Charles crowned King in London.</p>	<p>THE GREAT FIRE OF LONDON</p> <p>Fire breaks out in Pudding Lane on 2 September 1666 By the time it is extinguished five days later, more than three quarters of the City has been destroyed Christopher Wren and d Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral</p>	<p>in Britain, especially establishment hostility towards Catholics and dissenters. Continued divisions between Catholics and Protestants led to the following:</p> <p>JAMES II BECOMES KING IN 1685</p> <p>James suspended parliament and it was never recalled Trial of seven opposing Bishops, including the Archbishop of Canterbury James' Catholic son, James Francis Edward Stuart, born in June 1688 Possibility of a Catholic monarchy becomes real</p> <p>Explain the importance of the real restrictions that were placed on the power of the monarch. Introduce the idea,</p>	
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			<p>EXECUTION OF CHARLES I</p> <p>Beheaded on the 30th January, 1649 Charles II proclaimed King in Scotland Battle of Worcester; Charles escaped to France</p> <p>THE COMMONWEALTH, 1649-1660</p> <p>An Act declaring England to be a Commonwealth was passed Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved Cromwell becomes Lord Protector in December 1653 Son Richard becomes Lord Protector in 1658</p>			<p>supported by some at the time, that political power is based on the consent of the people</p> <p>GLORIOUS REVOLUTION William of Orange; Protestant opponent of Catholicism The invitation to invade James fled to France William and Mary crowned joint monarchs</p> <p>BILL OF RIGHTS The Bill passed in December 1689 No taxation without parliamentary consent No standing army during peacetime Free and fair elections</p>	
<p>Visual arts DT</p>	<p>Portraits Light and shade</p> <p>→</p> <p>Knowledge:</p>	<p>Portraits Light and shade continued</p>	<p>Needlework/ cross stitch/ Weaving</p> <p>→</p>		<p>Monuments (link to London and the Stuarts)</p>	<p>Space (2D and 3D)</p> <p>Knowledge:</p>	<p>West Norfolk Artists Assoc. London - monuments</p>

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	<p>The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design.</p> <p>LIGHT</p> <p>Observe how artists use light and shadow (to focus our attention, create mood, etc.) in: Caravaggio, Supper at Emmaus, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting</p>		<p><u>Knowledge:</u></p> <p>Understand the basic principles of sewing techniques. Children can experiment with making their own cross-stitch design and appreciate the time and effort involved in needlework. Understand the basic principles of weaving Recognise embroidery and tapestry and discuss examples: Kate Farrer, Icarus, 2012 (Artist's Collection, now on display at the Royal School of Needlework at Hampton Court) [Cross-curricular connections with Icarus by Matisse and with Year 3 and Year 4 Language and Literature: Ancient Greek and Roman Mythology] Christ's Charge to</p>		<p><u>Knowledge:</u></p> <p>[Cross-curricular links with Year 4 World History]</p> <p>Become familiar with the public monuments of English history for instance: St. Paul's Cathedral, London Bridge</p>	<p>Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth). [Note: perspective will be considered in Year 6.] Observe the relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder. Observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth. Also examine the foreground, middle ground, and background in paintings, including: Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery of Ireland, Dublin)</p>	
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	<p>contrasting dark shade with bright light, known as 'chiaroscuro', combining the Italian words for light and dark.] Rembrandt van Rijn, Belshazzar's Feast, 1636 (National Gallery, London) Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam) Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, London)</p>		<p>Peter tapestry commissioned by King Charles I and made in Mortlake (Forde Abbey, Boughton House, Belvoir Castle and Chatsworth House) and original cartoons by Raphael (Victoria and Albert Museum, London) Norman Hartnell, Queen Elizabeth II's Coronation Robes (Royal Collection) Royal School of Needlework, Queen Elizabeth II's Robes of Estate (Royal Collection) Royal School of Needlework, Kate Middleton's Wedding Dress (Royal Collection)</p>			<p>Jean-François Millet, The Gleaners, 1857 (Musée d'Orsay, Paris)</p>	
Music	<p>Elements of Music</p> <p>→</p> <p>Knowledge:</p> <p>Through participation, become familiar</p>	<p>Elements of Music Notation</p> <p>Knowledge:</p> <p>Crotchet Minim Semi-breve</p>	<p>Listening & Understanding The Orchestra</p> <p>Knowledge:</p> <p>Review families of instruments: strings,</p>	<p>Listening & Understanding Composers & their music</p> <p>Knowledge:</p> <p>Peter</p>	<p>Listening & Understanding Musical connections</p> <p>Knowledge:</p> <p>Nikolai Rimsky-Korsakov, part one:</p>	<p>Songs</p> <p>Knowledge:</p> <p>Aiken Drum All Through the Night Alouette Annie Laurie</p>	

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	<p>with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</p> <p>Recognise a steady beat, accents, and the downbeat; play a steady beat.</p> <p>Move responsively to music.</p> <p>Recognise short and long sounds.</p> <p>Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Discriminate between differences in pitch: high and low.</p> <p>Discriminate between loud and soft; gradually increasing and decreasing volume.</p> <p>Understand that melody can move up and down.</p> <p>Hum the melody</p>	<p>Stave</p> <p>Treble clef and names of lines and spaces in the treble clef</p> <p>Crotchet rest</p> <p>Minim rest</p> <p>Semibreve rest</p> <p>Bar line</p> <p>Quaver</p> <p>Time signatures</p> <p>Soft: p</p> <p>Very soft: pp</p> <p>Loud: f</p> <p>Very loud: ff</p>	<p>brass, woodwinds, percussion.</p> <p>Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to: Gioacchino Rossini, William Tell Overture, finale (trumpet)</p> <p>Wolfgang Amadeus Mozart. selections from the Horn Concertos (French horn)</p> <p>Become familiar with woodwind instruments—flute and piccolo (no reeds), clarinet, oboe, bassoon (with reeds)—and listen to: Claude Debussy, Prelude to the Afternoon of a Faun (flute)</p> <p>Opening of George Gershwin, Rhapsody in Blue (clarinet)</p> <p>Jean Sibelius, The Swan Of Tuonela (cor anglais)</p>	<p>Tchaikovsky, Suite from Swan Lake</p> <p>Edward Elgar, Pomp and Circumstance March No. 4</p> <p>Gustav Holst, Mars, Jupiter and Neptune from The Planets Suite</p>	<p>The Sea and Sinbad's Ship from Scheherazade,</p>	<p>Cockles and Mussels London's Burning</p> <p>On Ilkley Moor Baht 'At</p>	
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	<p>while listening to music.</p> <p>Echo short rhythms and melodic patterns.</p> <p>Play simple rhythms and melodies.</p> <p>Sing unaccompanied, accompanied, and in unison.</p> <p>Recognise harmony; sing rounds.</p> <p>Recognise verse and refrain.</p> <p>Continue work with timbre and phrasing.</p> <p>Review names of musical notes; scale as a series of notes; singing the C major scale using 'do re mi' etc</p>						
MFL	<p>Unit 1/2 recap – how are you, name, numbers, colours and classroom instructions</p> <p>Unit 3</p>	<p>Unit 3 continued</p> <p>Mon Corps</p> <p>Lesson 3 Days of the week</p> <p>Lesson 4 Character descriptions</p> <p>Unit 4</p>	<p>Unit 4</p> <p>Les Animaux</p> <p>Lesson 3 Give someone's name</p> <p>Lesson 4 Describing someone.</p>	<p>Unit 5</p> <p>La Famille</p> <p>Lesson 1 Members of your family</p> <p>Lesson 2 The alphabet</p> <p>Lesson 3</p>	<p>Unit 5</p> <p>Famille</p>	<p>Unit 6</p> <p>Bon anniversaire!</p> <p>Lesson 1 Snacks</p> <p>Lesson 2 Opinions about food</p> <p>Lesson 3 Numbers to 30</p>	<p>French Café</p> <p>Language day</p>

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	<p>Mon Corps Lesson 1 Body parts Lesson 2 Eyes/hair</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Les Animaux Lesson 1 Animals and pets Lesson 2 Numbers to 20</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>See Rigolo Scheme of work Mapping Grid</p>	<p>Household items Lesson 4 Prepositions</p> <p>See Rigolo Scheme of work Mapping Grid</p>		<p>Lesson 4 Months of the year Lesson 5 Dates and birthdays</p> <p>See Rigolo Scheme of work Mapping Grid</p>	
Computing	<p>The Internet</p> <p><u><i>Knowledge:</i></u></p> <p>Pupils will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given</p>	<p>Audio editing</p> <p><u><i>Knowledge:</i></u></p> <p>Pupils will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Pupils will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, pupils will use</p>	<p>Photo editing</p> <p><u><i>Knowledge:</i></u></p> <p>Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	<p>Data logging</p> <p><u><i>Knowledge:</i></u></p> <p>Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the</p>	<p>Programming: Repetition</p> <p><u><i>Knowledge:</i></u></p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming</p>	<p>Repetition in games</p> <p><u><i>Knowledge:</i></u></p> <p>This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where pupils can discover similarities between two environments. They will look at the difference between</p>	

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	<p>opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p>Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.</p>		<p>environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>language.</p>	<p>count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>	
PE	<p>Hockey</p> <p><u>Knowledge:</u></p> <p>Strike, pass and stop with control and clear sense of direction</p>	<p>Dance</p> <p><u>Knowledge:</u></p> <p>Vary speed and levels within a dance sequence Link movements into dance sequences</p>	<p>Gymnastics</p> <p><u>Knowledge:</u></p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes</p>	<p>Badminton</p> <p><u>Knowledge:</u></p> <p>Follow the formal rules of the game and demonstrate</p>	<p>Athletics</p> <p><u>Knowledge:</u></p> <p>Sprint over a short distance Pace running over longer distances</p>	<p>OAA</p> <p><u>Knowledge:</u></p> <p>Use basic maps and diagrams to orientate themselves and to move from one place</p>	

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	<p>Follow the formal rules of the game and demonstrate they can play fairly</p> <p>Keep possession of a ball with a hockey stick.</p> <p>Show awareness and accuracy in passing.</p>	<p>Use movement patterns to create dance phrases on their own.</p> <p>Begin to perform longer dances clearly and fluently.</p> <p>Show a good sense of rhythm and style when performing.</p>	<p>with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>	<p>they can play fairly</p> <p>Develop the skills of forehand or backhand when playing racket games, showing control when hitting</p>	<p>Develop technique to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p>to another</p>	
RE	<p>Sikhism (belonging and beliefs)</p> <p><u>Knowledge:</u></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Consider and apply ideas about ways in which</p>	<p>Sikhism (belonging and beliefs)</p> <p>Christianity (nativity)</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and</p>	<p>Judaism (Passover)</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Observe and consider</p>	<p>Christianity (Easter)</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important</p>	<p>Judaism (belief and practises)</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Christianity (Prayer and worship)</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Observe and understand varied</p>	<p>Harvest Carol Concert</p> <p>Easter</p> <p>Spring 1 – visitors for Judaism</p>

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	diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	points in life, in order to reflect on their significance.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	
RSHE (Both Year 3 and 4 objectives) PSHE	<p>My Feelings</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. Pupils can recognise and respond to a wide</p>	<p>My Body</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>My relationships</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and</p>	<p>My Beliefs</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils recognise differences and similarities</p>	<p>My rights and responsibilities</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils understand the right to protect their body from unwanted touch. Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or</p>	<p>Asking for help</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils: Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret. Pupils can recognise when they may need help to manage a situation and have developed the skills to</p>	

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	range of emotions in themselves and others, and ways to respond.		ways to respond.	between people arise from a number of factors Inc. family and personal identity.	are not making the decision freely for themselves.	ask for help.	
<u>Local history and geography</u>	Map work linked to Norfolk	Local animal classifications Wicken Fen?	Oliver Cromwell's house in Ely	St Winnold's horse fair in Downham Market			Downham History Tour – gallows location etc.