



Year 4 Curriculum Map 2019 – 20

Autumn 2019		
	Term 1	Term 2
RE	<p>CREATION - What do Christians learn from the Creation story? Children express themselves creatively with artwork based on the natural palette. They develop social responsibility and explore diversity examining how Christians care for God's world.</p>	<p>INCARNATION - What is the Trinity? Children develop analytical skills and intellectual independence studying symbolism. They express their understanding creatively producing thoughtful art pieces reflecting their analysis of bible verses and religious art.</p>
PE	<p>BASKETBALL Children will develop resilience in their mastery of the passing and shooting skills, together with communication skills in the team performance element.</p>	<p>FOOTBALL Children will build on their existing knowledge of the game and develop communication skills and resilience through supervised competitive play. Self-belief is developed by mastering individual skills.</p>
Computing	<p>WE BUILT THIS CITY Children use their creativity to create a city using Minecraft. The task is collaborative, therefore enhancing communication skills and encouraging independence as each child will be contributing their own part. The time taken to create a full city at different rates also builds resilience.</p>	<p>WE ARE SOFTWARE DEVELOPERS Children develop resilience by designing, writing and de-bugging programs to accomplish specific goals. The tasks encourage self-belief especially through successful completion of a process.</p>
Science	<p>SOUND Children engage in a series of investigations developing enquiry and resilience to forge a conclusion as to what sound is and how it travels. They are challenged by a unit-end reasoning task to encourage creativity in problem solving and resilience by refining their solutions.</p>	<p>ELECTRICITY After being given the knowledge of how circuits work children develop resilience and enquiry skills attempting to create live, workable circuits. Problem solving in groups fosters communication skills.</p>
Music	<p>EXPLORING SOUNDS Enquiry based thinking is encouraged as children explore how sounds are produced and classified. The children express themselves creatively using their voices to make beatbox sounds, sing four part songs, and foster communication skills and resilience by performing a jazzy round.</p>	<p>BIG BEN (Sound replication) Children seek to copy a basic melody, developing resilience and enquiry based thinking as they locate chime bars of similar sound. Linked with DT, children go on to build a machine that makes music, expressing their creativity in the freedom of design.</p>
Languages	<p>ANCIENT LANGUAGE Children examine Latin commands as part of their study of Romans, appreciating diversity by exposure to an unfamiliar language. They develop resilience and communication skills as they attempt to co-ordinate their armies using Latin!</p>	<p>LA CELEBRATION! Children begin their study of French with an exploration of the French equivalent to Christmas & New Year. We assist their understanding of diversity by considering the differences in the celebrations as well as the similarities. Children foster creativity through the creation of their own "Feve".</p>

<p>PSHE</p>	<p>HEALTH & WELL BEING: Health Lifestyle Choices Class discussions encourage enquiry as we ask what constitutes a healthy lifestyle choice. Children develop independence by thinking about their own choices.</p>	<p>HEALTH & WELL BEING: Emotional and Mental Health Children engage in self-expression as they explore their own feelings. Communication skills are fostered as children learn how to communicate their feelings and respect each other, therefore understanding diversity.</p>
<p>Art and Design</p>	<p>SCULPTURE Children develop their enquiry based thinking by exploring a range of artefacts from Roman times. Thinking creatively, they produce their own artefact from clay, painting and explaining with historical accuracy, (fostering communication skills), ready for a “museum” display.</p>	<p>DRAWING (AND PAINTING) Children explore 2D-X-ray style drawing, developing resilience and self-expression. Resilience is further developed in creating colour-washes for pictorial maps, applying their 2D drawing skills. Self-expression and creativity are developed in producing the final display piece.</p>
<p>Design Technology</p>	<p>ROMAN SHIELD CONSTRUCTION Through homework, children develop resilience and show enquiry based problem solving skills as they build their own shield for a re-enactment of the Roman invasion on Hythe beach.</p>	<p>POP-UP CARDS Children develop independence by applying their knowledge of the pop-up technique creatively, designing and producing their own Christmas card. Enquiry based thinking is developed by allowing children to experiment independently with the technique and explore its potential.</p>
<p>Topic Based Learning (History and Geography)</p>	<p>HISTORY: ROMANS & THE INVASION OF BRITON Children express themselves creatively forging ancient roman artefacts. Creativity is at play with children building shields and making costumes. Roleplay enhances self-expression with the “Battle on the Beach” re-enactment. Enquiry based learning informs the study of big questions around “What the Romans did for us”</p>	<p>GEOGRAPHY: UK TOWNS & CITIES Children develop resilience learning and applying the eight points of the compass. Understanding diversity is aided through the analysis of different cities in the UK and different cultures within the UK. Ecological issues are explored, fostering enquiry and self-expression, together with the development of independence in forming an opinion.</p>

	Term 3
RE	<p>GOSPEL - What kind of a world did Jesus want?</p> <p>Children explore the concept of diversity looking at different interpretations of what Christians believe God is.</p>
PE	<p>HOCKEY</p> <p>This is not a commonly played sport amongst children, so the exposure to unfamiliar skills develops resilience and encourages perseverance supported. Mastering new skills builds self-esteem.</p>
Computing	<p>WE ARE TOY DESIGNERS</p> <p>Children develop resilience creating and testing input and output processes. They develop creativity by designing their own preference and after developing their enquiry based learning to ask “what are embedded computers and why?”</p>
Science	<p>STATES OF MATTER</p> <p>A drama task encourages self-expression and creativity. Individual research on the water cycle encourages independent learning findings fosters creativity. A highly challenging unit-end problem solving task encourages resilience.</p>
Music	<p>SINGING SPANISH</p> <p>Children develop their diversity appreciation by sampling the sights and sounds of the Spanish speaking world, developing communication skills success learning greetings, counting to twelve, and playing a singing game.</p>
Languages	<p>LA SUPERMARCHE!</p> <p>Children use music to explore the language of shopping, demonstrating resilience in the learning process and developing communication skills encouraged to use the descriptive French in their own supermarket! Diversity is explored and independence developed things.</p>
PSHE	<p>RELATIONSHIPS: WHAT MAKES A FRIEND?</p> <p>Developing healthy relationships</p> <p>Children develop communication skills exploring the complex issues of friendship and develop resilience considering the anger and forgiveness. Self-belief is developed as the onus is on understanding the interaction between people is often complex.</p>
Art and Design	<p>PAINTING – FAUVE ART</p> <p>Children develop their creativity examining the techniques of the Fauve Art movement and develop resilience trying out techniques and self-esteem are built through experience with the techniques, the children express themselves creatively producing a painting of a bullfighting (link to Topic).</p>
Design Technology	<p>STRENGTH IN STRUCTURE</p> <p>Children develop their enquiry based thinking, and resilience, solving the design problem of how to give strength to a paper structure appealing for sale (purposeful).</p>

**Topic Based Learning
(History and Geography)**

GEOGRAPHY: SPAIN AS A COMPARABLE REGION

Children continue their **understanding of diversity** examining the cultural differences with Spain, including Flamenco music and dance around bullfighting **develop self-expression, independence** and **communication skills** as children form an opinion.

	Term 5
RE	<p>HINDUISM - What does it mean to be a Hindu in Britain today? Children go deeper in their exposure to diversity by exploring a non-Christian faith.</p>
PE	<p>CRICKET Fielding develops communication skills and co-operation. Self-control is developed in the waiting for a batting position, and facing the bowler.</p>
Computing	<p>HURRAY FOR HOLLYWOOD Children develop communication skills working together to create a storyboard and shoot a movie. Children show their creativity developing independence and resilience by continuing through to the finished product. Where possible, footage is edited using a problem-solving based approach to the task.</p>
Science	<p>HUMAN DIGESTION Children build individual models of the human digestive organs, fostering creativity. They develop independence and enquiry skills by exploring the range of digestive processes at play in the human system. Understanding (biological) diversity is encouraged by looking at different diets.</p>
Music	<p>DEVELOPING THE PIANO Children develop resilience and self-esteem through success, fostering communication through small group work performing. Children also develop self-belief by expressing music physically, learning a dance (mashed potato) linked to the Potato Pete song (related to Topic).</p>
Languages	<p>L'ESPION! (A SPY!) Children continue their study of French in the context of World War Two, developing communication skills and resilience through a café/food based, French, listening out for the key words that might give the spy away!</p>
PSHE	<p>LIVING IN THE WIDER WORLD: R.E.S.P.E.C.T! Learning to respect different groups and communities Children develop their understanding of diversity exploring the range of different groups and cultures within their community. Communications skills are developed exploring ways of interacting with different groups and independence is developed exploring the positive and negative effect.</p>
Art and Design	N/A
Design Technology	<p>FIGHTER 'PLANE CONSTRUCTION Children develop resilience engaging in a long build project to produce a replica Spitfire and display it.</p>

**Topic Based Learning
(History and Geography)**

HISTORY: THE BATTLE OF BRITAIN

Children **understand diversity** by the sensitive exploration of how differing world views can lead to conflict. **Self-expression** role-play external trip, experiencing life as an evacuee. Children express their pure **creativity** in aeroplane