



## Year 4 Curriculum Map 2019 – 20

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

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

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

**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 around bullfighting **develop self-expression, independence** and **communication skills** as children form an opinion.

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

**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