

**Skerton St Luke's CE Primary School**  
**Curriculum Map – 2017 -2018**  
 Class: Year 4

Name: Miss Dakeyne

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	New beginning	Location Location	Let's investigate	Fantastic	Come dine with me	Lights camera action
<b>Week</b>						
<b>Class Topic</b>	<b>The Art of Food</b>	<b>Passport to Europe</b>	<b>The Great Plague</b>	<b>Water Water Everywhere</b>	<b>Hunted</b>	<b>Sparks Might Fly</b>
<b>Storytelling/ Novel</b>	The Demon Dentist	Gullivers Travels Jonathan Swift	The Pied Piper Robert Browning	The Twits by Roald Dahl	The Brer Rabbit Collection by Enid Blyton	The Firework-Makers Daughter by Philip
<b>Literacy Units</b> <i>Fiction and non-fiction</i>	Persuasive Writing  Stories with a theme - developing settings and characters	Narrative based on a plot structure from a text  Non-chronological reports  Analysing different information texts  Punctuation and grammar e.g. fronted adverbials, apostrophes  Spelling lists sent home	Fairy tales based on a model from a text  Recounts – newspaper reports  Narrative poetry  Punctuation and grammar – e.g. fronted adverbials, noun phrases  Spelling lists sent home	Issues and dilemma – narrative based on a plot  Poems with a structure e.g. haiku and kennings Punctuation and grammar – e.g. fronted adverbials, apostrophes  Spelling lists sent home	Folk tales based on a studied text  Debate and discussion texts  Punctuation and grammar – e.g. commas and complex sentences, paragraphs  Spelling lists sent home	Fantasy – narrative based on a model Explanation texts  Playscripts  Punctuation and grammar – e.g. paragraphs, speech  Spelling lists sent home
<b>Cross Curricular Writing opportunities</b>	Teeth and Digestive System fact file  Classroom Charter  Letters of job application.	Study of another country in comparison to UK	Newspaper report on the Great Plague	Rivers project	Keep a record of their development of sensory vocabulary using taste, smell, texture and feel	Write instructions on how to use a 3D printer

<b>Local Link</b>	Dentist visit				Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	
<b>National Link</b>						
<b>Global Link</b>	Food miles	Location of world Countries investigation	Art around the world	Comparisons on global rivers	Predator and Prey of various countries	
<b>Enrichment:</b> <b>Visits/ visitors</b>	Dentist visit  Eureka Trip	People from different countries come and teach the children about their native land.	Art printing Values, Plague-themed Visit	Visit the River Lune	Orchard visit	3D printing visit and loan of a 3D printer  Power Station
<b>Science:</b>	Identify the different types of teeth in humans and their simple functions  Describe how teeth and gums have to be cared for in order to keep them healthy	Describe how teeth and gums have to be cared for in order to keep them healthy  Describe the simple functions of the basic parts of the digestive system in humans	Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Recognise that vibrations from sounds travel through a medium to the ear	Develop an understanding of states of matter and to be able to sort materials  Describe the properties of solids, liquids and gasses and how they are different or similar  Describe and explain the water cycle	Recognise that living things can be grouped in a variety of ways.  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Recognise that environments can change and that this can	Identify common appliances that run on electricity and recognise electricity sources can be mains or battery  Know that electricity can be dangerous  Construct simple circuits and name parts  Identify whether lamp will light in a simple circuit and understand that a switch opens and closes a circuit  Recognise common conductors and

					sometimes pose dangers to living things. Use and make identification keys for plants and animals.	insulators  Know that batteries 'push' electricity round a circuit making lights and buzzers work
<b>Geography</b>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Identify the position of latitude, longitude, Equator, Northern Hemisphere.</p> <p>Use a wider range of maps</p>		<p>Describing and understanding the key features of rivers and the influence of rivers on humans</p> <p>Using maps, of different scales, to identify and locate geographical features such as rivers</p>		
<b>History</b>			<p>Looking at the main events, people and places involved in The Great Plague</p> <p>Looking at methods of historical enquiry and developing historically valid questions regarding change, cause and significance of The Great Plague</p>	<p>Understand how evidence is used to make observations about the past</p> <p>Know why the River Nile was important to the Ancient Egyptians and begin to understand what life and society was like in Ancient Egypt</p>		
<b>Music:</b>		Learning to lay B, A and G and reading and composing using treble	<p>Graphic scores</p> <p>Creating and notating</p>	Elements of Music - recognising the different parts that make up a	<p>Impressionism</p> <p>Listening to music from</p>	Music in Ancient Egypt - playing the Syntolydian Scale and composing a

		clef	music with invented symbols	piece of music (e.g. pitch, rhythm, timbre, texture)	the impressionist period and creating our own	piece of music about a Pharaoh's party
<b>Art/DT:</b>	<p>To draw, paint and sculpt fruit and vegetables</p> <p>Make careful drawings and use smudging to help create 3D effects</p> <p>Mixing appropriate shades and tints and experimenting with different size brushes</p> <p>To explore sculpture, moulding pieces of clay and creating different textures</p>	<p>Design and make a cuddly toy</p> <p>When planning, consider the product, the purpose and the user</p> <p>Select the most appropriate stitching and fastening methods depending on the fabric chosen</p>		<p>Experiment with chalks, pastels and charcoal to create different textures and images of water</p> <p>Combine textures to create a Monet inspired painting</p>	<p>Sketch and make a loaf of bread from scratch</p> <p>Develop sensory vocabulary using taste, smell, texture and feel</p> <p>Study into healthy eating choices and their impact</p>	<p>Design, make and evaluate a decorative light</p> <p>When planning, research existing products and consider size, function and components required</p> <p>Select and use appropriate materials, tools and techniques when joining</p>
<b>I.T.</b>	<p>Design, create, manage and manipulate digital content skills; e-safety revision</p> <p>Create a website about teeth</p>	<p>Multimedia and sound – create an advert / podcast for a European holiday destination</p>	<p>Data handling – database, spreadsheet and graphing skills linked to the topic</p> <p>Simulations and modelling</p>	<p>Programming using Scratch - understanding and debugging algorithms</p>	<p>Use branching databases to sort</p> <p>Write programs to classify animals</p> <p>e-safety reminder</p>	<p>Presentation, text and graphic skills</p> <p>Creating digital resources to share facts and information</p>
<b>P.E</b>	<p>Gymnastics</p> <p>Net and Wall</p>	<p>Gymnastics</p> <p>Athletics</p>	<p>Dance</p> <p>Cricket / Rounders skills</p>	<p>OAA – problem solving and teamwork</p> <p>Invasion games</p>	<p>Dance</p> <p>Cricket / Rounders skills</p>	<p>Dance</p> <p>Invasion games</p>
<b>RE</b>	<p>The Church</p> <p>How should we live our lives?</p>	<p>Christianity &amp; Jesus – what are we prepared</p>	<p>Buddhism - How should we live our</p>	<p>The Five Pillars of Islam</p> <p>☒ Why do we have rules?</p>	<p>Sacred religious occasions and their</p>	<p>What lights our way?</p>

		to sacrifice/not sacrifice?	lives?		importance	
PSHE	Unity Emotional health/ wellbeing Empathy Managing distractions Questioning	Love Awareness of medicines/ drugs Empathy Managing distractions Questioning	Courage Relationships Empathy Managing distractions Questioning	Respect PSHE Core skills Empathy Managing distractions Questioning	Appreciation Being different Empathy Managing distractions Questioning	Hope and Aspiration Taking part Empathy Managing distractions Questioning
French	All about me	Animals and pets	Describing places	Transport and going places	The body and health	In the classroom and objects