# Skerton St Luke's CE Primary School
# Curriculum Map – 2018 -2019

**Name:** Miss Butler **Class:** Year 4 **National Curriculum Objectives**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Class Topic** | **Sparks Might Fly** | **The Great Plague** | **The Art of Food** | **Passport to Europe** | **Water, Water** | **Hunted** |
| **Storytelling/ Novel** | The firework makers daughter | The pied piper Robert Browning poetry<br>The pied piper | A Matter of Loaf and Death and Please Mrs Butler by Allan Ahlberg | Gulliver's Travels by Miss Marie Crook, Around the world in eighty days and Planet Earth by Katie Daynes | The Water Horse by Dick King-Smith, The little mermaid by hans Christiansen Anderson and Water Dance by Thomas Locker | The Brer Rabbit Collection by Enid Blyton and My Mother Saw a Dancing Bear by Charles Causley |
| **Literacy Units** Fiction and non-fiction | Explanation text, Fantasy, Film and playscript | Fairy tales, classic narrative poetry, recount - newspapers | Issues and dilemmas and persuasive advert | Novel and non-chronological reports | Stories with a theme, Poems with a structure and Information booklets | Folk tales, Debate and Poems on a theme |
| **Cross Curricular Writing opportunities** | Instructions on how to make a torch | A letter to local MP about improving recycling in our area | Writing a review of classic Welsh music | Creating a leaflet to advertise the importance of looking after your teeth. | Creating a poem based on a river | A descriptive writing piece based on the habitat of a mole. |
| **Local Link** | Lancaster/ Lancashire inventors | Recycling plant Preston | Local music and bands | Lancaster | River Lune, Lancaster | Habitats in the local area - Lancaster |
| **National Link** | Manchester inventors and scientists | How do people recycle in other parts of the country? | Different cultural music in Wales, England, Scotland and Ireland | People using their Passports to get into European countries from non-European countries | British rivers | Different habitats across the UK |
| **Global Link** | Look at countries that don't have electricity as accessible as ours | How do people recycle across the world – plastic? | Different music in different countries | European country | River Nile | Different habitats of different animals around the world |
| **Enrichment: Visits/ visitors** | Manchester Museum of science and industry | Visit recycling plant | Visit from health food chief. Visit from parent in band to demonstrate drums | Bring gospel choir into school | Trip to Morecambe Bay | Visit from survival expert |

| | | | | | | |
|---|---|---|---|---|---|---|
| **RE** | Creation: Make links between Genesis1 and Christian belief in God | People of God: Make links between Noah and the promises made during a Christian wedding ceremony | Incarnation/ God: Discuss Gospels and understand what the Christian God is like | Gospel: Links between the calling of the disciples and how Christians try to follow Jesus today | Salvation: Discuss Easter and link to the crucifixion and Holy week | Kingdom of God: Focus on Pentecost, what was the impact? Link to the Church communities |
| **Science** | Electricity<br>. ask relevant questions and using different types of scientific enquiries to answer them<br>. setting up simple practical enquiries, comparative and fair tests<br>. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>. identify common appliances that run on electricity<br>. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>. 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<br>. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>. recognise some common conductors and insulators, and associate metals with being good conductors. | Inventions<br>. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>. identifying differences, similarities or changes related to simple scientific ideas and processes<br>. using straightforward scientific evidence to answer questions or to support their findings. | Teeth and the digestive system<br>. describe the simple functions of the basic parts of the digestive system in humans<br>. identify the different types of teeth in humans and their simple functions<br>. construct and interpret a variety of food chains, identifying producers, predators and prey. | Sound<br>. identify how sounds are made, associating some of them with something vibrating<br>. recognise that vibrations from sounds travel through a medium to the ear<br>. find patterns between the pitch of a sound and features of the object that produced it<br>. find patterns between the volume of a sound and the strength of the vibrations that produced it.<br>. recognise that sounds get fainter as the distance from the sound source increases | States of matter<br>. compare and group materials together, according to whether they are solids, liquids or gases<br>. 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)<br>. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Habitats – grouping and classifying plants and animals<br>. recognise that living things can be grouped in a variety of ways<br>. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>. recognise that environments can change and that this can sometimes pose dangers to living things. |
| **Geography** | Looking at the different uses for electricity across the world, in different countries | Rubbish and recycling – environmental study<br>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | | Contrasting region in a European country<br>. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Key aspects of rivers<br>. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Looking at the different changes in the habitats across the world due to global warming<br>. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; |

| | | | | | | |
|---|---|---|---|---|---|---|
| **History** | Brief look into guy fawkes and the history of electricity | The great Plague of 1665.<br>A theme in British history<br>Pupils should be taught about an aspect of local history<br>For example:<br>. a depth study linked to one of the British areas of study listed above<br>. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br>. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | | | Ancient Egypt (including the river Nile)<br>. Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient Egypt. | |
| **Music** | Mama Mia – ABBA style music with focus on Sweden and music of the 70's and 80's<br>. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>. To listen with attention to detail and recall sounds with increasing aural memory | Glockenspiel - Learning basic instrumental skills by playing tunes in varying styles<br>. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>. To improvise and compose music for a range of purposes using the interrelated dimensions of music<br>. To listen with attention to detail and recall sounds with increasing aural memory | Stop! – Understanding different music. E.g Grime, Classical, Bhangra, Tango, Latin Fusion<br>. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>. To listen with attention to detail and recall sounds with increasing aural memory | Lean on me – Gospel singing and music. Looking at Gospel music in its historical context<br>. develop an understanding of the history of music.<br>. To listen with attention to detail and recall sounds with increasing aural memory | Music from different cultures. Identify countries of origin and discuss different sounds and instruments<br>. develop an understanding of the history of music.<br>. To listen with attention to detail and recall sounds with increasing aural memory | Reflect, Rewind and Replay – Western classical music. Recognise instruments used in Western music<br>. develop an understanding of the history of music.<br>. To listen with attention to detail and recall sounds with increasing aural memory<br>. To use and understand staff and other musical notations |
| **Art/DT** | ICT and electrical systems – control and electrical components<br>. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.<br>. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | Drawing developed into print making, rotating and translating images<br>. To create sketch books to record their observations and use them to review and revisit ideas<br>. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>. To learn about great artists, architects and designers in history | Drawing and painting of still life into sculpture<br>. To create sketch books to record their observations and use them to review and revisit ideas<br>. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>. To learn about great artists, architects and designers in history | Textiles – Seams, stiffening and strengthening, materials and fastenings<br>. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | Abstract painting; relief paintings, large and small scale with texture<br>. To create sketch books to record their observations and use them to review and revisit ideas<br>. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>. To learn about great artists, architects and designers in history | Food – simple savoury food and cooking techniques<br>. To select from and use a wider range of tools and equipment to perform practical tasks accurately<br>. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>. To understand and apply the principles of a healthy and varied diet |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | . To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet<br>. To 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]<br>. To understand the source, seasonality and characteristics of a broad range of ingredients |
| **Computing** | Programming/ hardware<br>. To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Data handling<br>. To 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.<br>. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Graphics/ images/ modelling and simulation<br>. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Sound/ Multimedia<br>. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Digital research<br>. To 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<br>. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br>. To 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. | Computational thinking<br>. To 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<br>. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br>. To 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. |