



## ACTON GARDENS PRIMARY SCHOOL

### Year 4 Curriculum Map - 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Fairy tales – <b>Retell</b> – Variety of Fractured Fairytales (Literacy Link)  Habitats – <b>Information Texts</b> – Wildlife in your garden (Science Link) (Sp2/Su1 22/23)  Black History Month – <b>Letter or Report</b> - Mama Miti: Wangari Maathai and the Trees of Kenya (Science/History link)	Black History Month – <b>Letter or Report</b> - Mama Miti: Wangari Maathai and the Trees of Kenya (Science/History link)  Black History Month – <b>Diary Entry</b> The story of the Windrush (History Link)	Narrative - <b>Writing in the style of the author:</b> - Beatrix Potter (Literacy Link)  Fantasy Stories - <b>Retell and change</b> – Into the Forest (Literacy Link)  Biographies – <b>Writing about the life of Vincent Van Gogh</b> – The Life of VVG (Art Links)	<b>Oneness</b> E.Q: What can we learn from the Earth about sustainability?  Narrative - <b>Writing in a style of a Fable</b> - Aesop's Fables (Literacy Link)  Persuasive writing – <b>Persuasive Letter</b> - One plastic bag (Geography Link)	<b>Diversity</b> E.Q: What can the African culture teach us about our values?  Stories from other cultures – <b>Retell</b> - African Tales (Geography Link)  Instructional Writing – <b>How to make a pinch pot</b> – No Text (Art Links)	Poetry – <b>Creating and Performing Poems</b> – Werewolf Club Rules (Literacy Link)  Play scripts – <b>Writing/Performing own Plays</b> – (Drama Link)  Digestive System - <b>Chronological report</b> – Research Text (Science Link)
<b>Mathematics</b>	Place value Addition and subtraction	Multiplication and division Measure	Multiplication and division Area Fractions	Decimals Fractions	Decimals Money Time	Statistics Position, direction Shape, symmetry
<b>Science</b>	<b>Adaptation</b> E.Q: How can we use electricity to communicate?  <b>Electricity - Circuits and conductors</b> -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, -identify whether or not a lamp will light in a simple series circuit, -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors.	E.Q: Would it matter if matter could not change state?  <b>States of matter</b> -compare and group materials together, according to whether they are solids, liquids or gases -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) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	E.Q: Why doesn't everything sound like a guitar?  <b>Changing sound</b> -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	E.Q: Can we save a species from extinction?  <b>Living in Environments</b> -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 -recognise that environments can change and that this can sometimes pose dangers to living things.	E.Q: Do we need ALL parts of the digestive system in order to function?  <b>Eating and digestion</b> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	
<b>Art/DT</b>	E.Q: How can we use a variety of tools to create sketches?  <b>Art</b> Still Life: -Create and draw simple still life compositions (3-4 objects) -Experiment with using charcoal	<b>DT</b> Construction – Designing/making/building a money box	<b>Cycle</b> E.Q: How did VVG's style change over time?  <b>Art</b> - Recap primary and secondary colours - Make various tints of a primary colour on a colour wheel (adding white to make lighter and black to make darker) -Look at Van Gogh's use of colour - Recreate his 'Sunflowers' or 'Starry Night' painting.	<b>DT</b> Construction: Designing/making/building a miniature chair	E.Q: Where have we seen clay before and how can we use it to make our own artefacts?  <b>Art</b> Produce a simple thumb pot/ coil pot (African style) . Research both techniques. Paint and glaze pots.	<b>Health</b> E.Q: How can our past teach us to live a healthy life?  <b>DT</b> Cooking & nutrition - Making Salads
<b>Computing</b>	<b>Algorithms</b> Understand and write simple algorithms in MS Word	<b>Coding</b> To design and write a program that accomplishes a specific goal. Children can explain what Object, Action, Output, Control and Event are in computer programming. Variables and 'If/else' statements. Children can create an 'If/else' statement. Children understand what a variable is in programming. Children can set/change the variable values appropriately Using repetition and user input. Children can show how a character repeats an action and explain how they caused it to do so. Children can make a character respond to user keyboard input.		<b>Online Safety</b> Children know what Childnet SMART CREW is and have used their resources to gain an understanding of keeping safe online. Children know who to tell if they are upset by something that happens online. Children have made a comic strip to share knowledge about online safety.	<b>Spreadsheets</b> Working with Spreadsheets How to use a spreadsheet Basic commands	<b>Logo</b> Input simple instructions on Logo. Know what the different instructions are in Logo and how to type them. Can follow simple Logo instructions to create shapes on paper. Create letters. • Create Logo instructions to draw letters of increasing complexity. Write Logo instructions for a word of four letters. To use the Repeat function in Logo to create shapes. Can predict what shapes will be made from Logo instructions. Can create shapes using the Repeat function.
<b>French</b>	<b>Encore! Again!</b> Revision of Y3 - ways to describe people Nationalities Describing people using various adjectives	<b>Quelle heure est-il? What time is it?</b> Talking about activities Telling the time Talking about what time you do activities	<b>Les fêtes</b> Celebrations Talking about festivals and dates Talking about presents at festivals Numbers 31-60 Giving and understanding instructions	<b>Ou vastu? Where are you going?</b> Going to French cities Giving and understanding basic directions Talking about the weather Weather and places in France	<b>On mange! We eat!</b> Shopping for food Asking how much something costs Talking about activities at a party Giving opinions about food and various activities	<b>Le cirque The circus</b> Talking about francophone countries Talking about the languages we speak  Identifying different items of clothing Describing items of clothing

<b>Religion &amp; Philosophy</b>	<p>E.Q: What are the significant parts to the Sikh Religion?</p> <p><b>Sikhism – Autumn 2</b></p> <p>To find out who Sikhs are and what they believe. Find out about the naming ceremonies of Sikh children. Find out about the Sikh baptismal ceremony of Amrit. Find out about Sikh marriage ceremonies. Find out about Sikh funerals and beliefs on life after death.</p>		<p>E.Q: Why are Religious Festivals important for people?</p> <p><b>Initiation practices – Spring 2</b></p> <p>To know what a festival is and why we celebrate them. Understand the practices of Eid ul-Fitr and Eid ul-Adha. Understand the importance of Hanukah for Jews</p>		<p>E.Q: How can we learn to live in peace?</p> <p><b>Seeds of unity/ P4C – Summer 2</b></p> <p>To introduce the concept of stewardship and to look at how the human dependence on plants is reflected in belief and ritual. Understand that for believers there can be a difference between the same food eaten in a ritual or a day-to-day context; they will be able to discuss how sharing food or drink with friends or family can make them feel like they belong to a group.</p>	
<b>Geography</b>	<p>E.Q: Why are maps important for society?</p> <p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- To locate different places around the world using maps.</li> <li>-To use symbols and a key (including the use of Ordnance Survey maps)</li> <li>-To build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</li> <li>- To build knowledge of the United Kingdom and the wider world by describing routes on a map</li> <li>-To use the eight points of a compass</li> </ul>			<p><b>Diversity</b></p> <p>E.Q: What does the landscape of Iceland tell us about Volcanoes and the ever-changing Earth compared to the UK?</p> <p><b>Volcanoes and study of Iceland</b></p> <p>To know what a volcano is and</p> <ul style="list-style-type: none"> <li>- To understand the process of how volcanoes form and erupt.</li> <li>- To know location knowledge and map vocabulary of places and features. To begin to use an atlas to locate these. To know that there are different climate zones in the world. To be able to describe the weather patterns in different climate zones</li> </ul>		
<b>History</b>		<p><b>Interdependence</b></p> <p>E.Q: How have societies and cultures over time worked together?</p> <p><b>Black History month (3 weeks)</b></p> <p><b>Anglo Saxons Vikings (4 Weeks)</b></p>	<p>E.Q: How can we learn about our past through Primary/Secondary Resources?</p> <p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>-Viking raids and invasion</li> <li>-resistance by Alfred the Great and Athelstan, first king of England</li> <li>-further Viking invasions and Danegeld</li> </ul>		<p>E.Q: Was the Tudor Era good or bad time to live in England?</p> <p><b>The Tudors</b></p> <p>To Investigate the character of Henry VIII and his role as Tudor King.</p> <p>To understand the role of a monarch in ruling and making decisions in the religion of England. To be able to name and order Henry 8 To know the differences between Rich and poor Tudors h wives and why he married 6 times</p>	
<b>Music</b>	Recorder and hand bells, Christmas Performance		Keyboard skills and samba band , recorder Music project- Rainbow Island		Keyboard and samba band music	
<b>Languages &amp; Oracy</b>	<p><b>MANDARIN</b> taster lessons are being delivered in Year 4 and year 5 classes in Autumn Term. Children are learning basic language, writing in Chinese script, basic numbers in Mandarin, Historical heritage and cultural aspects of China including its diverse natural beauty. We hope to expand to other year groups in the future.</p>		<p><b>LATIN</b> is delivered as a club across the school, 60+ children take part during or after school. They find it very inspiring, many go on to study GCSE Latin in high school</p>		<p><b>Oracy</b> is delivered in general classroom practice and also through drama (via <b>Shakespeare</b>) and optional <b>LAMDA</b> classes</p>	
<b>Physical Education</b>	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Invasion Games, looking at the skills required to play team games like Basketball/football and hockey	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Gymnastics, learning the fundamental movements of balancing, jumping, moving in different ways and sequencing those together.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Gymnastics, learning the fundamental movements of balancing, jumping, moving in different ways and sequencing those together.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Net and Wall games, learning the skills of using a racket and finding space in game like tennis, badminton and volleyball.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Fielding and striking games, looking at the skills required to play games such as cricket and rounder. For example catching, batting and fielding.	Swimming, learning to swim front crawl, backstroke, breaststroke and water safety skills. Athletics, Looking at the skills and techniques of running jumping and throwing. These skills will be practiced to be performed in a competitive situation.
<b>PSHE and Safety</b>	Class Charter, Goals, British Values, Health and wellbeing. – <b>Autumn 1</b>		Living in the wider world, Keeping safe, Feelings. – <b>Spring 2</b>		Relationships, RSE, FGM, Needs and responsibilities. – <b>Summer 1</b>	
<b>Special Events</b>	Harvest Festival. Road Safety Workshop	Children in Need Remembrance Day. Christmas	E-Safety Day	World Book Day Easter		Sports Day
<b>British Values</b>	Democracy	Rule of Law	Respect	Tolerance	Individual Liberty	Contribution & Responsibility
<b>Character Values</b>	<p><b>Transcendence</b></p> <p>Appreciation of Beauty Gratitude Hope Humour Spirituality</p>	<p><b>Wisdom</b></p> <p>Creativity Curiosity Judgement Love of Learning Perspective</p>	<p><b>Moderation</b></p> <p>Forgiveness Modesty Prudence Self-Control</p>	<p><b>Courage</b></p> <p>Bravery Persistence Honesty Zest</p>	<p><b>Justice</b></p> <p>Team-Work Fairness Leadership</p>	<p><b>Humanity</b></p> <p>Love Kindness Social Intelligence</p>
<b>Principles of Harmony</b>	<p><b>Adaptation</b></p> <p>(Science &amp; Literacy)</p> <p>E. Q: How will communication evolve over time?</p>	<p><b>Interdependence</b></p> <p>(History, RE &amp; Literacy)</p> <p>E.Q: How have societies and cultures over time worked together?</p>	<p><b>Cycle</b></p> <p>(Art &amp; Literacy)</p> <p>E.Q: How did VVG's style change over time?</p>	<p><b>Oneness</b></p> <p>(Literacy &amp; DT)</p> <p>E.Q: What can we learn from the Earth about sustainability?</p>	<p><b>Diversity</b></p> <p>(Literacy &amp; Art)</p> <p>E.Q: What can the African culture teach us about our values?</p>	<p><b>Health</b></p> <p>(DT, Science &amp; PE &amp; History)</p> <p>E.Q: How can our past teach us to live a healthy life?</p>
<b>Principle of Geometry</b>	<p><b>Symmetry</b></p> <p>Using squared paper to create symmetrical electrical circuit drawings Or</p>	<p><b>Using compasses</b></p> <p>Create a chain mail effect drawing using rulers and compasses.</p>	<p><b>Rotational symmetry of a snowflake</b></p> <p>Observing the symmetry and creating own design using objects</p>	<p>Mountain Aven - national flower of Iceland - Rotational symmetry - drawing and observation</p>	<p><b>Tudor Rose</b></p> <p>Using compasses to create a Tudor rose</p>	<p><b>Herbal geometry</b></p> <p>Looking closely at herbs that may have been used in medicine. Create symmetrical herb collage/observational drawings</p>

	Create a compass with a circle and lines. Use set square to get right angle.				
<b>Trips</b>	<b>Parliament (PSHE Focus)</b>	<b>National History Museum (Geography Focus)</b>	<b>HAMPTON COURT PALACE (History focus)</b>		

**Key: Blue – links with other subjects**

**Green – Enquiry Based Questions linked to Principles of Harmony**

**Red – General Enquiry Based Questions**