

Summer Term Curriculum Map Year 4

	Summer 1 Raging Rivers	Summer 2 Magnificent Mountains
English	<ul style="list-style-type: none"> Image poetry Persuasive letter Descriptive setting 	<ul style="list-style-type: none"> Poetry – syllabic Fantasy stories News report
Maths WFM	<ul style="list-style-type: none"> Decimals Measure money Measure time Statistics Properties of shape Position and direction <p><i>Ongoing fluency reasoning problem solving (multiplication)</i></p>	
Science	<p>Working scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations 	
	<p>States of matter and the water cycle</p> <ul style="list-style-type: none"> 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, 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 associate the rate of evaporation with temperature understand that everything in the universe is made of matter classify objects as solids, liquids or gas understand evaporation and condensation understand that matters can change states know that liquids do not change volume when poured into a container and know that liquids take shape of the container they are put in able to draw conclusion form an investigation to know that some materials can exist as both liquid and solid find out how shapes of solid objects from some materials can change by squashing, bending, twisting and stretching know the stages of the water cycle and explain scientifically what happens in each 	

History	<p>To develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Local History Study of Chelmsford – Is Chelmsford a historical town?</p> <p>Historically significant events and locations</p> <p>Key Events What was invented in Chelmsford The birth of Radio – Marconi</p>	
Geography	<p>Geography Rivers</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> name and locate some of the world's major rivers on maps <p>Human and Physical geography</p> <p>Physical geographical features</p> <ul style="list-style-type: none"> explain how the water cycle works explain why water is such a valuable commodity describe the key features of a river system Explain the impact of damming rivers describe how coastal erosion changes the shape of the landscape and the impact it has on humans and animals <p>Human geographical features</p> <ul style="list-style-type: none"> Identify the human features living by a river eg transport etc.. explain why people are attracted to live by rivers, land use explain why many cities/towns are situated by rivers - flooding explain how people are trying to manage their environment <p>Geographical enquiry and fieldwork</p> <ul style="list-style-type: none"> To use atlases and maps to identify the key features of a river system observe, record, and name geographical features in their local environments? <i>local visit to river Chelmer</i> <p>Mapping</p> <ul style="list-style-type: none"> recognise Ordnance Survey symbols on maps and locate features using four-figure grid references <p>try to make a map of a short route experienced, with features in correct order when visiting the local park;</p>	<p>Geography: Mountains</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> name and locate some of the world's most famous mountain regions on maps <p>Human and Physical geography</p> <p>Physical geographical features</p> <ul style="list-style-type: none"> explain how different types of mountains are formed describe how coastal erosion changes the shape of the landscape and the impact it has on humans and animals <p>Human geographical features</p> <ul style="list-style-type: none"> explain how people are trying to manage their environment <p>Geographical enquiry and fieldwork</p> <ul style="list-style-type: none"> To use atlases and maps to identify the key features of mountain ranges <p>Mapping</p> <ul style="list-style-type: none"> recognise Ordnance Survey symbols on maps and locate features using four-figure grid references try to make a map of a short route experienced, with features in correct order when visiting the local park;

Computing	<p>Research – Purple Mash unit 4.7</p> <ul style="list-style-type: none"> To locate information on the search results page To use search effectively to find out information To assess whether an information source is true and reliable 	<p>Communicating</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> Format text confidently in a variety of ways (e.g. colour outline/colour fill) Use organisational formatting such as bullets. Insert text boxes. Insert images from the internet and images which are saved on the computer. Use spell check to edit spellings To make well informed choices about what software or tool they use. Continue to develop typing speed and accuracy. Amend, edit and save text in different folders, using the 'save as' function. <p><u>Publishing</u></p> <ul style="list-style-type: none"> Create a more complex presentation changing the layout of slides and adding text, images and sound e.g use transitions Alter font type, size and colour confidently Use publishing software more independently to create posters leaflets and other documents which require specific formatting. To save onto the shared network (pupilpool) so they can collaborate with a group, understanding that work might open as a 'read only' copy if someone has the same document open at the same time
Design & Technology	<p>Textiles: Design survive bag/first aid purse Practise different stitching techniques (running stitch, backstitch, cross stitch, etc).</p> <p>Stiff and Flexible</p> <ul style="list-style-type: none"> Measure carefully so as to make sure they have not made a mistake Attempt to make their product strong <p>Textiles</p> <ul style="list-style-type: none"> use early textile and sewing skills as part of a project experiment with and combine materials and processes to design and make 3D form developed skills in cutting, stitching and joining (using more than one type of stitch) 	
Art	<p>Painting: Extreme landscapes depicting images relating to weather, volcanoes, incorporating tints and tones. Study The Starry Night by Van Gogh.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> experiment with different styles and techniques which artists has used <p>Sketchbooks:</p> <ul style="list-style-type: none"> use their sketch books to express their feelings about various subjects and outline likes and dislikes use sketch books to adapt and improve their original idea <p>Painting</p> <ul style="list-style-type: none"> create all the colours they need experiment with different effects and textures inc. blocking in colour, washes, thickened paint create different mood in their painting successfully use shading to create mood and feeling 	

Music	<div> <div> Summer 1 Charanga scheme Blackbird </div> <div> Summer 2 Charanga scheme Reflect, rewind, and replay </div> </div> <p><u>Appraising</u></p> <p>Explain the place of silence and say what effect it has</p> <p>Describe and identify different purpose of music</p> <p>Identify how change in timbre can change the effect of a piece of music</p> <p><u>Composing incl notation</u></p> <p>Show how they can use dynamics to provide contrast</p> <p>Explore and use sets of pitches (4 or 5 note scales)</p> <p><u>Performing</u></p> <p>Use selected pitches simultaneously to produce simple harmony</p> <p>Improvise using repeated patterns</p>
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PE	<p>Rounder's skills</p> <ul style="list-style-type: none"> To hold a bat correctly Bowl a ball correctly using the correct action Throw a ball under and over arm with some accuracy and consistence Catch a ball at different heights and lengths select and use the most appropriate skills, actions or ideas move and use actions with co-ordination and control <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. Core skills (balance, control) <p>Athletic Skills</p> <ul style="list-style-type: none"> run at fast, medium and slow speeds, changing speed and direction link running and jumping activities with some fluency, control and consistency make up and repeat a short sequence of linked jumps take part in a relay activity, remembering when to run and what to do throw a variety of objects, changing their action for accuracy and distance Choose and use throw to reach target Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) <p>Core skills (balance, strength, control)</p>	<p>Athletics Skills (linked to sports Day)</p> <ul style="list-style-type: none"> run at fast, medium and slow speeds, changing speed and direction link running and jumping activities with some fluency, control and consistency make up and repeat a short sequence of linked jumps take part in a relay activity, remembering when to run and what to do throw a variety of objects, changing their action for accuracy and distance Choose and use throw to reach target Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) Core skills (balance, strength, control) <p>Cricket Skills</p> <ul style="list-style-type: none"> To hold a bat correctly To bowl a ball correctly using the correct action. Throw a ball under and over arm with some accuracy and consistency Catch a ball at different heights and lengths Select and use the most appropriate skills, actions or ideas Move and use actions with co-ordination and control To concentrate for longer periods of time. <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. Core skills (balance, control)
RE	<p>What does sacrifice mean?</p> <p>Multi, Humanist</p>	
PHSE Jigsaw scheme of work	<p>Relationships</p> <ul style="list-style-type: none"> recognise how people are feeling when they miss a special person or animal give ways that might help me manage my feelings when missing a special person or animal 	<p>Changing me</p> <ul style="list-style-type: none"> summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen

