



<p>St. Andrew's - a Good Samaritan School. Making a difference so all can flourish</p> 	<p>St Andrew's C of E Primary School Ready, Respectful, Safe</p>	 <p>With Faith, Hope & Love we can achieve greater things.</p>
<h1>Year 4 Curriculum Map</h1>		

	Autumn	Spring	Summer
Topic	River Deep Mountain High	Eureka!	Pillagers and Plunderers
Now Press Play	The Water Cycle, Materials and Changing State	Ancient Greece	The Vikings
Reading	<p>F - When the Mountains Roared - Jess Butterworth</p> <p>F - Journey to the River Sea - Eva Ibbotson</p> <p>F- Narrative poetry Fishing- Rachel Rooney https://clpe.org.uk/poetry/poems/fishing</p> <p>NF - The World's Greatest Mountain Ranges - Baby Professor</p> <p>NF- The Water Cycle - Alison Milford</p>	<p>F - Theseus and the Minotaur - Marcia Williams</p> <p>F- Haiku poetry- Gods and Goddesses</p> <p>F- Greek Myth Plays- Carole Pugliano Martin</p> <p>F - Beasts of Olympus: Beast Keeper - Lucy Coats</p> <p>NF - So you think you've got it bad - A kids life in Ancient Greece - Chae Strathie & Marisa Morea</p> <p>NF- The Ultimate Greek Cookbook- Slavka Bodic</p>	<p>NF- The Vikings are Coming (Paul Mason)</p> <p>F- Epic Narrative Poetry- The Godless</p> <p>F- Defenders- Killing Ground (Tom Palmer)</p> <p>F- She Wolf (Dan Smith)</p>
Writing - Fiction Non-Fiction Plays Poetry	<p>Discussion-NF- Which is the best mountain range to visit?</p> <p>Traditional Tale- F- Based on When the Mountains Roared</p> <p>Action/ Adventure Narrative- F Based on Journey to the River Sea</p> <p>Explanation- NF- Based on the water cycle</p>	<p>Persuasion-NF Greek Holiday Brochure</p> <p>Myths/ Legends/ Fables-F Based on Theseus and the Minotaur</p> <p>Play- F Based on Greek Myths</p> <p>Fantasy Narrative- F- Based on Beasts of Olympus.</p> <p>Instructions- NF- Based on Greek cooking</p>	<p>Recount- NF- Journalistic recount based on a Viking raid.</p> <p>Mystery Narrative- F- Based on Defenders Killing Ground</p> <p>Acrostic Poetry- F- Viking theme</p> <p>Non Chronological Report- NF- Based on either Viking life or Norse Gods</p>
Literacy Shed			

<p>Science</p>	<p><u>In a State</u></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, 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. <p>Focus Investigation</p>	<p><u>Good Vibrations</u></p> <ul style="list-style-type: none"> • 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 • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. 	<p><u>Power it Up</u></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • 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. <p>Focus Investigation Pattern Seeking,</p>	<p><u>Human Impact</u></p> <ul style="list-style-type: none"> • 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. <p>Focus Investigation Grouping & Classifying, Survey</p>	<p><u>Gnashers and Nosh</u></p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans. • To identify the different types of teeth in humans and their simple functions. • To construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Focus Investigation Observation over Time, Fair Testing</p>
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	Pattern Seeking, Classifying & Grouping	Focus Investigation Observation over Time, Fair Testing				
RE (UC - Understanding Christianity WS - Wolverhampton Agreed Syllabus	2.6 Why does the prophet matter to Muslims? (WA Syllabus)	Unit 2a.3 What is the Trinity? (UC... Incarnation /God) DIGGING DEEPER	2.9 Keeping the 5 Pillars of Islam (WA Syllabus) (adjust timings to fit with dates of Ramadan) & inc Eid from Unit 2.4 (see Y3)	Unit 2a.5 Why do Christians call the day Jesus died "Good Friday" (UC... Salvation)	When Jesus left, what was the impact of Pentecost? (UC... Kingdom of God)	Unit 2a.2 What is it like to follow God? (UC... People of God) VISIT CHURCH
Trips/Experiences	Trip - Cardingmill Valley (Geography) Visitor: Lisa Thompson (see below) or Ben Harwood Memorable Experience -To ask a climber (Lisa Thompson) to come into school and empty her climbing bag and talk about the items needs to stay safe and a general chat about the experience. To watch some video clips from mountaineers sharing their experiences.	Trip: Thinktank - electrifying science Visitor: Memorable Experience - Watch the film Hercules Invite the parents in to share our Greek learning (inspire morning). Greek food tasting			Trip: Church (RE) Visitor: Viking Living History Experience Memorable Experience - Invite the parents in at the end of the day of the Viking visit to share our learning (inspire afternoon). Making Viking bread	
History			<u>The Greeks</u>		<u>The Anglo Saxons & Vikings</u>	
			<ul style="list-style-type: none"> Place key events on a timeline using history skills and a range of sources - Olympic Games, Homer writing the Odyssey, Hippocrates is born, the Parthenon is completed, Alexander the Great takes control of Greece, Greece falls to the Roman Empire (and explain BC/BCE - AD/CE) 		<ul style="list-style-type: none"> Place key events on a timeline using history skills and a range of sources - key raids, attack of Lindisfarne, capture of York, Alfred the Great becomes King of Wessex, Vikings rule Scotland, Edward the Confessor becomes King of England, Battle of Hastings, End of Roman Rule, - from circa AD 400 to 1066 	

		<ul style="list-style-type: none"> • Examine a variety of sources presented as primary and secondary (discuss the difference). • Use a range of sources to investigate the lives of everyday Ancient Greeks - housing, children, food & society - with a focus on rich and poor. Compare lives (similarities & differences) and motivations of people vs today. • Compare Athenians and Spartans • Use a range of sources (books, artefacts, films, online) to investigate the life of a significant individual - Archimedes / Pythagorus /Plato / Aristotle, Alexander the Great / Parmenedes and place events within a chronological framework • Source Specific Focus. Compare representations of gods/goddesses past and present making links. Compare and discuss the usefulness of sources and the limitations of what they tell us. - see History Lead • Research a specific historical event - First Olympic Games and selectively use sources to give a more accurate / complete account. 	<ul style="list-style-type: none"> • Place important Viking events on a timeline. - • Use a range of sources to investigate the life of a significant individual - St Bede and place events within a chronological framework • Use a range of sources (books, artefacts, films, online) to investigate the lives of everyday Anglo-Saxons (housing) or the lives of Viking raiders (traders, warriors, long ships, homes) . • Compare lives (similarities & differences) and motivations of people vs today. • Independent research about the topic investigating their own question (including online resources). Discuss the usefulness and trustworthiness of resources. <p style="text-align: center;"><u>Local History</u></p> <p>Lady Wulfruna's capture at the hands of Vikings</p>
Geography	<p><u>Mountains (ranges, types, parts, formation) and Rivers -(UK Rivers formation, parts)</u></p> <ul style="list-style-type: none"> • Identify the major rivers of the UK (topographical feature) and locate them on an OS Map recognising a range of 	<p><u>European Geography - physical and human features of Greece</u></p> <ul style="list-style-type: none"> • Locate Europe on a world map, in atlases and on globes revisiting what a continent is 	<p><u>Settlements - comparing areas then and now</u></p> <ul style="list-style-type: none"> • Use a range of maps, atlases, globes and digital/computer mapping to locate the areas and describe features of the

	<p>symbols. (Choose a selection of rivers from all countries of the UK)</p> <ul style="list-style-type: none"> • Explain the formation of a river from mountain to sea, identifying the physical parts of a river (eg tributary, meander, oxbow lake, river bank etc) using maps and describe them. • Investigate the importance of rivers to the first settlements (link back to Hunter Gatherers Topic) Investigate land use patterns along a river of choice and how these have changed over time • Show understanding of the importance of a river's locality and identify the human features of it (eg trade, transport, food). • Describe and understand key aspects of the water cycle • Understand & explain how mountains are formed and identify and explain the key aspects (different parts) of a mountain. • Identify and explain the 3 main types of mountains (fold/fault-block/volcanic). • Identify and locate on different maps inc OS mountain ranges across different continents. 	<ul style="list-style-type: none"> • Locate and name European Countries on World & European maps including Russia and their major cities. • Locate the world's oceans around Europe and the countries they surround on a world map, in atlases and on globes, using these to identify the depths • Use eight points on a compass to describe the location of one European country to another • Identify, describe and explain the environmental regions of Europe including Russia (eg coniferous/deciduous forest regions/tundra/mountains/Mediterranean regions) • Describe key physical and human characteristics/features of Greece • Use four figure grid references to locate specific places in Greece (eg major cities, key topographical features, landmarks) • Study human & physical similarities and differences between a region of the UK (eg location of river study from Y3) and a region of Greece. • Interpret a range of sources of geographical information including maps, 	<p>areas the Vikings invaded/landed /settled.</p> <ul style="list-style-type: none"> • Explore and describe types of settlement in the areas where the Vikings invaded/landed /settled. • Explore and identify/describe the physical features of these areas in the UK both then and now. Explain why they were suitable as places to settle. (Link to the importance of rivers to settlements studied in Y3 in Flow) • Explore and identify/describe the changes of land use in these areas with the present day (including trade, settlements & green areas) • Explore and describe the changes in human Geography in these areas with the present day (including transport links)
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	<ul style="list-style-type: none"> Explain the difference in peak heights by using relief maps to identify height Use the eight compass points to describe the position of a variety of mountains and rivers. Use four figure grid references to locate mountains on an OS map and to plot a river's journey Carry out a study of a local peak and part of a river through fieldwork and observation. Gather data, and analyse it through fieldwork and observe, measure, record & present information of the sites visited. 	globes, diagrams and collected data to make comparisons.		
DT Projects on a Page	Food -produce energy bar type snack for climbing a mountain	Electrical Systems - simple circuits and switches - hand's free head lamp	Mechanical systems - levers and linkages - moving Viking boats	
Art Kapow	Craft & Design - Fabric of Nature Repeated Pattern suitable for Fabric	Painting & Mixed Media - Light & Dark Still Life Composition of musical instruments	Drawing - Power Prints Printed piece linked to electrical or mechanical components	Sculpture & 3D - Mega Materials Multi-Material Sculpture linked to ideas around the environment
Computing Teach Computing Project Evolve	Programming B E-Safety - Jigsaw Puzzle - Being Me - Piece 4 Project Evolve - Online Reputation E-Safety - Jigsaw Puzzle - Celebrating Difference - Piece 3	Handling Data 4 E-Safety - Project Evolve - Managing Online Information Jigsaw Puzzle - Healthy Me - Piece 5	Technology in our lives 1 - Squirrel E-Safety - Project Evolve - Online Bullying Project Evolve - Copyright and Ownership	
Dance	Swimming	Swimming		
Gymnastics			Apparatus / Floor Work	

Games	Multi-Skills / Handball		Tri-Golf / Tennis		Cricket / Football	
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music						
MFL	Les animaux Animals and Pets Numbers 11-30 Give someone's name Describe Someone		Alphabet Identify family members My Home (Room Names) Prepositions		Bon Anniversaire Recognise and Ask for Snacks Give basic opinions about food Recognise and use the month Use dates Give and Understand instructions	