

# Year 4—Curriculum Map—Autumn 1

Literacy	Maths	Science	History	Art
<p><b><u>Text type and key texts</u></b></p> <p>Rags to Riches – Egyptian Cinderella (Character focus, Recount)</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>Revise Year 3 conjunctions before, after, while and although.</p> <p>Revise use of present perfect tense.</p> <p>Recap adverbs of time, place and manner.</p> <p>Introduce fronted adverbials for manner correctly punctuated with commas.</p> <p>Recap the correct use of speech punctuation.</p> <p>Noun phrases expanded by prepositional phrases.</p> <p>Choosing pronouns for cohesion.</p> <p>Recap adverbs of time, place and manner.</p> <p>Ensure correct use of standard English.</p>	<p>1 Place value – value of numbers (Recognise, compare and order 3 digit numbers and numbers beyond 1000)</p> <p>2 Place value - rounding (Rounding to the nearest 10 and 100 for 2, 3 and 4 digit numbers)</p> <p>1 Addition and subtraction (Add and subtract numbers up to 4 digits using the formal, written methods of column addition and subtraction)</p> <p>2 Addition and subtraction (problems and inverse)</p> <p>1 Geometry 2D shape (Compare and classify 2D shapes based on their properties)</p> <p>1 Measures—Time (Read, write and convert time between analogue and digital)</p>	<p><b><u>Electricity</u></b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b><u>Ancient Egyptians</u></b></p> <p>Know the location of Egypt and understand the significance of the Nile</p> <p>Know that Ancient Egyptians lived in the time BC (or BCE)</p> <p>Understand that Ancient Egyptians lived in a hierarchical society, with the Pharaoh (believed to be a God) at the top and slaves at the bottom.</p> <p>Know that Ancient Egyptians believed in the Afterlife and made great efforts to ensure they got there.</p> <p>Know that our understanding of Ancient Egyptians comes from artefacts from the era and our interpretation of their hieroglyphics.</p> <p>Be able to infer knowledge from artefacts and secondary sources and use this knowledge to draw conclusions.</p>	<p><b><u>Ancient Egypt Tomb Models</u></b></p> <p>Investigate art in Ancient Egypt, with a focus on tomb models.</p> <p>Recreate the proportions of a human face using the grid method.</p> <p>Design and create a tomb model using wire to sculpt.</p>
Music	Computing	RE	French	PSHE
<p><b><u>Singing</u></b></p> <p>To know five songs from memory and know their style and who sang or wrote them.</p> <p>To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song, the names of the instruments they can hear and be able to talk about how the music makes them feel.</p> <p>To know and be able to talk about how pulse, rhythm and pitch work together.</p> <p>Demonstrate musical leadership by creating musical ideas for the group to copy or respond to.</p> <p>To sing in unison and in simple two parts with an awareness of being ‘in tune’.</p> <p>To follow a leader when singing, and to enjoy exploring singing solo.</p>	<p><b><u>Searching the Web</u></b></p> <p>Explain in simple terms what a search engine is.</p> <p>Understand how search results are selected and ranked.</p> <p>Know how to stay safe when going online and to know what to do if they have a problem.</p> <p>Be able to use a variety of tools when searching for images.</p> <p>Understand and be respectful of copyright when searching for images.</p> <p>Make judgements about the reliability and validity of digital content.</p> <p>Research and validate information on websites.</p>	<p><b><u>What Do Christians Believe?</u></b></p> <p>Understand Christians follow ‘instructions’ from Bible. It guides them through life. To be a good person etc.</p> <p>To discuss and understand what makes an item sacred.</p> <p>To understand that religious art is designed to have a special effect on the viewer.</p> <p>To understand there are two parts of the Bible- Old and New Testaments. Old before Jesus- new during and after Jesus.</p> <p>To understand prayer and why it is important to Christians.</p>	<p><b><u>Ma Famille</u></b></p> <p>Remember the nouns for family members in French from memory.</p> <p>Describe our own or a fictitious family in French by name, age and relationship.</p> <p>Count up to 100 in French.</p> <p>Understand possessive adjectives better in French (‘my’ form only).</p>	<p><b><u>Melva’s Mountain Adventure</u></b> <b><u>(Mental Health Education)</u></b></p> <p>Know how to start conversations with peers and grown-ups about worries and anxieties.</p> <p>To identify different types of ‘worrit’ (worry) and decide if they are good or bad.</p> <p>To understand how your niggling voice can be a positive or a negative influence, and start to discuss ways to manage this.</p> <p>To understand that when we feel overwhelmed, it affects our bodies as well as our brains.</p> <p>To learn one at least one practical way to manage our physical response to worrits e.g., talking, laughing, or mindfulness techniques.</p> <p>Recognise the difference between fight, flight and freeze fear responses.</p> <p>Create a personal worrit plan.</p>