

Year 4—Curriculum Map—Spring 1

Literacy	Maths	Science	History	Art
<p><u>Text type and key texts</u></p> <p>The Lion, the Witch and the Wardrobe</p> <p>Alice in Wonderland</p> <p>The Door</p> <p>(Instructions/Poetry/Portal Story)</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Choose nouns for clarity and cohesion.</p> <p>Continue to focus on the use of standard English.</p> <p>Choosing pronouns for cohesion</p> <p>Revise use of present perfect tense.</p> <p>Introduce fronted adverbials for time and place correctly punctuated with commas.</p> <p>Use of speech for character.</p> <p>Correctly punctuate with inverted commas and other punctuation.</p>	<p>3 Place value – Roman numerals</p> <p>(Read Roman numerals to 100)</p> <p>3 Multiplication and Division</p> <p>(Multiply 2 and 3 digit numbers by a 1 digit number using a formal written method)</p> <p>4 Multiplication and Division (using measures and money)</p> <p>1 Fractions</p> <p>(Recognise and show common equivalent fractions. Add and subtract fractions with the same denominator)</p> <p>2 Fractions, decimals and division</p> <p>(Find the effect of dividing a 1 digit or 2 digit number by 10 and 100 and express the using 10ths and 100ths)</p> <p>2 Measures—Length, including perimeter</p> <p>(Measure and calculate the perimeter of rectilinear figures in cm and m)</p>	<p><u>Living Things and their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>Roman Britain</u></p> <p>Know that Britain formed part of the Roman Empire for almost 400 years and during that time it underwent significant changes.</p> <p>Know that Emperor Claudius invaded Britain in AD 43, suggest at least one reason why.</p> <p>Understand that Boudica was Queen of the Celtic Iceni tribe and fought to against the Romans following the death of her husband.</p> <p>Know that Emperor Hadrian built a fortified wall from coast to coast in northern Britain which would ensure that the northern barbarian tribes (Scottish Picts) could not threaten Roman rule in southern Britain.</p> <p>In Roman times, wealthy leaders provided free entertainment for common people (plebians) in the form of Gladiatorial games where Gladiators often fought to their deaths.</p>	<p><u>Roman Coins</u></p> <p>To learn about Roman art and make progress in understanding why and how it was made.</p> <p>Select Roman art that appeals to them and create sketchbook pages of research using appropriate compositional layouts</p> <p>Learn how to draw their face in profile</p> <p>Learn and apply new watercolour painting skills to their compositions</p> <p>Create imaginative personal pictures in a Roman style</p> <p>Design and make a Roman style coin that features their self-portrait.</p>
Music	Computing	RE	French	PSHE
<p><u>Stop!</u></p> <p>To choose one song and be able to talk about its composition.</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 be able to play a part on a tuned instrument, and rehearse and perform that part.</p> <p>To record their composition in any way that recognises the connection between sound and symbol.</p> <p>To write alternative lyrics to match the rhythm and melody of an existing anti-bullying song.</p>	<p><u>Lego Spike</u></p> <p>Be able to develop a sequence to solve a problem.</p> <p>Know how to identify and fix errors within a program (test and debug).</p> <p>Be able to explain the decisions made while developing my program.</p> <p>Know how to modify an existing program.</p> <p>Be able to use sequences and loops.</p> <p>Know how to improve a program to meet a specific need.</p> <p>Be able to design, build and program a solution.</p>	<p><u>What do Christians believe about Jesus?</u></p> <p>To understand that Jesus was special.</p> <p>The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.</p> <p>The ministry of Jesus and Christian beliefs about Jesus:</p> <p>* Jesus as teacher - including selected parables</p> <p>* Jesus as miracle worker - healing miracles, nature miracles</p> <p>* Jesus having power to change lives e.g. disciples.</p> <p>Introduction to diversity of practice in worship in different churches.</p>	<p><u>En Classe</u></p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>Learn how to use the negative in French.</p> <p>Describe what we have and do not have in our pencil case.</p> <p>Respond to simple classroom commands.</p>	<p><u>Hopes and Dreams</u></p> <p>Know what their own hopes and dreams are.</p> <p>Know that hopes and dreams don't always come true.</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment.</p> <p>Know how to make a new plan and set new goals even if they have been disappointed.</p> <p>Know how to work out the steps they need to take to achieve a goal.</p> <p>Know how to work as part of a successful group.</p> <p>Know how to share in the success of a group.</p>