

Science 2

National Curriculum ref:

Autumn 2: Animals including humans

- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
- 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.

Milestone ref:

- 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.
- Set up simple practical enquiries and comparative and fair tests.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

Skill Focus:

Effects of liquid on teeth

Considering and evaluating evidence

- States of matter – matter, boiling.
- Use language of correlations.
- Answer questions in conclusions (wider context).
- Interpret more complex data.
- Accurate vs. reliable what does accurate mean.
- Raise further questions from data.
- Make predictions for new values.

CURRICULUM MAP YEAR 4

AUTUMN TERM

Mayans

English

Content:

Narrative

Story Settings (3 weeks)

Non-fiction

Persuasive Writing (3 weeks)

Report Writing (4 weeks)

Poetry

Riddles (1 week)

Free Verse Poetry (2 weeks)

Whole School:

Take One Book (1 week)

Milestone ref:

- Use a mixture of simple, compound and complex sentences.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use techniques used by authors to create settings.
- Compose and rehearse sentences orally.
- Use similes effectively.
- Plan, write, edit and improve.
- Write for a wide range of purposes using the main features identified in reading.
- Use organisational devices such as headings and sub headings.
- Organise paragraphs around a theme.

Science 1

National Curriculum ref:

Autumn 1: Living Things and their habitats

- 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

Milestone ref:

- 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.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Skill Focus:

- Grouping/classifying living things.
- Researching information.
- Displaying and presenting information.
- Create and use of keys.
- Complete careful observations and recordings.
- Drawing conclusions from results.
- Debating.

**CURRICULUM MAP
YEAR 4**

AUTUMN TERM

Mayans

History – The Mayan Civilisation

Theme Link:

Comparing our lives now, to include beliefs and experiences, with those of the ancient Mayan people.

Content:

- Exploring a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

Milestone ref:

- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use evidence to ask questions and find answers to questions about the past.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Geography – Passport to the World

Theme link:

Comparing the world's main geographical areas based on their geographical characteristics. and then focusing on Mesoamerica.

Content:

- Developing understanding of world geography (longitude, latitude, continents, oceans).
- Use of maps and atlases .
- Geographical characteristics of places both human and physical features .

Milestone ref:

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries

Computing

Theme link:

Using the different search engines to research about the Mayan Civilisation

Create spreadsheets and graphs linked to classifying in science.

Herts ICT Scheme ref:

Accuracy Accounts: Children investigate the concept of computer networks including the internet and the services offered on it. They use and compare search engines on the World Wide Web, selecting and evaluating with increasing discernment and respecting copyright when creating their own content. They use spreadsheet software to create graphs and to explore number patterns.

Content:

- Research the Mayan civilisation using the internet
- Create spreadsheets and graphs linked to classification in Science.



CURRICULUM MAP
YEAR 4

AUTUMN TERM

Mayans

Music

Theme link:

Exploring, comparing, creating and performing different rhythmic patterns (ostinatos) based on a range a music including Mayan music.

Examining and then creating different arrangements to create a Christmas calypso linked to RE work on Christmas.

Content:

Identifying, performing and creating rhythmic patterns and arrangements.

Milestone ref:

To describe music:

- Use the term beat and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

To transcribe:

- (Devise non-standard) Use symbols to indicate when to play and rest.

To perform:

- Perform with control and awareness of others.
- Maintain a simple part within a group.
- Play notes on an instrument with care so that they are clear.

To compose:

- Choose, order, combine and control sounds to create an effect
- Create repeated patterns with a range of instruments.
- Compose and perform melodic songs.

DT - Weaving

Theme link:

Create a Mayan belt to wear for their Mayan Dance

Content:

Children will design and create a weaved Mayan belt.

Milestone ref:

- Create weavings.
- Develop ideas from starting points throughout the curriculum.
- Mix colours effectively.
- Measure and mark out to the nearest millimetre.
- Use coiling, overlapping, tessellation, mosaic and montage.
- Comment on artworks using visual language.



R.E. – Hinduism and Christmas

Theme link:

Looking at the beliefs of a religion that may be different from our own

Content:

- Hindus believe that there is one God that takes many forms and that each has its own characteristics.
- Hindu religious practices.
- Understand the importance of Christmas for Christians

Milestone ref:

- Present the key teachings and beliefs of a religion.
- Explain some of the religious practices of both clerics and individuals.

Hertfordshire Agreed Syllabus 2012-2017

AT1:Beliefs & Teachings Level 3

- know, beliefs & teachings for some religions.
- Begin to recognise key similarities between religions.
- Develop religious vocabulary to describe key features and know beliefs, ideas and teachings.
- Know the function of places within religious practices and lifestyles.

AT 2 Personal - Human identity, personality & experience Level 3:

- identify the influence religion has on lives.

PSHE

Theme link:

Exploring and comparing ideas about 'Our Happy School' with others .

Content:

- Importance of following ground rules.
- Managing behaviour.
- Dealing with new situations.
- Understanding responsibilities towards others.

Milestone ref:

- Identify a few areas for improvement.
- Think of the effect of behaviour.
- Enjoy new experiences.
- Talk about new experiences with others.
- Listen to others, showing attention.
- Describe the points of view of others.



CURRICULUM MAP

YEAR 4

AUTUMN TERM

Mayans

P.E. - OAA

Theme link:

Comparing the most effective team work, most effective instructions, most efficient route, the best map and how to be most efficient in reading and setting/orientating a map

Content:

- Problem solving activities.
- Team building activities.
- Drawing and reading map activities.
- Compass activities.

Milestone ref:

- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Understand the need to show accomplishment in managing risks.
- Use maps, compasses and digital devices to orientate themselves.

Art

Theme link:

Children will create a clay tile to represent an important event in Mayan times, for example a battle

Content:

Making Mayan Clay Tiles using the skill of scoring and slipping.

Milestone ref:

- Use clay and other mouldable materials.
- Develop ideas from starting points throughout the curriculum
- Collect information, sketches and resources
- Adapt and refine ideas as they progress
- Explore ideas in a variety of ways
- Comment on artwork using visual language
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

P.E. - Dance

Theme link:

Children will learn a Mayan Dance

Content:

- Learn and then create their own Mayan Dance

Milestone ref:

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.