

CURRICULUM MAP
YEAR 4
SPRING TERM

Anglo-
Saxons

Science

National Curriculum ref:

Spring 1: Sound

- 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.

Skills Ref:

- Producing different sounds using different instruments
- Investigate patterns in sounds made.
- investigating how pitch and volume can be changed
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

Working Scientifically

- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Use straightforward, scientific evidence to answer questions or to support their findings.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

English

Content:

Narrative/Fiction

Traditional Tales (4 weeks)

Writing and performing a play (2 weeks)

Poetry

Free Verse Poetry (2 weeks)

Narrative Poetry (1 week)

Whole School:

Take One Book (1 week)

Milestone ref:

- Create characters, settings and plots.
- Use alliteration effectively.
- Use a range of descriptive phrases including some collective nouns.
- Use connectives that signal time, shift attention, inject suspense and shift the setting.
- Use a mixture of simple, compound and complex sentences.
- Write sentences that include:
 - ✓ conjunctions
 - ✓ Adverbs
 - ✓ direct speech, punctuated correctly
 - ✓ clauses
 - ✓ adverbial phrases

Science

National Curriculum ref:

Spring 2: States of Matter

- 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.

Skills Ref:

- Comparing and grouping a variety of different materials.
- Observation of changes of states
- Observing and record evaporation. Investigate the factors that speed up evaporation.
- 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working Scientifically

- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.

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Geography – Human Geography

Theme link:

Myths and Legends, linked to Anglo Saxon work in History.

Content:

- Human Geography, including the types of settlements and land use
- Use maps, atlases, globes and digital/computer mapping to locate counties and describe features.

Skills Ref:

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Human geography, including: settlements and land use.

History – Anglo-Saxons

Theme Link

Myths and Legends work in English – Beowulf.

Content:

Britain's settlement by Anglo-Saxons and Scots.

Skills Ref:

- Assess life in Britain from ancient until medieval times.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Computing

Theme link:

Presentation linked to Myths and Legends.

Herts ICT Scheme ref:

Authoring: Children use a variety of different software to create digital content, understanding some of the differences between them. They select and use software to create non-linear content for specific audiences and objectives.

Content:

- Create a multimedia presentation.

Milestone ref:

- Understand the term 'copyright'.
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

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Music

Theme link:

Dragon scales –Exploring scales and melodies linked with English and Scottish (Anglo-Saxons).

Content:

Develop the ability to recognise and use scales, and create short melodies and accompaniments.

Milestone ref:

To describe music:

- Use the terms pitch and melody.

To perform:

- Play notes on an instrument with care so that they are clear.
- Perform with control and awareness of others.
- Sing in tune

To transcribe:

- Recognise the notes EGBDF

To compose:

- Use sound to create abstract effects.

ART

Digital Media

Theme link:

Telling the story of a dream – linked to Anglo-Saxons.

Content:

Children will work together to create a collaborative digital media collage to represent a dream.

Milestone ref:

- Use coiling, overlapping, tessellation, mosaic and montage.
- Create images, video and sound recordings and explain why they were created.

R.E.

Content:

- An introduction to Sikhism and what it means to belong to a religion.
- Signs of belonging to the Sikh faith.
- How Christian and Sikh communities welcome new babies
- How food is shared as part of Christian and Sikh worship

Herts RE Scheme ref:

AT1 (Level 3)

- Identify religious symbols and symbolic actions.

AT2 (Level 3)

- Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions.

AT1 (Level 3)

- Demonstrate some knowledge of key religious beliefs, ideas and teachings.

PSCHE

Scheme of Work Theme:

Looking Forward and My Friends And Family.

Content:

- In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.
- This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.

Milestone ref:

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.
- Develop areas of deep interest.
- Begin to understand why some activities feel uncomfortable.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

French

Theme Link:

Family names and relationships. Items in the classroom

Content:

- Understand better the concept of gender (feminine and masculine) and which article to use correctly with different nouns.

Milestone ref:

- In the classroom
- Family

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Design and Technology

Theme link:

Settlements link to Anglo-Saxon work in History and Geography

Content:

Make an Anglo-Saxon village.

Milestone ref:

- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.

P.E. – Ball Games

Content:

Children will continue to learn the basic skills of some ball games.

Milestone ref:

- Throw and catch with control and accuracy.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

P.E. – Gymnastics

Content:

Create and perform sequences linked to Anglo-Saxon work.

Milestone ref:

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Change speed and levels within a performance.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts.
- Swing and hang from equipment safely (using hands).