

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.

Milestone ref:

- 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.

Skill Focus:

Producing different sounds using different instruments

Investigate patterns in sounds made.

investigating how pitch and volume can be changed

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.

Milestone ref:

- 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.

Skill Focus:

Comparing and grouping a variety of different materials.

Observation of changes of states

Observing and record evaporation. Investigate the factors that speed up evaporation.

History – Anglo-Saxons

Theme Link

Myths and Legends work in English – Beowulf.

Content:

Britain's settlement by Anglo-Saxons and Scots.

Milestone ref:

- Give a broad overview of 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.

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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.

Milestone 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.

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

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.

Theme link:

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.

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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.

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.

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. – 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).