**Curriculum Map Year Four**

**Year A: Autumn Term**

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| --- | --- | --- | --- |
| **Subject** | **Science Focus: Where does all that Food Go?****3 weeks** | **History Focus: Did the Romans make Britain better?\*****Geography Focus: Where on Earth are we?****5/6 weeks** | **Science Focus: Switched On!****3 weeks** |
| **Science** | Switched on! (swapped with digestive system) |  | Digestive System  |
| **History** |  | The Roman Empire and its Impact on Britain\* |  |
| **Geography** |  | Locating the worlds countries using maps |  |
| **DT** | Designing and making an ‘Iron Man’ that uses electricity to make eyes flash on |  |  |
| **Art** | Observational Drawing Assessment | Sculpture Unit |  |
| **Computing** | E Safety and Digital Literacy | E Safety and Digital LiteracyCreative IT | Creative IT |
| **RE** | Beautiful Wold | Beautiful World | Advent/ ChristmasHas Christmas lost its true meaning? |
| **Music** | Mamma Mia | Five Gold Rings |
| **PE** | **Invasion (Tag Rugby)**Develop passing, moving with the ball and small sided games | **Invasion (Basket Ball / Handball)**Develop passing , receiving and dribbling skills |
| **PSHE** | Focus on British Values | Family and FriendsPersonal Safety | Family and FriendsPersonal Safety |
| **Suggested English Themes and Texts** | Narrative Iron Man | Shakespeare Unit(including workshop and visit to theatre) | Explanation Texts Linked to Electricity |
| **Suggested Enrichment Activities:** |  | Shakespeare: Theatre VisitRomans: Verulamium Museum in St Albans or St Alban’s Cathedral Visit |  |

**\*Guidance and resources for teaching the Romans can be found on Voyager and Hamilton Trust (lower KS2)**

**Year Four**

**Year A: Spring Term**

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| --- | --- | --- | --- |
| **Subject** | **Science Focus: In a State****3 weeks** | **Geography Focus:****Is Climate Cool?****How does the water go round****5 weeks** | **Science Focus: Who am I****2 weeks** |
| **Science** | In a State? |  | Who am I? |
| **History** |  |  |  |
| **Geography** |  | Understanding key aspects of Physical Geography including the Water Cycle.Learning about Seasonal and Daily Weather Patterns in the UK. |  |
| **DT** |  | DT Project linked to topic to be decided by class (pop-up Easter cards or papier mache mountains) |  |
| **Art** | Drawing |  |  |
| **RE** | Christianity, Judaism Synagogue Visit | Christianity, Judaism Synagogue Visit | Easter Forgiveness |
| **Computing** | Computer Science and Programming | Computer Science and ProgrammingE Safety and Digital Literacy | E Safety and Digital Literacy |
| **Music** | Glockenspiel Stage 3 | Benjamin Britten - Cuckoo |
| **PE** | **Striking and Invasion**(Hockey)Developing passing, receiving and dribbling skills. | **Net Wall (Tennis**)Developing tennis movement skills |
| **PSHE** | Anti Bullying | Anti BullyingDrug Education | Drug Education |
| **Suggested English****Themes and Texts** | Illustrated TextsPebble in my Pocket | Varjak Paw |
| **Suggested Enrichment Activities:** |  | Trip to The Jewish Museum or Synagogue Visit |  |

**Curriculum Map Year Four**

 **Year A: Summer Term**

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| --- | --- | --- | --- |
| **Subject** | **Science Focus: Good Vibrations 3 weeks** | **History Focus:****What was important to our local Victorians?****How has Childhood Changed over time?****Approx 5 weeks** | **Science Focus: Human Impact****3weeks** |
| **Science** | Good Vibrations |  | Human Impact |
| **History** |  | Childhood in Victorian times(possible visit to St Albans or the Ragged School MuseumLearning about Victorians in our local area. |  |
| **Geography** |  |  |  |
| **DT** |  | Creating their own sampler(Developing basic sewing skills) |  |
| **Art** | Painting Unit |  | Collage Unit |
| **RE** | Why some people think Jesus is Inspirational? | Baptist Church Visit(2 weeks) | St Alban Cathedral |
| **Computing** | Creative IT | Creative ITComputer Science and Programming | Computer Science and Programming |
| **Music** | Lean on Me | Reflect, Rewind an Replay |
| **PE** | **Striking and Fielding (Cricket)**Develop fielding batting and bowling (underarm skills, | **FUNdamentals(athletics)**Develop techniques. Throwing, jumping and running |
| **PSHE** | Financial Capabilities | Financial CapabilitiesRights, Rules and Responsibilities | Rights, Rules and Responsibilities |
| **Suggested English Themes and Texts** |  | Text Relating to topic on Victorians | Gregory Cool |
| **Suggested Enrichment Activities:** |  | Trip to the Victorian Ragged School Museum | Plan and have a picnic in the park with as little human impact (litter) as possible. Link to poetry. |

**Curriculum Map Year Four:**

**Year B: Autumn Term**

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| --- | --- | --- | --- |
| **Subject** | **Science Focus:****Where Does All That Food Go****3 weeks** | **History Focus: Stone Age, Bronze Age, Iron Age\*****5/6 weeks** | **Science Focus : Switched On****3weeks** |
| **Science** | Switched on! (swapped with digestive system) |  | Digestive System  |
| **History** |  | Learning about changes in Britain from the Stone age to the Iron Age\* |  |
| **Geography** |  |  |  |
| **DT** | Designing and making an ‘Iron Man’ that uses electricity to make eyes flash on |  |  |
| **Art** | Observational Drawing Assessment | Collage (Or painting ‘Stone Age Cave Art’ on Voyagers) |  |
| **RE** | Creation Stories | Creation Stories | Christmas |
| **Computing** | E Safety and Digital Literacy | E Safety and Digital LiteracyCreative IT | Creative IT |
| **Music** | Mamma Mia | Five Gold Rings |
| **PE** | **Invasion (Tag Rugby)**Develop passing, moving with the ball and small sided games | **Invasion (Basket Ball / Handball)**Develop passing , receiving and dribbling skills |
| **PSHE** | Focus on British Values | Family and FriendsPersonal Safety | Personal Safety |
| **Suggested English Themes and Texts** | Narrative Possible Text Iron Man | Shakespeare Unit(including workshop and visit to theatre) | Explanation Texts Linked to electricity |
| **Suggested Enrichment Activities:** |  | Visit The British Museum: ’People of the Iron Age’ WorkshopShakespeare: Theatre VisitShakespeare Workshop | Whole School Christmas ActivitiesPantomimeChristingle Service |

**\*There is a Hamilton Trust, ‘Stone Age to Iron Age Britain’ Unit (This is for Year 5/6 but could be adapted for Year 3). There are also units of work and resources on Voyagers**

**Curriculum Map Year Four:**

**Year B: Spring Term**

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| --- | --- | --- | --- |
| **Subject** | **S ciencenn Focus : In a State****4 weeks** | **Geography Focus: How does the Earth Shake, Rattle and Roll?\*****Can you come on the great American Road Trip?** | **Block 3 :****2weeks** |
| **Science** | In a State |  | Who am I? |
| **History** |  |  |  |
| **Geography** |  | Learning about North and South America. Locating places on maps.Describing and understanding key aspects of physical Geography including volcanoes\* |  |
| **DT** |  | Project linked to the topic to be decided by the class (could make a volcano). |  |
| **Art** | Drawing |  |  |
| **RE** | Christianity and Sikhism | Christianity and Sikhism | Easter Forgiveness |
| **Computing** | Computer Science and Programming | Computer Science and ProgrammingE Safety and Digital Literacy | E Safety and Digital Literacy |
| **Music** | Glockenspiel Stage 3 | Benjamin Britten Cuckoo |
| **PE** | **Striking and Invasion**(Hockey)Developing passing, receiving and dribbling skills. | **Net Wall (Tennis)**Developing tennis movement skills |
| **PSHE** | Anti Bullying | Anti BullyingDrug Education | Anti BullyingDrug Education |
| **Suggested English** | Illustrated Non Fiction TextPebble in my Pocket | Narrative Varjak Paw |
| **Suggested Enrichment Activities:** |  | Trip to the Natural History Museum to learn about rocks/volcanoesTrip to The Jewish Museum |

**\*In addition to Voyagers, there are also some resources about volcanoes on Hamilton Trust, ‘Earth Matters’ Upper KS2, which could be adapted for this year group.**

**Curriculum Map Year Four:**

**Year B: Summer Term**

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| **Subject** | **Science Focus Good Vibrations****3 wks** | **History Focus: Ancient Egypt\*****5 weeks****Mini- Geography Focus: Do we like to beside the seaside? (two days)** | **Block 3 : Human Impact****(3 weeks)** |
| **Science** | Good Vibrations |  | Human Impact |
| **History** |  | Learning about achievements of the earliest civilizations.\* |  |
| **Geography** |  | Naming Geographical regions and identifying their characteristics in the UK. |  |
| **DT** |  | Designing and creating Egyptian Clothing and Jewellery |  |
| **Art** | Painting Unit |  | Observational Drawing Assessment |
| **RE** | Sharing and Community | Sharing and Community | Prayer and Worship |
| **Computing** | Creative IT | Creative ITComputer Science and Programming | Computer Science and Programming |
| **Music** | Lean On Me | Reflect, Rewind and Replay |
| **PE** | **Striking and Fielding (Cricket)**Develop fielding batting and bowling (underarm skills, | **FUNdamentals(athletics)**Develop techniques. Throwing, jumping and running |
| **PSHE** | Financial Capabilities | Financial CapabilitiesRights Rules and Responsibilities | Rights Rules and Responsibilities |
| **Suggested English** |  | Visitors Guide to Ancient EgyptRecounts Linked to topic where possible (e.g. recount of when Howard Carter discovered Tutankhamen’s tomb: diary entry or newspaper report) | Gregory Cool |
| **Suggested Enrichment Activities:** |  | Trip to The British Museum for Ancient Egypt workshop Plan and have a picnic in the park with as little human impact (litter) as possible. Link to poetry. |

\*Guidance and resources for teaching Ancient Egypt can be found on Voyagers and Hamilton Trust (Upper KS2) schemes of work, which could be adapted for this year group.