

Year Four Curriculum Map

Year 4	Autumn		Spring		Summer		
Theme/Main Focus					TAKE ONE PICTURE		
Texts	Anglo Saxon Boy by Tony Bradman Vikings Non Fiction Texts	Cinderella by Roberto Innocenti Oxford Treasury of Fairytales. The Great Kapok Tree by Lynne Cherry	Shakespeare text		Take One Picture Art Project NAPT and the National Gallery	Robin Hood - myth/legend The Silver Arrow Outlaw by Michael Morpurgo (retelling of Robin Hood) My Story: Victoria/To Kill a Queen/Anne Boleyn and Me	Rivers Journey to the river sea Eva Ibbotson (links to Amazon) The Wind in the Willows The River: an epic journey to the sea Patricia Hagarty
Writing Genres	Fiction: Diary Non-fiction: Non chronological report	Fiction: narrative/ story Non Fiction: persuasive letter and balanced argument	First person narrative / diary	Non-fiction: Holiday brochure Ist person report Persuasive Fiction: Poem	Non-fiction: art critique writing Fiction: monologue	Fiction: Myth Non-fiction: explanation	Fiction: Poetry/lyrics - linked to songs from the text Non-fiction: Non chronological report
Reading	Age-appropriate, high-level texts linked to overall theme.						

History	The Vikings What were the Vikings well known for?		Ancient Egyptians Who were the Ancient Egyptians?		The changing power of the Monarchs between 1066 - 1605	
Geography		Why is the rainforest important to me? South America including study of the Rainforest. Water cycle and deforestation.		Take One Picture The painting changes every year which means the Historical and Geographical knowledge will change but will link to the planned curriculum in some way		From the Nene to the Nile Understand human and physical geography of rivers, trade, natural resources
Science	States of Matter States of Matter (NC)	Digestive System <ul style="list-style-type: none"> How does our body use the food that we eat? Food Chains *Animals, including humans (NC)	Electricity *Electricity (NC)	Sound Sound (NC)	Classification and Keys <ul style="list-style-type: none"> Living things and their habitats (NC) 	Environmental Change <ul style="list-style-type: none"> Living things and their habitats (NC)
Art	Drawing inspired by Flora and Fauna in a diverse location.			Take one picture Art defined by a painting from the National Gallery		Powder Painting inspired by fauna of the Amazon Riverbank

Computing	Embedded unit Creating Media: Photo Editing e.g. link to History (Vikings)	Programming Recovery Curriculum - Y3A - Y3B - Y4B	Embedded unit Creating Media: Audio Editing		Computer Systems and Networks: The Internet	Embedded unit Data and Information: Branching Databases e.g. link to Science (classifications and keys)		Programming A: Repetition in Shapes (Logo)
RE	How are promises explained in the Old Testament and where do we see them in Christianity today?	Why are Diwali and Christmas important festivals?	What does it mean to live as a Hindu?		Why is Holy week important for Christians?	Why is Pentecost important to Christians?		How do people show commitment?
PHSE	Being me Protective behaviours	Celebrating Differences First Aid - Calling for Help	Dreams and Goals First Aid - Asthma		Healthy Me! First Aid - Bites and Stings	Relationships First Aid - Bleeding		Changing me.
PE/Dance	Real PE Units/Dance	Real PE Units/Dance		Real PE Units/Dance	Real PE Units/Dance		Real PE Units/Dance	Real PE Units/Dance
MFL	Spanish- Welcome to school (Recap core language, rooms in a	Spanish- My town, your town (Commands, shops, asking and giving directions)	Spanish- Family tree and faces (Epiphany, family members, personal info, face parts, describing		Spanish- Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Spanish- Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)		Spanish- The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions)

	school, classroom objects)					
Music				Mamma Mia!	Blackbird	Lean on Me
Design and Technology		Structures -boxes and containers		Savoury snacks		Mechanical mechanisms - storybooks