



Year 4 Autumn Term Curriculum Map



English (HFL)		Maths (Herts Essentials)
Reading (including phonics)	Writing	Key Concepts
<p>The firework makers daughter – Phillip Pullman</p> <p>Arthur and the golden rope – Joe Todd Stanton</p> <p>VIPERS focused on through whole class guided reading</p> <p>Continue to secure self -correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> <p>Begin making links between books they are reading and other books they have read.</p>	<p>*Narrative linked to Arthur and the golden rope.</p> <p>*Speech writing and deliver linked to The king who banned the dark.</p> <p>*Securing sentence and paragraph writing linked to Biscuit bear</p> <p>*Myths linked to Ancient myths collection</p> <p>*Report writing linked to Greece or the Lake District.</p> <p>*Poetry – Haiku and Tanka (written outcome Haiku)</p>	<p>Place Value – Order and Compare Numbers Beyond 1000</p> <p>Rounding, Estimation and Magnitude</p> <p>Securing Addition and Subtraction Mental Fluency</p> <p>Securing Formal Written Addition and Subtraction Fluency</p> <p>Counting in Multiples of 6, 7, 9, 25 and 1000</p> <p>Multiplication and Division Facts (Times Tables)</p> <p>Factor Pairs, Integer Scaling and Correspondence Problems</p> <p>Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws</p> <p>Multiply and Divide a One or Two-digit Number by 10 and 100</p> <p>Measure – Conversion of Units</p> <p>Measures – Compare, Estimate and Calculate</p> <p>Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division</p> <p>Perimeter</p>
<p>Subject specific vocabulary: determiner, pronoun, possessive pronoun, adverbial plus all previously taught vocabulary.</p> <p>Core texts: The firework makers daughter – Phillip Pullman, Arthur and the golden rope – Joe Todd Stanton</p>		<p>Vocabulary: Please see Year 4 Maths vocabulary and key concept map.</p>

PSHE (Jigsaw)		Science	
Skills	Knowledge	Skills	Knowledge
<p>Identify the feelings associated with being included or excluded</p> <ul style="list-style-type: none"> • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions <p>Try to accept people for who they are</p> <ul style="list-style-type: none"> • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different 	<p>Know how individual attitudes and actions make a difference to a class</p> <ul style="list-style-type: none"> • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <ul style="list-style-type: none"> • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone • Know that first impressions can change 	<p>Asking relevant Q’s, using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative, fair tests</p> <p>Making systematic, careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers, data loggers</p> <p>Gathering, recording, classifying, presenting data in a variety of ways</p> <p>Recording and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables, verbally, written explanations, displays or presentations</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements, raise further Q’s</p> <p>Identifying differences, similarities or changes related to simple scientific ideas, processes</p> <p>Using straightforward scientific evidence to answer Q’s or to support their findings.</p>	<p>Autumn 1 - Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to their ear.</p> <p>Find patterns between the pitch of a sound and features of the object which produced it.</p> <p>Find patterns between a volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Autumn 2 - Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identify and name its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<p>Vocabulary</p> <p>Aut 1: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>		<p>Vocabulary:</p> <p>Aut 1: Ways to create sound – bang, blow, shake, and pluck</p> <p>Loudness – quiet, quieter, quietest, loud, louder and loudest</p> <p>Pitch - low, lower, lowest, high, higher, and highest</p> <p>Vibrations, Source</p>	

Aut 2 Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.		Aut 2: Appliances: fridge, freezer, TV, computer, iron, kettle, etc Series circuit Components: battery, bulb (lamp), bulb (lamp) holder, buzzer, crocodile clip, leads, wires, switch Describing words: brighter, duller, slow, fast, quiet, loud Conductor, insulator Effects of electricity: Light, sound, movement, heat Switches – open, close	
Computing (Switched on Computing)		History – Autumn 2 Greece	
Skills	Knowledge	Skills	Knowledge
Unit 4.1 – we are software developers <ul style="list-style-type: none"> develop an educational computer game using selection and repetition understand and use variables start to debug computer programs recognise the importance of user interface design, including consideration of input and output. Unit 4.2 - We are makers <ul style="list-style-type: none"> about the input – process – output model of computation about the inputs and outputs available on a BBC micro:bit to program using the MakeCode block-based environment to test and debug programs they write, using an on-screen simulator and the micro:bit how to convert and transfer a program written on screen to the micro:bit. 	Unit 4.1 – we are software developers <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Unit 4.2 - We are makers <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. 	To be able to develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To be able to reach conclusions over preferred schoolings and life style available in the ancient Greek period based on research. To be able to compare similarities and differences between ways of life in different periods.	To know where ancient Greece is. To know when the Ancient Greek period was. To know about Ancient Greek warfare. To know the similarities and differences between Ancient Greek schools. To know about the different Greek Gods. To know the alphabet used by the Ancient Greeks.
Vocabulary: Unit 4.1 – we are software developers Algorithm, bug, debug, input, output, program, repeat loop, repetition, scratch, sequence, sprite, variable Unit 4.2 - We are makers Accelerometer, algorithm, Bluetooth, if/else ie/else, Javascript, Makecode, microbit, object code, runtime, simulator, source code, variable		Vocabulary location, terrain, climate, BC, location, capital, islands, Greece, Athens, Sparta, differences, similarities, hoplites, trireme, cuirass, shield, weapon, warfare, phalanx, schools, stylus, gods, Greek mythology, symbolism, Zeus, Poseidon, Hades, Ares, Aphrodite, Hermes.	

Physical Education (PE)		Geography (Autumn 1) – The Lake District	
Autumn 1	Autumn 2	Skills	Knowledge
<p>Cricket – Taught by Chance to Shine – 1 hr per week</p> <p>Hockey</p> <ul style="list-style-type: none"> Revisit all aspects of Year 3 Games Develop the ability of the learners abilities on their non dominant side Play 3v2 /2v3 and 4v3 / 3v4 versions of the games Allow learners to referee each other in small games To have some knowledge of what a professional hockey game looks like. To be aware of safety rules for hockey To be able to understand and explain key vocabulary. 	<p>Gymnastics</p> <p>Revisit forward roll, backwards roll and log roll</p> <ul style="list-style-type: none"> Perform a Headstand and how support a headstand Perform a Handstand and how to support a handstand Perform a Cartwheel and how to support a cartwheel Perform an individual sequence that uses an inverted element Plan, perform and repeat longer sequences that include change of speed, level clear shapes and quality movements Be able to support a partner when completing their inverted element Use a change in height for simple sequences To be aware of safety rules for gymnastics To know and name some professional gymnasts To have an awareness of different gymnastic disciplines (Refer to Olympics) To be able to understand and explain key vocabulary. 	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including O.S. maps) to build their knowledge of the UK</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the UK.</p>
<p>Vocabulary</p> <p>Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement,</p> <p>Hockey: Stick, Goal Keeper, Positions, Ball, Pitch, Push, Slap, Hit, Thirds, Attacking, Defending</p>	<p>Vocabulary</p> <p>Making Shapes, Rolling, Bending, Twisting, Movements, Exploring Body parts, Developing Routines, Rhythms, Linking Movements, Stretching, Mirroring, Muscles, weight, support, relax, listen, observe, reflect, evaluate, safety, awareness, teamwork, communication, group work, patience, tumbling, standing, posture, finesse, independence, confidence, achievement, Flexibility, strength, technique, control, balance,</p>	<p>Vocabulary: atlas, globe, United Kingdom, grid reference, hills, mountains, coast, rivers, land use</p>	

Art – Autumn 1 Dragon art – sketching then clay		Religious Education (R.E)- Herts Agreed Syllabus	
Skills	Knowledge	Skills	Knowledge
<p>To begin to be inspired by other artists and their pattern choices.</p> <p>To develop skill with different pencil gradients.</p> <p>To use various types of media to achieve: line, texture, tone, colour, shape, pattern.</p> <p>To use a range of different resources to create detail including: slips, slab, joining</p> <p>To use artists artwork as an initial stimulus to inspire artwork.</p> <p>To be able to explain inspiration and techniques used in own work.</p> <p>To begin to reflect on outcome of artwork and compare this to that of other artists.</p> <p>To gather greater understanding in evaluating other artwork.</p> <p>To acknowledge colour choice having a possible impact upon mood in a piece of artwork.</p> <p>To discuss, reflect and consider ways of improving own artwork.</p>	<p>Know primary, secondary and tertiary colours.</p> <p>Know what are warm and cool colours.</p> <p>Know how to use different resources to create detail</p>	<ul style="list-style-type: none"> Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. (<i>Symbols and actions</i>) Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. (<i>Beliefs and practices</i>) Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. (<i>Sources of wisdom</i>) 	<p><u>Symbolic expression in prayer and worship (Aut 1)</u></p> <ul style="list-style-type: none"> Explain how actions of worship are symbolic and can communicate a faith commitment beyond words (eg: food and music). Explore the 5Ks, the Kanda and the importance of Sewa for Sikhs. Learn about Hindu relationships with their deities. Explore the power of religious symbols, including art, architecture and icons. <p><u>Festivals and traditions (Aut 2)</u></p> <ul style="list-style-type: none"> Look at two contrasting religions; describe different ways and traditions of celebrating festivals and marking important events in life. Explore the inner meaning behind the key practices, including Sikh and Hindu birth traditions. Consider why there are different ways of marking the same event around the world. Discover why some people make a pilgrimage. <p><u>The Trinity at Christmas (Aut 2)</u></p> <ul style="list-style-type: none"> Explore the Trinity at Christmas time – Incarnation.
<p>Vocabulary: proportion, shade, tone, colour, shape, pattern, detail, slip, slab, roll, smooth</p> <p>Artists: Bob Eggleton, Larry Elmore, Anne Stokes</p>		<p>Vocabulary:</p> <p><u>Autumn 1:</u> 5 Ks (Kesh, Kara, Khanga, Kaccha, Kirpan), deities, icons, Sikh, Sikhism, Hindu, Hinduism, symbolic, Kanda, Sewa</p> <p><u>Autumn 2:</u> Christmas, Eucharist, advent, Diwali, birth, pilgrimage, Hajj, Amristar, Kumbha Mela, Trinity, incarnation</p>	

Design and Technology (Plan Bee) – Autumn 2 Christmas Stockings		Music (Sing Up)	
Skills	Knowledge	Skills and Knowledge	Vocabulary
<p>To use pins to temporarily fasten two pieces of fabric together.</p> <p>To tie a knot and thread a needle.</p> <p>To use running stitch, back stitch, overstitch and zigzag stitch to join two pieces of fabric together.</p> <p>I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric.</p> <p>I can embroider shapes and patterns into a piece of fabric.</p> <p>I can use appliqué to add decoration to a piece of fabric.</p> <p>I can design a Christmas stocking incorporating a range of decorative techniques.</p> <p>I can use a template to cut out front and back pattern pieces.</p> <p>I can follow a design to create a product.</p> <p>To evaluate a finished piece making suggestions for improvements</p>	<p>To understand the traditions relating to Christmas stockings</p> <p>To explore a variety of different Christmas stockings, looking at function and visual appeal</p> <p>To know a selection of decorations that can be attached to a stocking ribbon, buttons, applique, sequins, beads etc.</p>	<p>This little light of mine</p> <ul style="list-style-type: none"> • Improvise using the voice on the notes of the pentatonic scale. • Sing in a gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with the song. • Listen and move in time to songs in a Gospel style. • Sing part 1 of a partner song rhythmically. <p>The pink panther theme</p> <ul style="list-style-type: none"> • Create atmospheric music for a scene with a given set of instruments. • Recognise elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). <p>Composing with colour</p> <ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes • Structure their ideas into a composition • Create and read graphic scores <p>Understand timbre and texture</p>	<p>This little light of mine Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase. Tempo: off-beat. Timbre: articulation, legato (smooth), staccato (spiky, detached). Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise. The pink panther theme Duration: short notes/detached notes (<i>staccato</i>). Dynamics: quiet/loud, quieter/louder. Pitch: stepping notes/close together notes. Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.). Composing with colour Timbre: the specific quality of each sound (often described as the 'colour' of the sound). Dynamics: volume, loud and quiet. Rhythm: a pattern of notes with different durations.</p>

			Texture: the way sounds are combined. Other: Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).
Vocabulary: running stick, back stitch, over stitch and zigzag stitch, template, button, sequin, ribbon, applique, thread, needle, decoration, bead, pin, fasten, stitch			
French – Language Angels			
Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing) Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like. 	<p>As-Tu un Animal? Say and spell at least four pets with the correct word for "a" in Say I have a pet and what it is called Ask somebody if they have a pet Tell somebody that I do not have a pet use the connective but to link two sentences together</p> <p>Au Café Order a French breakfast food Order a French breakfast drink Order a complete French breakfast Order a lunch from a selection of snacks and drinks Ask for the bill Remember to say hello, goodbye, please and thank you</p>	<p>Comment tu t'appelles?, Je m'appelle, Bonjour, Ca va?, Ca va bien, Ca va mal, Comme ci, comme ca, Au revoir, Quel age as-tu?, J'ai Ans, Ou habites tu?, J'habite a, Je suis francais, Je suis anglaise, Numbers 1-20, Colours from year 3</p> <p>Un talle crayon, Un cahier, Un crayon, Un baton de colle, Un stylo, Une trousse, Un cartable, Un livre, Une gomme, Une regle, Une calculatrice, Des ciseaux, J'ai, Je n'ai pas de/d', Qu'est ce qu'ill y a dans ta trousee?, Dans ma trouse j'ai, Ecoutez, Ecrivez Repetez, Silence, Qouvrez vos chaiers, Fermez vos chaiers, Pensez, Lisez, Demadez Leez la main</p>	

