Year 4 Curriculum Map – Cycle 1 – 2018-2019
Autumn Term – Rotten Romans and Crazy Celts

English
Writing - Narrative
Traditional Tales
Writing - Non-fiction
Letter writing
Writing – Poetry
Poetry to read and perform
Free verse poetry

Mathematics
I can count in multiples of 6, 7 and 9
I can recognize the place value of any digit in a four-digit number (1000s, 100s, 10s and 1s)
I can add and subtract numbers with up to 5 digits using the formal written methods of columnar addition and subtraction where appropriate
I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use in each case
I can count in multiples of 25
I can count in multiples of 1000
I can find 1000 more or less than a given number
I can round any number to the nearest 10, 100 and 1000
I can order and compare numbers beyond 1000
I can count backwards through 0 to include negative numbers
I can estimate and use inverse operations to check answers to a calculation
I can count up and down in hexadecimal; recognize that hexadecimal arises when dividing by 10 and doubling numbers by 10
I can identify, represent and estimate numbers using different representations
I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of 0 and place value
I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters
I can find the area of rectilinear shapes by counting squares
I can describe positions on a 2-D grid as coordinates in the first quadrant
I can plot points and draw sides to complete a given polygon
I can describe routes between points as translations of a given vector to the left/right and up/down
I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
I can identify lines of symmetry in 2-D shapes presented in different orientations
I can identify acute and obtuse angles and compare and order angles up to 2 radians by size

Science
Se/4.1 Working Scientifically
Se/4.1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Se/4.1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
Se/4.1.5 interpreting a simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Se/4.1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Se/4.1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Se/4.1.8 identifying differences, similarities or changes related to simple scientific ideas and processes
Se/4.1.9 using straightforward scientific evidence to answer questions or to support their findings
Se/4.1.1 States of Matter
Se/4.1.1a compare and group materials together, according to whether they are solids, liquids or gases
Se/4.1.1b observe that some materials change state when they are heated or cooled, and measure or record the temperature at which this happens in degrees Celsius (°C)
Se/4.1.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Se/4.1.1d Speaking
Se/4.1.1a.1 identify how sounds are made, associating some of them with vibrating objects
Se/4.1.1b recognize that vibrations from sounds travel through a medium to the ear
Se/4.1.1c.1 find patterns between the pitch of a sound and the frequency of the object that produced it
Se/4.1.1d.1 find patterns between the volume of a sound and the strength of the vibrations that produced it
Se/4.1.1e recognize that sounds get fainter as the distance from the sound source increases

Art & Design
Art/4.1.1 create sketch books to record their observations and use them to review and revisit ideas
Art/4.1.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Art/4.1.3 about great artists, architects and designers in history.

Computing
1) Picture of a computer
Go/2.1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by enquiring about them into smaller parts
Go/2.1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
Go/2.1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital resources
Go/2.1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, examining and presenting data accurately
Go/2.1.7 use technology safety, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and context

History
Hi/2.1-2 Roman Britain
Pupils should be taught about the Roman empire and its impact on Britain
This could include:
Julius Caesar’s attempted invasion in 55-54 BC
the Roman Empire by AD 42 and the power of its army
successful invasion by Claudius and conquest, including Hadrian’s Wall
British resistance, for example, Boudica
“Romanisation” of Britain; sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Hi/2.1 - Local History
Pupils should be taught about an aspect of local history

Design & Technology
DT/2.1 - Design
DT/2.1.1 a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
DT/2.1.2 generate, develop, modify and discuss their ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 DT/2.1.2 Make
DT/2.1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately
DT/2.1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
DT/2.1.3 - Evaluate
DT/2.1.3a investigate and analyse a range of existing products
DT/2.1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
DT/2.1.3c understand how key events and individuals in design and technology have helped shape the world

R.E.
Explore
The concept of Brahman, Trimurti, Hindu Gods and Goddesses, Aum/Om symbol, Mrida and Puja (Hinduism)

Christian Values
True Value
Friendship
Other Value
Courage

Music
Mu/2.1.3 listen with attention to detail and recall sounds with increasing aural memory
Mu/2.1.6 develop an understanding of the history of music.

Physical Education
PE/2.1.1a use running, jumping, throwing and catching in isolation and in combination
PE/2.1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
PE/2.1.1c develop flexibility, strength, technique, control and balance
PE/2.1.1d perform dances using a range of movement patterns
PE/2.1.1e compare their performances with previous ones and determine improvement to achieve their personal best

Geography
Ge/2.1.4 Geographical Skills and Fieldwork
Ge/2.1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Languages
FL/2.1.1 Listening & Comprehension
FL/2.1.1a listen attentively to spoken language and show understanding by joining in and responding
FL/2.1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
FL/2.1.2 Speaking
FL/2.1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
FL/2.1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures
FL/2.1.2c develop accurate pronunciation and intonation so that others
can understand what they are saying
FL/2.1.2d present ideas and information orally to a range of audiences*
FL/2.1.2e read carefully and show understanding of words, phrases and simple writing
FL/2.1.3a appreciate stories, songs, poems and rhymes in the language
FL/2.1.3b broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

P.S.H.E.
Growing Up with Yasmine and Tom
Setting up a working agreement
My Body: Keeping clean
Gender stereotypes/Celebrating difference: Jobs we do
Gender stereotypes/Celebrating difference: Mothers and fathers
Online technology safety: Photos of myself online
Online technology safety: Taking care online: Who can help us?
Online technology safety - Photos of myself online
Online technology safety - Taking care online: Who can help us?
Life cycles - Growing up and getting older