



Braeburn Primary and Nursery School

Year 4 Curriculum Map 2018 - 2019



	Autumn 1 On land and sea...	Autumn 2 Frozen Planet	Spring 1 Let the battle commence	Spring 2 What a wonderful world	Summer 1 What a wonderful world –Continued	Summer 2 We are onessss
Engli.0	<p>Diary entry Persuasive writing (PHSE & Science link keeping healthy)</p> <p>Jemmy Button (Jennifer Uman and Valerio Vidali) Diary entries Formal letters Different viewpoints Balanced argument Setting descriptions Emotive poetry First person narrative</p> <p>Science explanations (writing up experiments)</p>	<p>The Ice Palace (Robert Swindells) Role play and drama First person narrative Instructions Creating images Recount Non chronological report Thought bubbles and captions Narrative ending</p> <p>Formal letters (in response to trips and visitors)</p> <p>Last week: How The Grinch Stole Christmas</p>	<p>Arthur and the Golden Rope (?) Variety of drama, writing and performance and presentation skills</p> <p>Variety of drama, speaking and listening activities and written text types covered</p>	<p>Mama Miti. Wangari Maathai and the Trees of Kenya (Donna Jo Napoli)</p> <p>Variety of drama, speaking and listening activities and written text types covered</p>	<p>The great Kapok tree (Lynne Cherry)</p> <p>One Plastic Bag – Isatou Ceesay and the Recycling Women of the Gambia (Miranda Paul)</p> <p>Variety of drama, speaking and listening activities and written text types covered</p>	<p>Four Feet Two Sandals (Karen Lynn Williams Khadra Mohammed Doug Chayka)</p> <p>Non- chronological report (Topic: Mayans)</p> <p>Instructions (PHSE link moving on)</p>
Mathematics	<p>“Maths No Problem”</p> <p>Please pop in to find out more information about how you can support your child at home with their maths learning.</p>					
Science	Animals including humans	Living things and their habitats	Sound	Water cycle	States of matter	Electricity
Computing	E safety and multimedia Technology in our lives		E safety Handling data and multimedia	Handling data and technology in our lives	E safety Programming	E safety Programming
Geography	<p>Geography G13 name and locate counties and cities of the United Kingdom? (Also in Y3) (W1) G14 name and locate the different geographical regions of the United Kingdom</p>		<p>Geography G1 measure and record human and physical features of another area of the UK (Link to work on rivers G2 choose the best way to present their findings from their geographical enquiries and fieldwork</p>		<p>Geography G1 measure and record human and physical features of another area of the UK (Link to work on rivers G2 choose the best way to present their findings from their geographical enquiries and fieldwork</p>	

History

G15 identify key human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and in the local area

G17 name and locate the main rivers of the UK on a map

G18 name and locate the seas around the UK

G20 name and locate the tallest mountains in each part of the United Kingdom

G28 Recognise that North is at the top of the map

G31 Recognise the location of Scarborough and North Yorkshire on a map.

G32 Read street maps of local area.

G33 Read Ordnance survey maps of local area.

G35 Compare Eastfield / Scarborough with a location in the UK

Autumn 2

History

H4 understand and use chronology in different eras of British history

H1 plot recent history on a timeline using centuries (*also link gunpowder plot and Halloween*)

Literacy link:

Describe and understand key aspects: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle (pre teach for Spring 2)

G3 use an atlas, globe and digital media to locate countries around the world and the continents they are located in

G4 complete detailed sketches of our locality which also use a key to show human and physical features

G5 use correct geographical vocabulary when discussing/writing about different geographical enquiry work

G6 explain how the locality has changed over time? (Using sources of geographical evidence?)

G9 explain the process of erosion and deposition in relation to rivers

G8 identify the different parts of a river from Source to Sea

G10 explain why many cities of the world are situated by rivers

G11 explain why people are attracted to live by rivers

G12 describe and understand key aspects of Rivers and the river system (inc valleys, hills, mountains) and the water cycle

G17 name and locate the main rivers of the UK on a map

G18 name and locate the seas around the UK

History

H1 plot recent history on a timeline using centuries

H2 place periods of history on a timeline showing periods of time

H3 use their mathematical skill to round up time differences into centuries & decades

H4 understand and use chronology in different eras of British history

H5 understand an aspect of history in the wider world

H6 understand and use historical vocabulary

H7 appreciate that the early Brits would not have communicated as we do or have eaten as we do

H8 begin to picture what life would have been like for the early settlers

H9 recognise that Britain has been invaded by several different groups over time

H10 realise that invaders in the past would have fought fiercely, using hand to hand combat

G4 complete detailed sketches of our locality which also use a key to show human and physical features

G5 use correct geographical vocabulary when discussing/writing about different geographical enquiry work

G6 explain how the locality has changed over time? (Using sources of geographical evidence?)

G7 compare geographical similarities and differences between a regions in the UK with a region in South America? (Looking at human and physical features)

G9 explain the process of erosion and deposition in relation to rivers (Coastal erosion)

History

H2 place periods of history on a timeline showing periods of time

H3 use their mathematical skill to round up time differences into centuries & decades

H4 understand and use chronology in different eras of British history

H5 understand an aspect of history in the wider world

H6 understand and use historical vocabulary

H12 suggest why certain people acted as they did in history

H13 understand and can they explain how other civilizations would have lived very differently

H14 use evidence to describe any of the following (houses and settlements, culture and leisure, way of life, buildings and their uses, how rich and poor were different, how that place changed during that historical time).

H15 describe how some things from the past have affected our lives today

H16 research two versions of an event & say how they differ

H18 develop an awareness of world history and how important events came about

H19 develop and understanding of the key aspects of Mayan life

H20 use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the

		<p>H11 suggest why certain events happened as they did in history</p> <p>H12 suggest why certain people acted as they did in history</p> <p>H13 understand and can they explain how other civilizations would have lived very differently</p> <p>H14 use evidence to describe any of the following (houses and settlements, culture and leisure, way of life, buildings and their uses, how rich and poor were different, how that place changed during that historical time).</p> <p>H15 describe how some things from the past have affected our lives today</p> <p>H17 use historical sources to understand bias / contrasting arguments</p> <p>H18 develop an awareness of world history and how important events came about</p> <p>H20 use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and interpret that information to give them an idea of what life was like back then</p> <p>H22 Use historical sources to create written narratives, structured accounts and analysis</p> <p>H23 recount a significant event in history (giving interesting details)</p> <p>H24 draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p> <p>H25 present their findings about the past using their speaking, writing, maths, ICT, drama and drawing skills.</p>	<p>past and interpret that information to give them an idea of what life was like back then</p> <p>H22 Use historical sources to create written narratives, structured accounts and analysis</p> <p>H25 present their findings about the past using their speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Geography</p> <p>G16 identify the position of the equator and what this means in relation to South American countries</p> <p>G7 compare geographical similarities and differences between a region in the UK with a region in South America? (Looking at human and physical features)</p>	
<p>Art</p> <p>Design Technology</p>	<p>Sketches and paintings of the local area</p> <p>A1 observe and draw shapes from observations and draw shapes in between objects</p> <p>A3 use a number of sketches to base their work on</p> <p>A6 sketch lightly (so I do not need to use a rubber)</p> <p>A7 use different grades of pencil at different angles to show different tones</p> <p>A10 mix and use tints, tones and shades</p> <p>A11 experiment with different effects and textures: blocking</p>	<p>Grinch style Christmas scenes</p> <p>A1 observe and draw shapes from observations and draw shapes in between objects</p> <p>A3 use a number of sketches to base their work on</p> <p>A10 mix and use tints, tones and shades</p> <p>A11 experiment with different effects and textures: blocking in colour, washes/ brush, thickening paint creating textural effects</p> <p>A12 use watercolour paint to produce washes for</p>	<p>Create a dramatic sea scape</p> <p>A1 observe and draw shapes from observations and draw shapes in between objects</p> <p>A3 use a number of sketches to base their work on</p> <p>A6 sketch lightly (so I do not need to use a rubber)</p> <p>A7 use different grades of pencil at different angles to show different tones</p> <p>A10 mix and use tints, tones and shades</p> <p>A11 experiment with different effects and textures: blocking in</p>	<p>TBC</p> <p>TBC</p>

RE	<p>in colour, washes/ brush, thickening paint creating textural effects</p> <p>A12 use watercolour paint to produce washes for backgrounds and then add detail</p> <p>A13 experiment in creating mood and feelings with colour</p> <p>A14 use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines</p>	<p>backgrounds and then add detail</p> <p>A13 experiment in creating mood and feelings with colour</p> <p>A14 use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines</p> <p><u>Wrapping paper (printed)</u></p> <p>A16 create printing blocks using a relief or impressed method</p> <p>A17 know how printing is used in the everyday life of designers or artists</p> <p>A18 compare the methods and approaches of different designers in their print techniques</p> <p>A19 explore printing from other cultures and time periods</p> <p>A20 make printing blocks and experimented with different materials</p> <p>A21 build up layers of colours to make prints of 2 or more colours</p> <p><u>Clay festive decoration</u></p> <p>A28 plan, design and make models from observation or imagination</p> <p>A31 join these together to create abstract forms</p> <p>A32 experiment with making life size models</p> <p>D8 Make a product with a good finish so that a user will find it both useful and attractive</p> <p>D9 use the most appropriate mouldable material suitable for the purpose of my product</p>	<p>colour, washes/ brush, thickening paint creating textural effects</p> <p>A12 use watercolour paint to produce washes for backgrounds and then add detail</p> <p>A13 experiment in creating mood and feelings with colour</p> <p>A14 use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines</p>			
	Diwali – Hinduism	Mary’s milestones	Why do people see life as a journey?	Jesus and sacrifice	Stories shared by Christians, Jews and Muslims	Why do people love their sacred places?

PHSCE	My healthy lifestyle	Keeping myself safe	Me and my relationships	Keeping myself safe and me and my relationships	Active citizen	Me and my future and moving on
PE	Invasion Games and swimming	Dance and swimming	Gymnastics and swimming	Netball and swimming	Rounders and swimming	Athletics and swimming
French	Les monstres	Le calendrier	Les animaux	Au marché	Je suis le musicien	À la mode
Music	Charanga Mamma Mia	Charanga Five gold rings	Charanga Glockenspiel stage 3	Charanga Cuckoo	Charanga Lean on me	Charanga Reflect, rewind and replay
Trips	Trip to Scarborough Castle and Marina, Victorian South Bay (British / local history and geography) TBC	Flamingo land TBC	Viking visit or visitor TBC	Outdoor pursuits TBC Including: river study	Filey Brigg (coastal erosion study) TBC	Halifax bank ? TBC - link to PSHE