**Curriculum Map - Year 4 2017-2018**

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Inspire Topics and Special Events** | WERE THE DARK AGES REALLY DARK? | BATTERIES INCLUDEDChristmas carol concertChristmas fair | SOUNDING OFF | DRAGONS – FACT OR FICTIONBeach trip – Dragon huntMake your own dragon image/model over February half term.St Piran celebration – The Welcome. | AMAZING AMAZONVisit to the Eden Project | A PLACE FOR EVERYTHING | SRE WEEK |
| **LITERACY** | King Alfred/Beowulf… Biographical writingNews casting/reportsNarrative retellingDiary entries | Narrative openings, using suspense leading to full narratives based around a spooky openingReport writing – science based. | The poetry of sound is explored through a thrilling WH Auden poem to learn by heart• There is also the creation of a collection of imaginative poetic sentences linked to a series of musical sketches by Saint-Saëns• On the non-fiction side we are writing reports based on their investigations in science lesson | * Investigate symbolism of dragons and mythical creatures
* St George and the dragon
* Poetry ‐ Read, rewrite and then rehearse a performance of Beowulf.
* Alliteration and kennings
* Design and write a persuasive advertisement for a dragon slayer
* Questions and keys to group dragons
* Fantasy narratives
 | * ‘Amazon Survivor!’ which tells the amazing story of Juliane Koepke.

• Reflective autobiographical writing.• Persuasive and informative writing and speaking.•Mock trial.• Research and compare aspects of their own lives with that of a child living in the Amazon basin. | * Recounts – news and police report

• Headlines• Explanations• Story planning and writing (anenvironmental calamity)• Research and information texts• Diagrammatic planning• Evaluating and editing |
| **HISTORY**  | Anglo-Saxons Vs VikingsSaxon settlements and daily lifeSutton HooViking battles and daily lifeBeowulf | Changes through time linked to electricity and latest technological developments |  | * Who was the real Saint George?
* Saints and Patron Saints across the ages and ‘The Golden
* Flags and heraldic emblems – Origins of the Union Jack
* Beowulf and the Dragon – the first English literature to feature a dragon slayer. Based on real people and events?
* Dragons in architecture – past to present
* Evidence of dragons in history (dragons or dinosaurs?)
 | History and subsequent effects of Deforestation in Amazon.  |  |
| **GEOGRAPHY** | Focus on Iceland linked to the Viking raids – location, key physical geography, Reykjavik – comparison to UK/Cornwall. Volcanoes and their effect. | World events referenced using world map display. | World events referenced using world map display. | * Dragon lair possible UK locations?
* Where have dragons been found or reported in UK?
* Maps, routes for the journalists
* News report
 | * Climate and location of the world’s tropical rainforests.

• Layers of plants and shrubs found in the rainforests.• Deforestation in Amazon basin and elsewhere in the world.• Biodiversity. | * Using compasses and direction.

• 4 figure grid references and map reading.• Features, symbols and keys on OS maps.• Fieldwork• Sketch maps• Reading and constructing plans using scale. |
| **COMPUTING** | Use of search engines for research – internet safety, which website is accurate? | Scratch program – creating and developing sprites using command language. | Pupils will experiment with Audacity• Understand audio wave forms, volume and the importance of using a microphone correctly• Applying effects to music, such as tempo, pitch and volume changes• Understand that music can be created using simple loops | Use of search engines for research – internet safety, which website is accurate? | Use of search engines for research – internet safety, which website is accurate? | * This Unit is linked closely with pupils’ science lessons, where they have to classify animals according to specific attributes.

• Pupils will learn how to create a branchingdatabase (or binary tree) that will allow themto ask questions to identify different types of vertebrate, discovering how computers can be used to solve complex problems faster than humans. |
| **SCIENCE** | Teeth and Digestion | Electricity – making simple circuits and problem solving around circuits that won’t work.Use of electrical appliances at home and how they are powered. What would life be like without these? | Changing SoundsHow sound travels, how it can be changed, how humans hear- vibrations, pitch, soundwaves. | Changing States – link to the water cycle – create water cycle in a bag for display. Difference between solid, liquid and gas – reversible and irreversible changes between states. | Habitats – Amazon Focus | Animal adaptation – food webs, classification keys. |
| **ART AND DT** | Bayeux Tapestry – recreating images from Bayeux Tapestry and using own life experiences to create a version of it. | Design and (create) your own Christmas themed item/decoration – to be sold at Christmas fair. | Sound drawings:• Observe object & tell another pupil what to draw• Draw while listening to sounds – link to Killy Kilford.• Sound waves• What they look like• Mobile sculptures inspired by sound waves | * Dragon sketches, paintings, collage
* Compare and contrast ancient and modern architecture with dragon designs and themes.
* Artist Dante Gabriel Rossetti (1862) – stained glass windows depicting story of St George and the dragon
* Create 3D dragons
 | * Pupils will learn about line drawing for mono-printing and block printing.

• They will create images of AmazonianAnimals which can be printed onto a frieze of fabric. | Using what they have discovered in science the children will create felt artwork pieces to reflect habitats. |
| **MUSIC** | Recognise links between modern day and Anglo-Saxon/Viking instruments. Prepare a piece linked to the battle stages of epic poem, Beowulf. | Magical music theme.- listen to a selection of pieces of music, - compose their own magical music which is recorded and performed to an audience. | Explore the different families of instruments• Experience musical instruments being played live• Listen to high quality recordings• Understand how sounds are made by musical instruments | * Chinese dragon dance music
* Dragon sounds and noises
* Using percussion instruments to ‘narrate’ a tale
* ‘Walk the Dinosaur’ by Was Not Was
* Puff the Magic Dragon song.
 | * Pupils will focus on ‘monkey music’ and will experience swing music.

• They will sing songs about monkeys and will compose and perform music in the swing style.• Listening to and performing other songs about animals found in the rainforest as well as music which is from or has been inspired by the rainforests of the Amazon region such asPhilip Glass, Aguas da Amazonia. | Pupils will create a picture of a natural environment out of sound linked to their felt picture in their design and technology lessons. |
| **Physical Education** | Invasion games – footballStatic balances and floor movement | Dynamic balance, coordination and ball skills; Dynamic balance and agility.Basketball | Coordination with equipmentCounter balanceDance | Agility- reaction, responseStatic balanceAgility, ball chasingStatic balanceGym | SwimmingAthletics | SwimmingStriking and Fielding |
| **RE** | How Christians seek to live their lives as imitations of Jesus | How Christians celebrate significant life events | How the bible is used by Christians in different contexts | The story of the Cornish Rebellion 1549 and what it says about Cornwall | Introducing Muslims  | Going on Hajj |
| **PSHE/SEAL** | New Beginnings- SEAL | Getting on and falling out- SEAL | Right and Wrong | Say No to Bullying | Choices | Changes | SRE week |
| **MFL** | Presenting myself | The classroom | The weather | Clothes | Habitats | Do you have a pet? |