



Curriculum Map 2024-25

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Science	Animals: Classification and changing habitats.	Animals: Digestion and food.	Energy: Electricity and circuits.	Energy: Sound and vibrations.	Materials states of matter	Making connections: How does the flow of liquids compare?
Computing	Computing systems and networks: Collaborative learning	Skills showcase: HTML.	Creating media: Website design.	Programming 1: Further coding with Scratch	Online safety	Data handling: Investigating weather
History		How have children's lives changed?		How hard was it to invade and settle in Britain?		Were the Vikings raiders, traders or settlers?
Geography	Why are rainforests important to us?		Where does our food come from?		What are rivers and how are they used?	
DT		Textiles: Fasteners		Mechanical systems: Making a slingshot car		Cooking and nutrition: Adapting a recipe
Art	Drawing: Power prints		Painting and mixed media: Light and dark		Sculpture and 3D: Mega materials	
RE	Do Murtis help Hindus understand God?	Does the Christmas narrative need Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?
Music	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
PE	Invasion Games - Football/rugby & circuits/badminton	Invasion Games - Football/rugby & circuits/badminton	Invasion Games - Netball/hockey & gymnastics/dance	Invasion Games - Netball/hockey & gymnastics/dance	Striking & Fielding Games - Rounders/tennis & swimming	Striking & Fielding Games - Rounders/tennis & swimming
PSHE	Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing
Mfl	Greetings	Numbers and ages	Reading	Writing	Shapes and colours	Classroom objects



Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Working Scientifically:</p> <p>I can sort animals into groups based on shared characteristics.</p> <p>I can identify broad groups of animals (vertebrates and invertebrates).</p> <p>I can record data in a Carroll diagram.</p> <p>I can record data in a Venn diagram.</p>	<p>Working Scientifically:</p> <p>Recall a range of electrical appliances and classify them as mains or battery-powered. Explain why something is either mains or battery-powered.</p> <p>Explain how to test if a circuit works and identify when simple electric circuits will work.</p> <p>Identify symbols for open and closed switches.</p> <p>Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.</p> <p>Give examples of how switches are useful.</p> <p>Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights.</p> <p>Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.</p> <p>Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.</p> <p>Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be.</p>	<p>Working Scientifically:</p> <ul style="list-style-type: none">• Identify solids, liquids and gases using their properties.• Describe melting, freezing, condensing and evaporating.• Describe the different stages of the water cycle.• Describe how temperature affects the rate of evaporation and therefore the water cycle.•



	<p>Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them.</p> <p>Describe precautions for working safely with electricity.</p> <p>Explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</p> <p>Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'.</p> <p>Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram.</p> <p>Write a method for the investigation that considers appropriate equipment, ordering clearly written steps and considering safety.</p> <p>Pose questions relating to bulbs in an electrical circuit.</p> <p>Explain why a selected question is testable.</p> <p>Suggest that new inventions will change safety advice.</p> <p>•</p>	
<ul style="list-style-type: none"> Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult, human teeth, using key vocabulary. 	<ul style="list-style-type: none"> Describe how sounds are made. Describe how sounds are heard through different mediums. Explain the relationship between vibration strength and volume. Describe the relationship between volume and distance. 	<ul style="list-style-type: none"> Ask relevant questions. Use results to draw simple conclusions. Use thermometers to take accurate measurements. Make predictions for new values. Record findings using labelled diagrams. Research using more than one source.



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<ul style="list-style-type: none">• Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.• Produce a food chain that begins with a plant and has arrows that move up the food chain.• Define a producer, predator and prey and identify examples in food chains.• Describe digestion, teeth and diets when talking about the observed poo clues.• Write a letter that uses a range of scientific vocabulary from the unit.	<ul style="list-style-type: none">• Describe pitch and how to change it.• Explain how insulating materials can be used to muffle sound.	<ul style="list-style-type: none">•
Key Vocabulary <ul style="list-style-type: none">• Carroll diagram, classification key, classify, conservation, conservationist, deforestation, earthquake, endangered, flood, flowering plants, human impact, invertebrate, observe, nature reserve, non-flowering plants, pollution, seasonal changes, taxonomist, uprooted, vertebrate, Venn diagram, waterlogged, wildfire, Absorb, canine, carnivore, digest, faeces, food chain, herbivore, incisor, large intestine, molar, mouth, oesophagus, omnivore, predator, premolar, prey, producer, saliva, small intestine, stomach, ammeter, appliance, battery, bulb, buzzer, cell, circuit, component, electrical conductor, electrical insulator, electricity, hazard, mains, material, motor, power source, precaution, property, safety, series circuit, switch, wire, boiling point, climate change, compress, condensation, condensing, condensing point, drought, evaporating, evaporation rate, flood, force, freezing, freezing point, gas, gaseous, liquid, matter, melting, melting point, precipitation, rate, solid, state, steam, temperature, thermometer, the water cycle, volume, water vapour, air, decibels (dB), decibel meter, ear, eardrum, ear protectors, gas, hertz (Hz), high pitch, insulator of sound, liquid, loud, low pitch, matter, medium, musical instrument, pitch, quiet, solid, sound, sound proofing, vibration, volume.		



Computing Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Understand the need to be thoughtful when working on a collaborative document.Use comments to suggest changes to a document and understand how to resolve comments.Use a variety of different slide styles to convey information including images and transitions.Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values.Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.Recognise the role of HTML in a web page.Add text between the heading and paragraph tags.Explore a web page using the inspect tool.	<ul style="list-style-type: none">Recognise the role of HTML in a web page.Add text between the heading and paragraph tags.Explore a web page using the inspect tool.Explain how they altered the HTML to create their posters.Alter the basic elements within a web page using the inspect tool.Replace the text and images in a webpage.	<ul style="list-style-type: none">Describe how to search over multiple platforms and be aware of the accuracy of the results presented.Describe some of the methods used to persuade people to buy online.Explain the difference between fact, opinion and belief and recognise these online.Explain what a bot is and give examples of different bots.Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.Search the web efficiently to find temperatures of different cities and record this accurately.



<ul style="list-style-type: none">•• Explain how they altered the HTML to create their posters.•• Alter the basic elements within a web page using the inspect tool.• Replace the text and images in a webpage.		<ul style="list-style-type: none">• Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.• Design an automated machine that uses selection to respond to sensor data.• Search for and record weather forecast information in a spreadsheet and explain how this data is collected.• Create a video which includes weather forecast information.
Key Vocabulary <p>Animations, Average, Bar chart, Collaboration, Comment, Contribution, Data, Edited, Email account, Format, Freeze, Icon, Images, Insert, Link, Multiple choice, Numerical data, Pie chart, Presentations, Resolved, Reviewing comments, Share, Slides, Software, Spreadsheets, Suggestions, Survey, Teamwork, Themes, Transitions, code, content, copyright, CSS, end tag, fake news, hacker, heading, HTML, HTML tags, internet browser, paragraph, remixing, start tag, text, unplugged, URL, web page, web page elements, Assessment, Audience, Checklist, Collaboration, Content, Contribution, Create, Design, Embed, Evaluate, Features, Google Sites, Hobby, Homepage, Hyperlinks, Images, Insert, Online, Plan, Progress, Published, Record, Review, Style, Subpage, Tab, Theme, Web page, Website, World Wide Web, Assessment, Audience, Checklist, Collaboration, Content, Contribution, Create, Design, Embed, Evaluate, Features, Google Sites, Hobby, Homepage, Hyperlinks, Images, Insert, Online, Plan, Progress, Published, Record, Review, Style, Subpage, Tab, Theme, Web page, Website, World Wide Web, code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation, position, program, project, script, sprite, stage, tinker, variable, code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation, position, program, project, script, sprite, stage, tinker, variable, accuracy, ad, advantage, advertisement, belief, bot, computer, disadvantage, distraction, fact, hashtag, Implications, in-app purchases, influencer, opinion, program, recommendation, reliable, risk, screen time, search results, snippets, sponsored, trustworthy, cylinder, degree Celsius, evaporation, extreme weather, filming, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, satellite, script, sensor data, solar panel, temperature, thermometer, tornado, weather, weather forecast, wind speed.</p>		



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History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">• Make observations and deductions from sources.• Suggest how children's lives have changed.• Explain why children needed to work.• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.• Use sources to identify leisure activities and compare them over time.• Identify diseases from the past and discuss how effective the treatments were.	<ul style="list-style-type: none">• Explain how the Britons felt when the Romans left Britain.• Suggest reasons for the Anglo-Saxon invasion of Britain.• Name the key features of Anglo-Saxon settlements.• Identify changes and continuities in settlements from prehistoric Britain.• Make inferences about artefacts.• Describe how Anglo-Saxon beliefs changed.• Explain how missionaries spread Christianity.• Explain the threat the Vikings posed to the Anglo-Saxons.• Identify the qualities needed to be a monarch in 1066.	<ul style="list-style-type: none">• Identify the different reasons for migration to Britain.• Sequence events according to their significance for groups of people.• Explain where the Vikings came from and why they came to Britain.• Make inferences from sources.• Explain how sources can be biased.• Find evidence within a source to support their reasoning.• Describe the parts of a longboat.• Design and creating a longboat.• Describe what the Vikings traded.• Identify Viking trading routes.• Explain whether the Vikings were traders or raiders and providing supporting evidence.• Identify important events in the Anglo-Saxon and Viking struggle for Britain.• Explain the meaning of cause and consequence.• Suggest the cause and consequences of events.• Make observations and deductions about artefacts.



Key Vocabulary <ul style="list-style-type: none">Childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing wheat, hot seat, master, oath, primary source, secondary source, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, historically significant, Factory Acts, Parliament, government, ragged schools, poverty, bill, reform, leisure time, compare, plague, smallpox, flu, cholera, treatments, vaccination, Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Anglo-Saxon, Chronicle, balanced, bias, cause, consequence, Danelaw, event, longboat, one-sided, perspective, Viking, Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, duration, similarities, differences, bronze, copper, tin, trade, import, export, goods, barter, change, continuity, tribes, king/chief, reconstruction, Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Vikings.		



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Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Locational and Place Knowledge: <ul style="list-style-type: none">• Describe a biome and give an example.• State the location and some key features of the Amazon rainforest.• Name and describe the four layers of tropical rainforests.• 	Locational and Place Knowledge: <ul style="list-style-type: none">• Identify that different foods grow in different biomes and say why.• Explain which food has the most significant negative impact on the environment.	Locational and Place Knowledge: <ul style="list-style-type: none">• Identify water stores and processes in the water cycle.• Describe the three courses of a river.• Name the physical features of a river.• Name some major rivers and their location.
Human and Physical Geography: <ul style="list-style-type: none">• Understand that trees and plants adapt to living in the rainforest and give an example.• Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.• Name one way in which the Amazon is changing.• Articulate why the Amazon rainforest is important.• 	Human and Physical Geography: <ul style="list-style-type: none">• Consider a change people can make to reduce the negative impact of food production.• Describe the intentions around trading responsibly.• Explain that food imports can be both helpful and harmful.	Human and Physical Geography: <ul style="list-style-type: none">• Describe different ways a river is used.• List some of the problems around rivers.• Describe human and physical features around a river.
Geographical Skills – Maps, the atlas and globe: <ul style="list-style-type: none">• Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.	Geographical Skills – Maps, the atlas and globe: <ul style="list-style-type: none">• Describe the journey of a cocoa bean.• Locate countries on a blank world map using an atlas.	Geographical Skills – Maps, the atlas and globe: <ul style="list-style-type: none">• Identify the location of a river on an OS map.



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	<ul style="list-style-type: none"> Use a scale bar correctly to measure approximate distances. 	<ul style="list-style-type: none"> Make a judgement on the environmental quality in a river environment.
Geographical Skills – Using the compass and grid references: Summarise how the local woodland is used and suggest changes to improve the area.	Fieldwork: To design and use data collection methods to find where our food comes from. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	Fieldwork: To collect data on the features of a local river.
Key Vocabulary Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts, condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall, air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend.		



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Design & Technology Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Design (Developing, Planning and Communicating Ideas): <ul style="list-style-type: none">Write design criteria and design a sleeve that satisfies the criteria.	Design (Developing, Planning and Communicating Ideas): <ul style="list-style-type: none">Design a shape that is suitable for the project.Attempt to reduce air resistance through the design of the shape.	Design (Developing, Planning and Communicating Ideas): <ul style="list-style-type: none">Use a budget to plan a recipe.
Make (Working with Tools, Equipment, Materials and Components to Make Quality Products): <ul style="list-style-type: none">Make a template for their book sleeve.Assemble their case using any stitch they are comfortable with.	Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including): <ul style="list-style-type: none">Work independently to produce an accurate, functioning car chassis.Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.	Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including Food): <ul style="list-style-type: none">Follow a recipe with support.Adapt a recipe using additional ingredients.
Evaluate (Evaluating Processes and Products): <ul style="list-style-type: none">Identify the features, benefits and disadvantages of a range of fastening types.	Evaluate (Evaluating Processes and Products): <ul style="list-style-type: none">Conduct a trial accurately and draw conclusions and improvements from the results.	Evaluate (Evaluating Processes and Products): <ul style="list-style-type: none">Describe features of biscuits using taste, texture and appearance.
Key Vocabulary		



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Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template, chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template, cream, crunchy, cuboid, cut, design, evaluate, fold, hygiene, ingredients, layout, market research, modify, multiplication, opinion, pounds, sieve, sift, target audience, taste, texture, unique, wooden spoon, adapt, addition, appearance, budget, buttery, combine, comment, compare, construct, cream, crunchy, cuboid, cut, design, evaluate, fold, hygiene, ingredients, layout, market research, modify, multiplication, opinion, pounds, sieve, sift, target audience, taste, texture, unique.

Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Exploring and Developing Ideas:	Exploring and Developing Ideas: <ul style="list-style-type: none">• Share their ideas about a painting.	Exploring and Developing Ideas:



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<ul style="list-style-type: none">• Explore the effect of holding a pencil in different ways and applying different pressures.• Use charcoal and rubber to show areas of light and dark in their drawings.• Use scissors with care and purpose to cut out images.• Try out multiple arrangements of cut images to decide on their composition.	<ul style="list-style-type: none">• Discuss their real-life experiences of how colours can appear different.• Try different arrangements of objects for a composition, explaining their decisions.	<ul style="list-style-type: none">• Make informed choices about their use of tools.• Show they are considering alternative ways to display their sculpture when photographing it.• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.
<p>Drawing:</p> <p>Create several pencil tones when shading and create a simple 3D effect.</p> <ul style="list-style-type: none">• Demonstrate an awareness of the relative size of the objects they draw.• Create an interesting finished drawing based on their original composition,	<p>Drawing:</p> <ul style="list-style-type: none">• Describe the difference between a tint and a shade.• Produce a clear sketch that reflects the arrangement of their objects.	<p>Drawing:</p> <ul style="list-style-type: none">• Try drawing in an unfamiliar way and take risks in their work.• Use familiar shapes to create simple 3D drawings and describe the shapes they use.• Draw a simple design with consideration for how its shape could be cut from soap.



including detail such as contrast and pattern.		
Painting: <ul style="list-style-type: none"> Work co-operatively to create a joint artwork, experimenting with their methods. Use different tools to create marks and patterns when scratching into a painted surface. 	Painting: <ul style="list-style-type: none"> Share their ideas about a painting. Mix tints and shades by adding black or white paint. Use tints and shades to paint an object in 3D. Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects. 	Printing: <p>Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</p> <p>Transfer a drawn idea successfully to a soap carving.</p>
Knowledge of Artists: Can use the work of artists to replicate ideas or inspire their own work. <p>Describe how their work has been influenced by the work of El Anatsui.</p>		
Key Vocabulary <p>Composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist, abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid, figurative, form, found objects, hollow, join, mesh, model, organic shape, pliers, quarry, sculpture, secure, surface, template, texture, three-dimensional (3D), tone, two-dimensional (2D), typography, visualisation, weaving, welding.</p>		

Religious Studies Learning Objectives:



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Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">• Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs• Talk about why making connections can be helpful.• Identify some different names and ways of describing God.• Explain similarities and differences between the ways people from different worldviews understand God.• Use scripture to find out what people might believe.• Describe the links between the story of Guru Nanak and some Sikh beliefs and practices.• Explain why equality and harmony were important to many Sikhs in the past and why they are still important today.• Use a range of sources to find out what might be important to some people from the Bahá'í faith.• Compare what people with different worldviews may think about other religions.• Express ideas creatively about how and why World Religion Day is important.• Make links between their work and learning from previous lessons.	<ul style="list-style-type: none">• Describe what baby welcoming ceremonies mean to some people.• Explain the role of adults in these ceremonies, especially the promises or commitments they make.• Describe the significance of commitment ceremonies to some people.• Understand the cultural and religious importance of commitment ceremonies.• Identify various items of clothing that people wear to express their beliefs.• Explain what items may signify about an individual's commitments or convictions.• Give examples of religious fasting and dietary restrictions.• Explain some reasons why people might demonstrate their commitment to beliefs through their diet.• Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways.• Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be.	<ul style="list-style-type: none">• Identify events involved in the compilation and creation of the first Christian Bible.• Comparing different types of writing found in the Bible and discussing their purposes.• Explain the criteria used to decide which texts were included in the canonised Bible.• Explain the impact of key figures and events on the development of the modern-day Christian Bible.• Describe how and why the Christian Bible has developed over time.• Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible.• Investigate and identify where the Bible is found in different churches and how this has changed over time.• Identify examples of how the Bible has influenced modern British life.• Present their learning about the Bible's impact and relevance.



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- Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions.
- Giving some reasons why different Hindu texts might be significant to people.
- Identifying the key events that led to the writing of the Buddhist Canon.
- Discussing the importance of the Buddhist canon to some people today.
- Providing examples of why and how the Guru Granth Sahib is respected.
- Drawing out connections between beliefs and practices.
- Comparing and making links between scriptures from different worldviews.
- Identifying the role and value of scripture in some people's lives.

- Discuss and critically analyse various depictions of Jesus, considering possible historical appearances and the reasons behind diverse portrayals.
- Learn key historical facts about Jesus' life and reflect on the varied perceptions of his image.
- Identify and understand the differences between the Pharisees and Sadducees.
- Use texts and sources to build knowledge about people's lives and societal positions during the time of Jesus.
- Explore the Romans' role in Judea and their interactions with Jewish groups.
- Compare prophecies with actual events from Jesus' life and express personal views on whether the prophecies were realized.
- Examine different interpretations of miracles shown in images and understand how diverse groups might have perceived these miracles during Jesus' time.
- Describe the Easter story and the concept of resurrection, acknowledging its significance to many Christians.

- Describe some oral traditions in some ancient societies.
- Understand the reasons written traditions developed.
- Discuss why new languages develop as a result of diaspora.
- Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today.
- Identify religious and cultural uses of Hebrew and Arabic.
- Describe why some believers choose to learn and read the language of their religious scripture.
- Identify an ancient language, a translation and a commentary in a copy of a page of scripture.
- Consider what might be holy to a believer.
- Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible.
- Reflect on why some scriptures have no art or symbols.



Key Vocabulary

Athravan, Báb, Baha'I, Bahá'ulláh, belief, connection, equality, guidelines, gurdwara, guru, harmony, House of Worship, improvement, invoke, Khanda, merciful, Middle East, omniscient, origin, practice, respect, scripture, unity, authoritative, Baghavad Gita, Buddhist Canon, communication, divine, Guru Granth Sahib, holy, oral tradition, origin, revealed, sacred, source, sovereign, Tripitaka, value, Veda, Waheguru, Amritdhari, Aqiqah, baptism, Bar Mitzvah, Bat Mitzvah, Brit Bat, Brit Milah, Confirmation, fast, Khalsa Namakarana, naming ceremony, persecuted, sacrifice, Upanayana, depictions, faith, Messiah, miracles, perception, Pharisees, prophecy, resurrection, Sadducees, traditions, apply, authority, canon, Christian Bible, culture, depict, Gospel, impact, interpretation, literal, message, moral, relevant, secular, significance, spiritual, translation, classical, commentary, culture, dialect, diaspora, first language, holy, language, linguist, oral tradition, tradition, transition, translation, written scripture.

Music Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">• Identify the structure of a piece of music.• Have an idea as to when there is one layer in a piece of music and when there are two.• Play a sequence in the correct order in time with their partner.• Have two contrasting rhythms being played together.• Have two different melodies being played together.• Have a complete piece of music with four different layers with an appropriate structure.• Perform the hand jive hand actions in sequence and in time with the music.• Sing in tune and perform their actions in time.• Play the notes of the walking bass in the correct sequence.	<ul style="list-style-type: none">• Sing in tune and in harmony with others, with developing breath control.• Explain how a piece of music makes them feel with some use of musical terminology.• Perform a vocal ostinato in time.• Listen to other members of their group as they perform.• Create an ostinato and represent it on paper so that they can remember it.• Create and perform a piece with a variety of ostinatos.• Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.• Recognise, name and describe the effect of the interrelated dimensions of music.• Select instruments and sounds which match their vocabulary.• Work as a group to create a piece of music.	<ul style="list-style-type: none">• Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.• Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.• Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).• Play their break in time with the rest of their group and play in the correct place in the piece.• Play in time and with confidence; accurately playing their break.• Learn a new song, singing in time and in tune while following the lyrics.• Identify motifs aurally and play a repeated pattern on a tuned instrument.• Create and performing a motif, notating it with reasonable accuracy.



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<ul style="list-style-type: none">Independently play their part with some awareness of the other performers.	<ul style="list-style-type: none">Perform a piece of music as part of a group.	<ul style="list-style-type: none">Transpose their motif, using sharp or flat notes where necessary and change the rhythm.Combine different versions of a musical motif and perform as a group using musical notation.
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Key Vocabulary

- Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard, rock and roll, hand jive, 1950's, tempo, dynamics, notation, style, a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer, Hanami, cherry blossom, pitch, sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, dynamics, tempo, agogo, bacteria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion, backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups



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Physical Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Invasion Games – Rugby: <ul style="list-style-type: none">Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Invasion Games – Netball & Hockey: <ul style="list-style-type: none">play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Striking and Fielding – Rounders: <ul style="list-style-type: none">Use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Net Games - Badminton: <ul style="list-style-type: none">play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Gymnastics: <ul style="list-style-type: none">develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Athletics: <ul style="list-style-type: none">develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Fitness – Circuits: <ul style="list-style-type: none">take part in outdoor and adventurous activity challenges both individually and within a teamcompare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance: <ul style="list-style-type: none">perform dances using a range of movement patterns	Swimming: <ul style="list-style-type: none">swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]perform safe self-rescue in different water-based situations



Key Vocabulary

Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Citizenship: <ul style="list-style-type: none">• Understand what human rights are and why they are important.• Understand how reusing items benefits the environment.• Understand the range of groups that exist in the wider community.• Understand how community groups can focus on different areas of interest.• Understand that diversity supports a community to work effectively.• Understand the role of local councillors.•	Health and wellbeing: <ul style="list-style-type: none">• Identify and share key facts about dental health.• Describe a calm place that helps them to feel relaxed.• Describe how they feel when they make a mistake and explain what can be learned from making mistakes.• Write or describe their strengths and how they could use these in school.• Describe what makes them happy, suggesting how they could work towards this as a goal.• Explain that there are some things they can control and others they cannot.• Understand the range of emotions we can experience.• Understand what mental health is and that sometimes people might need help.	Safety and the changing body: <ul style="list-style-type: none">• Understand the reasons for legal age restrictions.• Understand how quickly information can spread on the internet and some of the risks associated with that.• Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.• Understand the difference between private and public, and secrets and surprises.• Understand how search engines work and whether information is useful.• Understand the changes they have already gone through and aware of some changes to come.• Understand that they will change physically as they develop into adults.• Understand some of the risks of smoking and some of the benefits of being a non-smoker.



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<p>Family and relationships:</p> <ul style="list-style-type: none"> • Understand that manners vary in different situations. • Understand boundaries in friendships, including physical boundaries and expectations. • Understand that what they do and say affects other people. • Understand the impact of bullying and the role bystanders can take. • Recognise male and female stereotyped characters. • Understand that stereotypes about disabilities are usually untrue. • Understand that families are all different and they offer each other support but sometimes they can experience problems. • Know what bereavement is and how to support someone who has experienced a bereavement. • 	<p>Economic wellbeing:</p> <ul style="list-style-type: none"> • Identify and justify items they consider good value for money. • Identify multiple factors that influence whether something is good value for money. • Understand the importance of tracking spending. • Identify different ways to keep money safe. • Identify a range of influences on job choices. • Suggest ways to respond to certain influences over career choices. • Identify different reasons why people might change careers • Suggest proactive steps that can be taken to challenge and overcome these stereotypes. 	<p>Transition:</p> <ul style="list-style-type: none"> • I can identify my achievement this year • I can set myself goals • I know who I can talk to if I am worried about anything
<p>Key Vocabulary</p> <p>Authority, Cabinet, Community, Council, Council officer, Diversity, Environment, Human rights, Local government, Protect, Reuse, United Nations/UN, Volunteer, act of kindness, authority, bereavement, boundaries, bystander, permission, fluoride, healthy, mental health, negative emotions, positive emotions, relaxation, resilience, skill, visualise, bank account, bank statement, career, career satisfaction, influence, password, perspective, satisfaction, security, value for money, Age restriction, Asthma, Breasts, Genitals, Law, Penis, Private, Protect. Puberty, Public, Testicles/Testes, Tobacco, Goal, Achievement, Change.</p>		



Modern Foreign Languages Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Identify and say the numbers 13 to 31.Identify and say the months of the year.Recognise and answer the question, ¿Qué mes es? – What month is it?Identify and say dates.Ask and answer the question, ¿Cuándo es tu cumpleaños? – When is your birthday?Identify key information on a calendar.Recognise and answer the question, ¿Cuándo es el día de ...? When is ... day? by giving the day and date of a particular event.Understand the gist of short texts by recognising familiar words and cognates.Listen to a short audio passage and identify key information.Complete a birthday invitation using familiar phrases.	<ul style="list-style-type: none">Form sentences to express what they want using quiero.Ask others what they want using the question ¿Qué quieres ...?Use por favor – please and gracias – thank you when making polite requests.Use greetings and courtesy phrases such as ¿Qué tal? – How are you? as part of a natural conversation.Write and perform a typical café conversation.Use accurate pronunciation when speaking aloud.Vary tone to express emotion and engage an audience.	<ul style="list-style-type: none">Pronounce the seven weather types on the spinner with a good level of accuracy; select hace or está to begin each weather phrase, mostly accurately.Ask and answer the question ¿Qué tiempo hace...? – What is the weather like...?, with mainly accurate pronunciation, using some visual prompts as a reminder.Name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text.Follow a written Spanish text while listening, keeping up with the pace of the audio.Write a weather forecast that includes the majority of the success criteria, alongside a labelled map of Spain with weather symbols.Use accurate pronunciation when speaking aloud; identify some cities on a map of Spain.
<ul style="list-style-type: none">Ask and answer the question, ¿Tienes una mascota? – Do you have a pet? using the correct pronunciation.Identify some animal names.	<ul style="list-style-type: none">Identify the meaning of festival-related vocabulary.Use a bilingual dictionary to translate some verbs into Spanish.	<ul style="list-style-type: none">Build sentences about Peru using the model hay/no hay + [plural noun].Repeat animal names with increasing accuracy.



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<ul style="list-style-type: none"> Identify a noun's gender by looking at the preceding indefinite article. Select the correct form of an adjective to ensure it agrees with the noun it describes. Choose suitable adjectives to describe an animal's characteristics. Show understanding of a story by making plausible predictions. Select appropriate words and phrases to adapt sentences and write their own story. Read aloud using accurate pronunciation. Change intonation to differentiate between statements and questions. Vary their tone to express emotion and engage their audience. 	<ul style="list-style-type: none"> Express what they like and dislike to do. Listen to spoken language and identify meaning. Identify appropriate nouns to give more detail about a particular action. Write paragraphs describing what they like and dislike to do at specific celebrations. 	<ul style="list-style-type: none"> Apply an understanding of nouns to create the plural form. Create original, written sentences adapted from a model, including some vocabulary from memory. Form adjectives to agree with the gender of the noun that they describe. Speak complete, descriptive phrases with clear pronunciation. Use tone of voice where appropriate to engage their audience.
<p>Key Vocabulary</p> <p>Enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre, ¿Cuándo?, Cumpleaños, na mascota - a pet, amistoso – friendly, energético – energetic, feroz – fierce, grande – big, lento – slow, mono – cute, obediente – obedient, negra – black, pequeño – small, rápido – fast, roja – red, tímido – shy, tranquilo – calm, travieso – naughty, para, beber, comer, quiero, con, por favour, gracias, ¿Qué quieres beber?¿Qué quieres comer?, Aquí tienes. Qué aproveche!, primer plato, segundo plato, postre, me gusta, me gusta mucho, no me gusta, ¿te gusta ...?, bailar, cantar, comer, corer, dibujar, escuchar, hacer, jugar, lanzar, recibir, salir, tocar, ver, el tiempo, está lloviendo, está nevando, está nublado, hace buen tiempo, hace mal tiempo, hace calor, hace frío, hace sol, hace viento, ¿Qué tiempo hace hoy?, el norte, el este, el sur, el oeste, hay, muy, un poco, la selva tropical, soy.</p>		