










CLASS 4 CURRICULUM MAP 2024-25

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------|--|---|---|---|---|---|
| TOPIC | VICTORIANS AND MOUNTAINS | |  MAPS AND MAYANS | | THE EFFECTS OF WWII | |
| ENGLISH | The Man who walked between the Towers (biographies) and the Promise (narrative poems) | Rain Player (Analytical essays) and The Tempest (Playscripts) | The Lost thing (narrative) and The Lizzie and Belle Mysteries (Biographies) | The Sleeper and the Spindle (Fairy Tales), Beowulf (legends) and Firebird (narrative) | A Beautiful Lie (New Chapters) and Anne Frank (Newspaper Articles) | Origami Yoda (Discussion texts) and Curiosity (explanations) |
| MATHS | Place Value Addition and Subtraction Multiplication and Division  | Fractions Multiplication and Division |  Fractions Decimals Area, Perimeter and Volume | Area, Perimeter and Volume Decimals Percentages |  Ratio Algebra Shape | Position and Direction Statistics Converting Units |
| SCIENCE | Earth and Space | Forces | Living things and their habitats (life cycles) | Living things and their habitats (classification) | Evolution and inheritance | Electricity |
| COMPUTING | 5.3 We are architects Creating a virtual space Information Technology | 5.6 We are VR designers Experimenting with virtual and augmented reality Information Technology | 5.5 We are adventure games Creating an interactive adventure using presentation software Information Technology | 6.1 We are toy makers Coding and physical computing Computer Science | 6.5 We are advertisers Creating a short television advert Information Technology | 6.6 We are AI developers Learning about artificial intelligence and machine learning Computer Science |
| PE | Swimming Game On - Tennis | Swimming Game On - Football | Dance Game On - Speed, agility and Coordination | Gymnastics Game On Cricket (Y6) Forest School (Y5) | Athletics Game On Netball | Outdoor Adventurous Activities Game On Cricket (Y5) Forest School (Y6) |
| RE | Why is the gospel such good news for Christians? | What sacred texts and other sources say about God, the world and human life - Parables | What sacred texts and other sources say about God, the world and human life - Hinduism | Worship, Pilgrimage and Sacred Places | What is the great significance of the Eucharist for Christians? | Encountering Buddhism |

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| HISTORY | Victorians including Local History | | The Maya |  | World War II | |
| GEOGRAPHY | | Mountains | | Map Work | | Energy and Sustainability |
| DT |  | <u>Mechanisms - Cams, levers and pulleys:</u> Design and make a Victorian toy that nursery can play with. | <u>Cooking:</u> Learn how to make a quick Mexican lunch for our parents to eat when hosting our Mexican day (fajitas, including the dips to accompany it). |  | <u>Textiles:</u> Make do and mend |  |
| ART | Creating a landscape picture using lines to show depth/perspective | |  | | Appraising the work of Henry Moore, using shading to create a tunnel picture | Exploring artwork which shows movement |
| MUSIC | <u>What Shall we do with the Drunken Sailor</u> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. | <u>Introduction to Songwriting</u> Structure (verse/chorus), hook, lyric writing, melody | <u>Building a Groove</u> Beat, rhythm, basslines, riffs. | <u>Epoca</u> Texture, articulation, rhythm, tango. | <u>Baloo Baleerie</u> Lullaby, 3/4, 4/4, pentatonic scale, question and answer, accompaniment. | Production - Singing |
| PSHE | <u>Being me in my world</u> Identifying goals for the year | <u>Celebrating difference</u> Perceptions of normality | <u>Dreams and goals</u> Personal learning goals - in and out of school | <u>Healthy me</u> Taking personal responsibility | <u>Relationships</u> Mental Health | <u>Changing me</u> Self-image, body image |
| MFL - SPANISH | <u>Greetings. Describing me and others</u> <ul style="list-style-type: none"> In class In Peru | <u>Having - What I have; What others have</u> <ul style="list-style-type: none"> At home | <u>Doing - What I and others do</u> <ul style="list-style-type: none"> In a club Weekend Afternoon | <u>Talking about more than one. How many; describing things</u> <ul style="list-style-type: none"> Parts of the body my monster | <u>Being. Describing things and people</u> <ul style="list-style-type: none"> Birthdays Favourites States | <u>My likes and dislikes</u> <ul style="list-style-type: none"> Summer Mum's work |
| CURRICULUM ENRICHMENT | | | Visit to a synagogue | | | Overnight Residential |