

# KS2 Curriculum Mapping 2016 – 2017

## Year 4

 	<p><b>Autumn 1</b> (7 weeks 2 days) (6 weeks 4 days) Term starts: Thursday 1st September 2016 until Friday 21st October 2016</p> <p>2 training days Thurs 1<sup>st</sup> and Friday 2<sup>nd</sup> September</p> <p>Eid day 12<sup>th</sup> September</p> <p>Half Term holiday: Monday 24th October 2016 until Friday 28th October 2016</p>	<p><b>Autumn 2</b> (7 weeks) Term starts: Monday 31st October 2016 until Friday 16th December 2016</p> <p>Christmas Holiday: Monday 19th December 2016 until Monday 2nd January 2017</p>	<p><b>Spring 1</b> (6 weeks 4 days) (6 weeks 3 days) Term starts: Tuesday 3rd January 2017 until Friday 17th February 2017</p> <p>1 training day Tuesday 3<sup>rd</sup> January</p> <p>Half Term holiday: Monday 20th February 2017 until Friday 24th February 2017</p>	<p><b>Spring 2</b> (6weeks) Term starts: Monday 27th February 2017 until Friday 7th April 2017</p> <p>Easter Holiday: Monday 10th April 2017 until Friday 21st April 2017</p>	<p><b>Summer 1</b> (4 weeks and 4 days) Term starts: Monday 24th April 2017 until Friday 26th May 2017</p> <p>May Day Holiday: Monday 1st May 2017</p> <p>Spring Bank Holiday: Monday 29th May 2017 until Friday 2nd June 2017</p>	<p><b>Summer 2</b> (7 weeks) (6 weeks 4 days) Term starts: Monday 5th June 2017 until Friday 21st July 2017</p> <p>Eid day 26<sup>th</sup> June</p>
<p>Topic / Theme</p>	<p>The Rainforest</p>	<p>Interailing around Europe</p>	<p>Greedy Greeks</p>	<p>Burps, Bottoms and Bile!</p>	<p>Harry Potter</p>	<p>Pompeii</p>
<p>Book Study</p>	<p>Running Wild – Michael Morpurgo</p>		<p>Greek Myths and Legends</p>		<p>Harry Potter</p>	
<p>Events, visits and enrichments</p>	<p>Tropical World Local Woods Share DT learning</p>	<p>Making landscapes BLP week beginning Monday 7th November Share DT learning Anti-bullying week</p>	<p>Greek Restaurant Food Experience</p>	<p>Thackeray Medical Museum</p>	<p>Peak Rail</p>	<p>History Van Roman</p>
<p>English Genre (s) Writing Opportunities</p>	<p>Writing Narratives Setting descriptions Character</p>	<p>Comparing Different locations</p>	<p>Greek Myths and Legends</p>	<p>Recount Newspaper style reports</p>	<p>Narratives around Harry Potter</p>	<p>Persuasive Writing /Advertisement  Joining an army</p>

	<p>descriptions</p> <p>Writing dialogue</p>					<p>Odd medical things to buy</p> <p>Persuading the Brits to become Christians</p>
<p>Maths Links</p>	<p>Measures</p> <p>Capacity – measure rainfall in the UK</p> <p>Comparing data</p>	<p>Distances</p> <p>Money</p> <p>Timetables</p> <p>Currency</p>	<p>Graphs for data</p>	<p>Measures for the Science experiments</p>	<p>Capacity for states of matter</p> <p>Temperature</p>	
<p>Science</p>	<ul style="list-style-type: none"> <li>•recognise that living things can be grouped in a variety of ways</li> <li>•explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>•recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>•construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Learning will link to the rainforest and our local environment</b></p>	<ul style="list-style-type: none"> <li>•identify common appliances that run on electricity</li> <li>•construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>•identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>•recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>•recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Learning will link to DT and models will be made</b></p>	<p><b>Investigative learning – links to the ancient Greeks</b></p>	<ul style="list-style-type: none"> <li>•describe the simple functions of the basic parts of the digestive system in humans</li> <li>•identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>This will be our main theme</b></p>	<ul style="list-style-type: none"> <li>•compare and group materials together, according to whether they are solids, liquids or gases</li> <li>•observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>•identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Learning will link to Harry Potter and potion making</b></p>	<ul style="list-style-type: none"> <li>•identify how sounds are made, associating some of them with something vibrating</li> <li>•recognise that vibrations from sounds travel through a medium to the ear</li> <li>•find patterns between the pitch of a sound and features of the object that produced it</li> <li>•find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>•recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Learning will link to the Romans</b></p>
<p>Across the year the skills of working scientifically will be taught. There will be a particular focus on these skills during half term 3.</p> <ul style="list-style-type: none"> <li>• The asking of relevant questions and using different types of scientific enquiries to answer them.</li> <li>• The setting up of simple practical enquiries, comparative and fair tests.</li> <li>• The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions.</li> <li>• The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• The identification of differences, similarities or changes related to simple scientific ideas and processes.</li> </ul>						

<b>Computing</b>	<ul style="list-style-type: none"> <li>The use of straight forward scientific evidence to answer questions or to support their findings.</li> </ul> <p>Computing will be taught by Junior Jam across the year design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Collaging in the style of Jean Baker</b> <b>Oenone – depth and perspective</b> <b>Helen Cowcher</b> <b>Mosaic – clay tiles as in Rio Steps</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Learning about great European artists</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Greek clay pots</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Portraits</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Stained glass</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Frescos</b></p>
<b>Music</b>	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul> <p><b>Explore the music of Ancient Greece</b></p>	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> </ul> <p><b>Music Theory</b></p>	<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p><b>Film Music and its impact</b></p>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p><b>Explore the music of ancient Rome</b></p>

	<p>with increasing accuracy, fluency, control and expression</p> <p><b>Emulating the sounds of the rainforest</b></p>	<p>with increasing accuracy, fluency, control and expression</p> <p><b>Music traditions from around Europe</b></p>				
DT	<ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p><b>Explore food from different European countries</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p><b>Greek Food</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Trojan Horse building</b></p>	<ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Digestive System in a box</b></p> <p><b>Simulating the digestive system</b></p>		<ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Making volcanoes</b></p>

	<p><b>Design and make musical instruments / head dresses</b></p>	<p>qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Make trains</b></p>				
History			<p>A study of Greek Life and achievements and their influence on the western world</p> <p><b>Life Ancient Greece</b></p>			<p>The Roman Empire and its impact on Britain</p> <p><b>Romans in Great Britain</b></p>
Geography	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Locating the world's rainforests</b></p>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Locating European countries and learning about</b></p>			<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Focus on London</b></p>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</li> </ul> <p><b>Learning about how they occur</b></p>

		<b>them</b>				
<b>PE</b>	<p>All children will receive a block of swimming across the year.</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>					
<b>RE</b>	<p><b>Year 4: Inspirational people in today's world</b>          What can we learn from great leaders and inspiring examples in today's world? Hindu, Christian, Buddhist</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>experience well told story telling, and <b>develop their own skills</b> as story tellers in relation to 'great lives' in religious story (A2)</li> <li><b>describe</b> the lives of some inspirational spiritual and leaders from the modern world (A2)</li> <li><b>understand</b> how key leaders can be sources of wisdom for religious believers (A2)</li> <li><b>explore</b> the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2)</li> <li><b>apply ideas</b> of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)</li> </ul> <p><b>Dalai Lama</b></p>	<p><b>Year 4: Symbols and religious expression:</b>          How do people express their religious and spiritual ideas on pilgrimages?          Muslims and Christians</p> <ul style="list-style-type: none"> <li>find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1)</li> <li><b>consider why</b> people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);</li> <li>linking to English, pupils <b>find out more</b> about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3);</li> <li>Linking with the expressive arts curriculum, pupils create works of art or music which <b>express their understanding</b> of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a</li> </ul>				<p><b>Year 4: Inspirational people from long ago:</b>          What can we learn from inspiring leaders who started religions?          Moses, the Buddha, Jesus and Muhammad.</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li><b>respond thoughtfully</b> to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);</li> <li><b>respond thoughtfully</b> to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)</li> <li><b>consider</b> how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)</li> <li><b>respond thoughtfully</b> to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2);</li> <li><b>respond thoughtfully</b> to stories about the birth, search and enlightenment of the Buddha (A2)</li> <li>use their thinking about stories of Moses, the Buddha, Jesus or</li> </ul>

		<p>pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).</p> <p><b>Find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding. Consider why people go on pilgrimages- Lourdes.</b></p>				<p>Muhammad to <b>explore</b> how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding. Consider why people go on pilgrimages- Lourdes. Ramadan) (B3)</p> <p><b>discuss and present thoughtfully</b> their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)</p> <p><b>Moses, Jesus, Buddha and Mohammad</b></p>
<b>P4C</b>	Throughout the year children will discuss and a range of subjects that link with their topics. For example in half term 1 the children will explore the reasons why the rainforests are being destroyed and the impact this has on the world.					
<b>Book links</b>	<b>Where the forest meets the sea. The Great Kapok Tree</b>		<b>Horrible Histories</b>		<b>Harry Potter</b>	<b>Horrible Histories</b>
<b>MFL</b>	<p><b>Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered.</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> </ul>					