Hanwell Fields Community School
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Curriculum Map
Foundation Subjects
Year 4

	Life of an evacuee in WWII Extreme weather	De-forestation in Rainforest The “chocoliscious” Mayans	Roaming Romans Shakespearian England
Working Scientifically	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.		

Science	**States of matter:** • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sound:** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. **Electricity:** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.	**Animals, including humans:** • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. **Living things and their habitats:** • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.

Computing	**Digital Literacy- Online Safety:** • Recognise acceptable/ unacceptable online behaviour. • Talk about a range of ways to report concerns about content and contact. **Information technology- Using a variety of software:** • Use a range of technology to share digital resources including charts, articles and audio/ visual presentations, with a selected audience. • Collaborate with others using digital tools.	**Computer Science- Coding:** • Write algorithms using a visual programming tool that achieve specific goals. • Debug a program created by a visual programming tool to achieve a given aim. • Solve simple problems by decomposing them into smaller parts. **Digital Literacy- Effective Searching and Evaluating:** • Use search engines effectively to find specific information. • Recognise when digital content or data is inaccurate or misleading.	**Computer Science- Hardware Investigating:** • Explain that computers can be connected using networks. • Draw a simple network map. • Compare, analyse and evaluate digital content from different sources. **Information technology- Using databases:** • Use a range of digital tools to gather information/ data. • Collaborate with others using digital tools.

History	**WW2** • Events leading to WW2, key events of WW2 in Britain e.g., Blitz. • Aspects of daily life and how to keep safe during the war, rationing, air raid shelter. **Rainforests -** • Who were the first tribes and how they have changed over time? • How rainforests have changed over time.	**To be developed - Early Islamic Civilisation** Historical significance What did the early Islamic civilisations do for us? **Ancient Rome** Change & continuity How did Ancient Rome change over time? • Romans - Roman empire - key figures of the Roman empire. • How the Romans contributed to modern society. • Locating where Romans invaded on a map. Roman architecture.	**Local History** Historical significance **Shakespeare-** • Looking at local study of where he was born. • Why is Shakespeare famous today? • How has Stratford Upon Avon changed since 1500-1600's • How has Shakespeare's birthplace been important in our community?
Geography	**WW2- Observe, measure, record and present the human and physical features in the local area:** • Axis and allies - countries and locations. • Banbury land usage comparison over time.	**Extreme Weather- Understanding why earthquakes take place and what effects they can have on human settlements.** • Use atlases to identify countries. Physical geography e.g., earthquakes.	**Rainforests- Geographical similarities and differences of South America.** • Identify position of equator and tropics. • Describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts.

Art & Design	**Drawing – Henry Moore Underground** •Study images from Henry Moore Make studies from observation with increasing accuracy, using techniques to show perspective •Make line and shape drawings from observation adding light/dark tone, colour and features. Use a range of drawing pencils, experimenting with cross hatching, shading, stippling etc •Draw from different viewpoints •Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame	**Collage – Mayan Masks** •Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements •Improve the skills of overlapping and overlaying to place objects in front and behind •Use understanding of Mayan Gods to draw an image from their imagination •Use human and animal shapes to create a mask for a specific purpose – death, war, priest, celebration •Design and make a 3D form and consider its function • Decorate using colour to reflect mood and purpose •Compare the traditional art of the Mayans with Lascaux cave paintings, with focus on use of colour	**Collage – Roman Mosaic** •Select and use cutting tolls and adhesives with care for a specific outcome •Explore how a stimulus can be used as a starting point for work in 3D, with a particular focus on form, shape, colour, pattern and texture •Use a study of work in 3D from other times and cultures to develop their own models, experimentation and designs •Make imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome •Contribute to a large-scale piece, use a viewfinder to focus on a specific section of a larger work •Embellish decoratively, ensure that fixings selected are secure.

D&T	**Electrical Control – alarms – link to Anderson Shelters** **Investigate, disassemble, evaluate** •Discuss examples of alarm systems – when and where they are used and what for. •Discuss dangers of mains electricity •Look at and take apart a range of commercially produced switches which work in different ways – slide, reed, tilt, push to make, push to break **Focused practical task** •Experiment with producing circuits that are triggered in some way e.g., someone treading on something or lifting something, including using a computer programme •Discuss the idea of 'feedback' in an alarm system e.g., motion sensors trigger bell to ring **Design and make, evaluate** •Consider the design brief – What type of circuit and switch will be used? How will a control box or programme be used? Action plan •Create a prototype and review how well it works. Review during the process, Test •Evaluate final product linking back to the design brief	**Create a pop-up page linked to the rainforest** **Mechanisms – linkages** **Investigate, disassemble, evaluate** •Look at pop up books and greetings cards with pop ups and moving parts – spinners, levers, tabs, sliders. How do the parts move? What are the mechanisms and how do they work? Number of parts? How are parts joined? What is the impact made? •Look at layout, size, font used for text and how pictures, colour has been used **Focused practical task** •Model different types of mechanism using paper/card, split pins, paper clips, drawing pins **Design and make, evaluate** •Set design brief – A guide to the rainforest with pop ups and moving parts for a child •What mechanisms will be used? How many moving parts? How many pages? •Consider the way each page will be finished. •Make an outline plan, list tools materials and processes and set the order of making •Evaluate	**Textiles** **Create a money purse – link to Romans** **Investigate, disassemble, evaluate** •Look at a collection of purses, wallets and belt bags. Consider the seams, seam allowance, fastenings and identify key parts – gusset, strap, hem •What sort of fabric is used? How does this relate to its purpose? How is it reinforced? Who is it used by? **Focused practical task** •Practise running stitch, back stitch, starting and finishing, weaving and knitting on pieces of fabric – Which is strongest and why? •Discuss the properties of different types of fabric and select one suitable for the task •Practise with different types of fastening and select one suitable for the task **Design and make, evaluate** •Set design criteria- draw up a design spec with alternative ideas, final drawings and action plan •Review progress – How well is this working? Are changes to the design needed? •Evaluate finished product

Music	**Pulse and Rhythm -** boomwhackers MU1. Recognise, name and follow simple musical notation (crotchets, minims, quavers, semibreve). Maintain a simple rhythm accurately alongside a different one. IC2. Create simple rhythmic patterns, melodies and accompaniments in their own composition S2. Maintain an independent part in a small group, e.g. rhythm, ostinato, drone, simple part singing, etc.	**Singing and Composing -** melody (Charanga) S1. Sing confidently and fluently, maintaining an appropriate pulse S2. Maintain an independent part in a small group, e.g. rhythm, ostinato, drone, simple part singing, etc. IC3. Compose and perform their own short melodic phrase within a range of 3 notes, using minims, crotchets and quavers. Position notes to reflect their pitch (not on the stave)	**Composition –** soundscape linked to topic IC1. Use voice, sounds, technology and instruments in creative ways when planning a composition P1. Plan, follow and lead simple performance directions, such as cues and changes in dynamics LA1. Offer comments about own and others' compositions and ways to improve; accept feedback and suggestions from others MU2. Timbre: Discuss the timbre of sounds used in their own and others' compositions
PE	Cross Country: mental resilience, stamina, fitness, pacing, sprint finishing, working in groups Striking different balls in different ways: Tennis, cricket, rounders, hockey, badminton Tag rugby: reminding the basics: stay behind the ball, run forward, pass backwards. Understanding how to create space, working at speed, developing decision making, passing. Netball: space and speed, communication, space hunting, marking, area restrictions.	Gymnastics: putting together a short performance using equipment. Self-assessed and peer assessed. Sports Hall Athletics: full set of events. Working towards awards. Hockey: space, tackling, pushing and hitting, marking.	Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication. Athletics: Quad kids – 60m sprint, 400m run, Standing long jump, vortex throw. Cricket & rounders: bowling, fielding, catching, batting. Tennis: forehand and backhand, controlling the ball

RE	**<u>Islam</u>** • Understand the importance of prayer in Islam and how it helps connect to Allah. • Know the places of worship including Mecca. • Explain what the pilgrimage is and some of the routines that Muslims do there. **<u>Christianity</u>** • Understand the significance of places of worship in Christianity. • Identify the features inside a church. • Understand the significance of Jerusalem.	**<u>Judaism</u>** • Explain the importance of Purim and Passover and explain the story of Esther. **<u>Buddhism</u>** • Explain the role of monks and nuns in Buddhism. • Identify Buddhist communities and how they support each other.	**<u>Sikhism</u>** • Recognise the importance of scriptures in Sikhism and identify some of the messages they contain. • Identify the key artefacts and explain their significance. **<u>Hinduism</u>** • Identify some of the Gods/Goddesses and explain their roles. • Understand who Brahma is.

PSHE and RSE	**<u>Me and my relationships</u>** Recognise that there are times when they might need to say 'no' to a friend. Give examples of strategies to respond to being bullied, including what people can do and speak. **<u>Valuing difference</u>** Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Recognise that you have different types of relationships with people they know e.g., close family, wider family, friends, acquaintances. List the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).	**<u>Keeping myself safe</u>** Identify images that are safe/unsafe to share online. Define what is meant by the word 'dare' and identify from given scenarios which are dares and which are not. Understand some of the key risks and effects of smoking and drinking alcohol. Think about who influences them. Who might they follow on YouTube or a blog? **<u>Rights and responsibilities</u>** Understand that all humans have rights and responsibilities. Recognise that reports in the media can influence the way they think about a topic. Define the terms 'income' and 'expenditure' and list some of the items and services of expenditure in the school and in the home.	**<u>Being my best</u>** Give examples of choices you make for yourself and choices others make for you. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Suggest ways in which different people support the school community and identify qualities and attributes of people who support the school community. Understand the importance of your mental health. **<u>Growing and changing</u>** Understand how the onset of puberty can have emotional as well as physical impact. Understand that marriage is a commitment to be entered into freely and not against someone's will. Recognise that marriage includes same sex and opposite sex partners.
French	Revise Year 3 work. Numbers to 20, maths terms Sentence creation; j'ai/je suis, questions.	Further conversation; give age and express opinions. Vocab; days of week, food, some family.	Grammar; gender and plurals, agreement, le, la, les. Learn more phonemes. learn more about French culture, food, euro.