

BARNES PRIMARY SCHOOL CURRICULUM MAP

YEAR GROUP: 4

		AUTUMN	SPRING	SUMMER
	THEME	Title of Learning Theme CONFLICT	Title of Learning Theme CIVILISATIONS	Title of Learning Theme CHANGE
CORE CURRICULUM	ENGLISH	<p>Texts studied:</p> <ul style="list-style-type: none"> Gentle Giant The Lion and the Unicorn Non-fiction text: The Blitz Krindlekrax <p>Writing outcomes: Formal persuasive letter Diary Non-chronological report Biography Description (character)</p>	<p>Texts studied:</p> <ul style="list-style-type: none"> Greek Myths: Odysseus, Perseus and the Gorgon Medusa, Icarus and Daedalus Poetry: The Road Less Travelled by Robert Frost and The Tunnel by Brian Lee The Firework Maker's Daughter <p>Writing outcomes: Description (an event) Newspaper article Poem Narrative Description (a setting)</p>	<p>Texts studied:</p> <ul style="list-style-type: none"> The Miraculous Journey of Edward Tulane The Village That Vanished Non-fiction text: Rivers <p>Writing outcomes: First person account (2 pieces) Autobiography Playscript Information Leaflet (linked to Change theme) Non-chronological report (linked to science)</p>
	MATHS	<p>Number</p> <ul style="list-style-type: none"> count in multiples of 3, 4, 6, 7, 8, 9, 25 and 1000 ☐ find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ☐ order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate multiply two-digit and three-digit numbers by a one-digit number using formal written layout ☐ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using informal written layout solve problems involving multiplying 	<p>Fractions</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{2}{3}$, $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places <p>Measure</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ☐ find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 	<p>Geometry</p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon <p>Number review</p> <ul style="list-style-type: none"> Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Children are fluent in the formal written method of short multiplication and short division and formal and written methods of columnar addition and subtraction where appropriate

	<p>ONGOING</p>	<p>Statistics – Linked to Science and Geography work</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Using and applying investigations: A range of investigations using the enrich website</p>		<p>Statistics – Linked to Science and Geography work</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Using and applying investigations: A range of investigations using the enrich website 		<p>Statistics – Linked to Science and Geography work</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Using and applying investigations: A range of investigations using the enrich website 	
	<p>SCIENCE</p>	<p>Topic: Electricity</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram Key learning points: materials which insulate or conduct electricity, circuits, electrical symbols, how to affect the brightness of a bulb in a circuit. 	<p>Topic: Solids and liquids and gas – States of Matter</p> <ul style="list-style-type: none"> 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 or research the temperature at which this happens in degrees Celsius (°C) compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Key learning points: properties of solids and liquids, viscosity, dissolving and solutions, measuring liquids</p>	<p>Topic: Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Key learning points: friction as ‘grip’, using a forcemeter, air resistance, water resistance</p>	<p>Topic: animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify the different types of teeth in humans and their simple functions 	<p>Topic: Animals including Humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Key learning points: major organs of the human body, the human skeleton, that muscles operate in pairs, properties of bones, pulse rate experiment</p>	

	Computing	<p>E-safety Think before you post</p> <p>Why do we need to keep personal information secure online? Know a range of ways to report concerns.</p>	<p>Coding: Scratch Create an animated scene using Scratch</p> <p>Key skills developed: Write a program using given code to achieve a specific purpose.</p>	<p>E-safety How do we know if websites are reliable?</p> <p>Coding: Kodeable and Bebras Challenge Key skills developed: Write a program using given code to achieve a specific purpose. This unit builds upon previous Scratch unit, using alternative programs with increasing levels of complexity.</p> <p>Word processing and publishing Key skills developed: using Microsoft Publisher and Word to design a front page newspaper article (linked to Ancient Greece learning theme). Children will create columns, vary font size according to function on newspaper page, paragraphing, spell check and print.</p>	<p>E-safety Securing our information - passwords</p> <p>Film making What is Barnes Primary doing to be a sustainable school? Key skills developed: taking photographs, using multimedia and recording sound, line graphs (excel) Using Moviemaker on iPads</p> <p>Digital literacy - what is the internet? Understand what the internet is and how it works.</p>
FOUNDATION SUBJECT / LEARNING THEME	HISTORY	<p>Learning theme: Conflict Britain at War – A Significant Turning Point in British History</p> <p>Content: the causes of the Second World War and the impact of the war on people locally, nationally and internationally. The Blitz, rationing, the Battle of Britain and evacuation.</p> <p>Key skills developed: interpreting primary and secondary sources (objects, documents, maps, posters, photographs, film clips, audio recordings, buildings in the local area, interviewing of 'real evacuees'), identifying bias in photographs, chronology of twentieth century.</p>	<p>Learning theme: Civilisation</p> <p>Content: Ancient Greece and its legacy on the western world</p> <p>Key skills developed: What does Ancient Greek pottery tell us about their civilisation? Children to interpret primary and secondary sources. Improve understanding of chronology, researching the city states of Ancient Greece. Investigate famous Greek achievements and their influence on the western world</p>	<p>Learning theme: Change</p> <p>Content: no history content</p> <p>Key skills developed:</p>	
	GEOGRAPHY	<p>Learning theme: Conflicts</p> <p>Key skills developed: identifying urban areas in the UK; identifying countries in Europe and the wider world using an atlas; plotting a history walk on a map of the local area</p>	<p>Learning theme: Civilisations – case study on the Mediterranean</p> <p>Key skills developed: locating different countries in the world; describing the location of a country in a variety of ways; identify different environmental regions in Europe; identifying key physical characteristics of the Mediterranean; identifying major cities in the Mediterranean; identifying the position of the Equator, the Northern Hemisphere, the Southern Hemisphere, the North and South Poles.</p>	<p>Learning theme: Change Sustainability/environmental issues</p> <p>Content: Man's effect on the local environment. The River Thames - How does the River Thames change from source to mouth? / How has the river changed over time? Is the River Thames polluted?</p> <p>Key Skills learnt: field work on the Thames looking at the condition of the river's water and the affect it has on wildlife. Interpreting sources to understand how the river has been used through history. Understanding effects of our actions on nature.</p>	
	DESIGN TECHNOLOGY	<p>Learning theme: Conflicts</p> <p>Content: Making a morse code machine</p> <p>Key skills developed:</p> <ul style="list-style-type: none"> 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 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>Learning theme: Civilisations</p> <p>Content: Create a moving scene with a card mechanism: the Ancient Olympics.</p> <p>Key skills developed:</p> <ul style="list-style-type: none"> 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 understand and use mechanical systems in their products, select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Learning Theme: Linked to Science focus on types of food</p> <p>Content: To design and make a healthy snack</p> <p>Key Skills developed:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	

	ART	<p>Focus 1: Poppy collage inspired by Matisse</p> <p>Focus 2: Blitz skyline inspired by the Impressionist movement</p> <p>Key skills:</p> <ul style="list-style-type: none"> • using chalk pastels to blend (linked to Conflict theme) • using scissors to create a collage (linked to Conflict theme) • using sketchbooks to document ideas <p>Over the course of the year, each child will have six group sessions with the school's artist in residence.</p>	Arts week – content determined by focus of the week.	<p>Focus: to create a pencil drawing of a seed and a watercolour of a seed, leaf and flower - the life cycle of a sunflower</p> <p>Key skills:</p> <ul style="list-style-type: none"> • using sketching pencils to mark make • develop observational drawing techniques • using water colours. <p>Over the course of the year, each child will have six group sessions with the school's artist in residence.</p>
	PHYSICAL EDUCATION	<p>Mr Pashley (games): football and rugby</p> <p>Class Teachers: Swimming</p>	<p>Mr Pashley (games): athletics and netball</p> <p>Class Teachers: Dance leading to end of term dance production</p>	<p>Mr Pashley (games): cricket and tennis/rounders</p> <p>Class Teachers: Gymnastics, a range of Outdoor Adventurous Activities</p>
	PERSONAL DEVELOPMENT	<p>Focus: Assertiveness</p> <p>This unit is linked to the Conflict learning theme. We investigate, using role play, the three main types of behaviour:</p> <ul style="list-style-type: none"> - passiveness - assertiveness - aggression <p>This is then linked to WW2 and the causes of the conflict</p>	<p>Focus: Citizenship & democracy human rights</p> <p>This unit is linked to the learning theme of ancient Greece. We learn about what democracy means and how it manifests itself in a society</p> <p>Focus: Mental wellbeing</p> <p>Mental wellbeing is a normal part of daily life, in the same way as physical health. Children will learn simple self-care techniques, where and how to seek support and understand that there is a normal range of different emotions.</p>	<p>Focus: Growing and Changing</p> <ol style="list-style-type: none"> 1. The Human Life cycle 2. Growing and changing 3. Body changes and reproduction 4. What is puberty? <p>and</p> <ol style="list-style-type: none"> 5. Feeling, thinking doing – changing relationships
	RELIGIOUS EDUCATION	<p>Focus: What does religion mean to you?</p> <p>Can you have a religion without god? Can you have a joint set of beliefs and not be religious?</p> <p>Children investigate the main beliefs of:</p> <ul style="list-style-type: none"> - Buddhism - Humanism <p>What can we learn from Humanism? What can we learn from Buddhism?</p>	<p>Focus: Islam – What does it mean to be part of the Islamic Faith?</p> <p>Children to investigate: where Islam was founded and who founded the Muslim faith, the key beliefs held by Muslims, the key features in a Muslim's place of worship, name and explain the key Muslim festivals, what the Muslim holy book is and how it is used and recognise the main symbol associated with Islam.</p>	<p>Focus: What is a rite of passage? How do we mark rites of passage? How are rites of passage observed by different religions?</p> <p>Rites of Passage – Naming ceremonies</p> <p>Focusing on Christianity, Islam, Judaism and Humanist naming ceremonies. How are they similar and how are they different?</p>