AUGHTON CHRIST CHURCH CURRICULUM MAP Year 4

SUBJECT	Autumn			Spring			Summer		
Theme	**SMASHING SAXONS**		**BONJOUR PARIS!**	**IN A LAND PHAROAH WAY**		**IT'S JUST RUBBISH!**	**COTTON COUNTY**		**FROM SOURCE TO SEA**
Christian values	**Thankfulness**		**Trust**	**Perseverance**		**Justice**	**Service**		**Truthfulness**
MATHS	Place Value, Addition and Subtraction, Length and Perimeter, Statistics, Addition and Subtraction, Multiplication, Division, Time, 3-D shape.			Place value, Multiplication, Division, Addition and Subtraction, Fractions, Addition and Subtraction and Money, 2-D Shape and Sorting, Position and Direction, Area, Statistics, Measures.			Place Value, Addition and Subtraction, Multiplication and Division, Area, Fractions, 2-D and 3-D Shape, Statistics, Place Value.		
ENGLISH UNIT	**Unit: Narrative - Stories with a historical setting** *Beowulf* *by Rob Lloyd Jones*	**Unit: Non-Fiction – Non-chronological report** *Kids' Travel Guide – France*	**Unit: Classic poetry** *Jabberwocky* *by Lewis Carroll*	**Unit: Narrative - Fairy tales with a twist** *Egyptian Cinderella* *by Shirley Climo*	**Unit: Non-Fiction – Explanation Text** *Mummification*	**Unit: Poems on a theme** *The Sound Collector* *by Roger McGough*	**Unit: Narrative – Film and play scripts** *The Pied Piper* *by Robert Browning*	**Unit: Non-Fiction – Newspaper report** *The Pied Piper* *by Robert Browning*	**Unit: Narrative poetry** *The Pied Piper* *by Robert Browning*
	Unit: Narrative – Novel as a theme *Gulliver's Travels* *by Jonathan Swift*			**Unit: Narrative - Issues and Dilemmas** *The Promise* *by Nicola Davies*				**Unit: Non-Fiction – Diary entry** *The Cotton Mill*	
Reading for pleasure	**Beowolf (novel) by Michael Morpurgo**		**The Creakers by Tom Fletcher**	**Gods and Warriors 4: The Crocodile Tomb by Michelle Paver**		**The Danger Gang by Tom Fletcher**	**My Story: Mill Girl by Sue Reid**		**Where the River Takes Us by Lesley Parr**
HISTORY	**Britain's Settlement by the Anglo-Saxons and Scots** Children learn about Britain's settlement by Anglo-Saxons, Jutes and Scots. They learn where in Britain the Anglo-Saxons settled and why they invaded. They learn about their ways of life, their beliefs and about some of the tensions caused by their settlement.			**Earliest Civilisations: The Ancient Egyptians** Children learn about what an ancient civilisation is and focus on the Ancient Egyptians. They learn about the significance of Tutankhamen's tomb and about the beliefs and practices of the Ancient Egyptians.			**A theme in British history beyond 1066 – The Lancashire Cotton Industry** Children learn about why the Lancashire Cotton Industry was important, what life was like for cotton factory workers and how the cotton famine affected the people of Lancashire.		
GEOGRAPHY		**Region in a European Country: The Paris Basin** Children explore in detail the Paris basin and are aware of its broader geographical context such as the country and continent in which it is located. Children will explore similarities and differences between the Paris Basin and the North West. This will build on from work in Y3.			**Rubbish and Recycling** Children learn about the importance of taking care of the environment. They consider environments at a range of scales from their classroom to the whole world. They explore issues around litter and waste eg; reducing level of resource use and reuse as well as recycling of resources. Children recognise how people can adversely affect, as well as improve the environment and begin to identify and explain differing views that people have about topical environmental and geographical issues.		**Rivers** Children learn about rivers and the water cycle in the context of a local river study (fieldwork) and the main rivers in the UK and wider world. Children learn that rivers have sources, channels, tributaries, and mouths, that they receive water from a wider area and that most eventually flow into the sea. They will learn that human activity affects and is influenced by rivers and link learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.
SCIENCE	**Electricity** Children will learn to: ▪ identify common appliances that run on electricity. ▪ construct a simple series electrical circuit, identifying and naming its basic parts. ▪ identify whether or not a circuit is complete. ▪ recognise common conductors and which materials are good conductors.	**States of Matter** Children will learn to: ▪ compare and group 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. ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		**Sound** Children will learn to: ▪ identify how sounds are made ▪ 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.	**Animals – Teeth, Eating and Digestion** Children will learn to: ▪ 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 ▪ describe how teeth and gums have to be cared for in order to keep them healthy.	**Environment – Living Things and their Habitats** Children will learn to: ▪ 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. ▪ construct and interpret a variety of food chains.		

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ART DESIGN	**Digital Media** Children will: • record and collect visual information using digital cameras and video recorders. • present recorded visual images using software. • use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.		**Printing** Children will: • create printing blocks using a relief or impressed method. • create repeating patterns. • print with two colour overlays.		**Textiles** Children will: • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • match the tool to the material. • develop skills in stitching, cutting and joining. • experiment with paste resist.	
DESIGN TECHNOLOGY		**Textiles** Children will: • develop vocabulary for tools materials and their properties. • understand seam allowance. • join fabrics using running stitch, over sewing, blanket stitch. • prototype a product. • use prototype to make pattern. • explore strengthening and stiffening of fabrics. • explore fastenings. • sew on buttons and make loops. • use appropriate decoration techniques.		**Mechanisms** Children will: • develop vocabulary related to the project. • use mechanical systems such as gears, pulleys, levers and linkages. • incorporate a circuit into a model. • use electrical systems such as switches bulbs and buzzers. • use ICT to control products. • use lolly sticks/card to make levers and linkages. • use linkages to make movement larger or more varied.		**Food** Children will**:** • analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). • find out which fruit and vegetables are grown in France. • develop understanding of how meat/fish are reared/caught.
PSHE ***Delivered through SCARF***	**Me and My Relationships** Children will explore: - changing feelings - what peer pressure is - how to deal with peer pressure	**Valuing Difference** Children will explore: - stereotypes - what makes them unique - importance of celebrating difference	**Keeping Myself Safe** Children will explore: - how to keep ourselves safe - dangers, risks or hazards? - different medicines	**Being My Best** Children will explore: - their uniqueness - basic first aid	**Rights and Responsibilities** Children will explore: - who keeps them healthy and safe - their rights - basic finance	**Growing and Changing** Children will explore: - their changing feelings as they grow - puberty - difference between a secret and a surprise
COMPUTING ***ONLINE SAFETY EACH HALF TERM***	**Programming** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ▪ Understand the need to reuse code in programming ▪ Create custom blocks (procedures) in Scratch ▪ Understand that action can be programmed to synchronise ▪ Explore that broadcasts can be used to change scenes in Scratch ▪ Detect and correct errors in a computer program ▪ Know how to import pictures from a computer or internet.	**Handling Data** 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, evaluating and presenting data and information. ▪ Understand that computers represent data as numbers and count using switches of 'on' 'off' (0 and 1) ▪ To sort record cards using field names ▪ Understand that information can be stored as numbers, text and choices (e.g. yes/no) ▪ Know that storing information in an organised way helps answer questions ▪ To search a database to answer question ▪ Use information in a database to create a simple chart	**Animations** 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, evaluating and presenting data and information. ▪ Understand what animation is ▪ Know that you can move around the web using hyperlinks ▪ Use basic navigation skills to browse the world wide web and to know the main features ▪ Understand how to find reliable information using a search engine ▪ Know that copyright is an author's right of ownership and it is illegal to steal other people's information	**Mail – Sending and Receiving Messages** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. ▪ Understand that technology can be used as a control sound and know that sound can be stored digitally ▪ Know what a podcast is, plan and record a podcast ▪ Use digital tools to edit a podcast ▪ Combine audio sound and effects ▪ Identify good features of a podcast ▪ Suggest improvements for a podcast	**Programming** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and forms of input and output. Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs. Understand that a program is a sequence of statements written in a programming language ▪ To understand that computer programs consist of statement and perform a specific task ▪ Know that statements can be altered ▪ To amend an algorithm to change its size of its shape ▪ Program a virtual robot to move and draw ▪ Understand that commands and actions can be programmed ▪ Develop algorithms and combine repetition	

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						▪ Solve problems by splitting them into smaller parts (decomposition) ▪ Plan and develop algorithms and programs and use repetition in programs		
RE **Key Question: How should we live our lives?**	**Islam** Why do Muslims fast during Ramadan?		**Christianity - God** How and why might Christians use the Bible?		**Hinduism** What might Hindus learn from celebrating Diwali?	**Christianity - Jesus** Is sacrifice an important part of religious life?	**Sikh Dharam** How do Sikhs express their beliefs and values?	**Christianity – The Church** What does 'love your neighbour' really mean?
MUSIC	**Ukulele** **Lancashire Music Service**		**Ukulele** **Lancashire Music Service**		**Blackbird - Charanga**	**Mamma Mia – Charanga**	**Glockenspiel Stage 2**	**Reflect Rewind and Replay**
PE	**Gymnastics**		**Invasion Games**		**Health/OAA**	**Swimming** **Striking and Fielding**	**Swimming** **Dance**	**Swimming** **Athletics**
MFL - French	**J'apprends le français** *I am Learning French*		**Petit Chaperon rouge** *Little Red Riding Hood*		**Les forms** *Shapes*	**Les légumes** *Vegetables*	**Les glaces** *Ice creams*	**Je peux…** *I am able…*
ENRICHMENT OPPORTUNITY	**Outdoor Learning** Den building – Saxon settlements (School garden) Anglo-Saxon experience at Martin Mere	**Cultural Diversity** Differences and similarities between Anglo-Saxon settlers Comparisons between Aughton and the Paris Basin Black History Month - music and art project RE - Islam	**Community Opportunities** Church visit Community police talk about online safety	**Outdoor Learning** Visit to Hindu Temple	**Cultural Diversity** Differences and similarities between Ancient Egyptian people. Exploring different beliefs RE – Hinduism	**Community Opportunities** Protecting and cleaning up the local environment (litter pick)	**Outdoor Learning** River Studies Field Trip Minibeast hunt on the school grounds Adventure Camping Trip	**Cultural Diversity** Understand how events in the past shaped today. RE – Sikhism	**Community Opportunities** Church visit Serving Luncheon Club – Putting 'love our neighbour' into practice.