



**AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR 4**

<b>SUBJECT</b>	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>			
<b>Theme</b>	<b>SMASHING SAXONS</b>	<b>BONJOUR PARIS!</b>	<b>IN A LAND PHAROAH WAY</b>	<b>IT'S JUST RUBBISH!</b>	<b>RIVER JOURNEY</b>	<b>COTTON COUNTY</b>				
<b>Christian values</b>	<b>Generosity</b>	<b>Compassion</b>	<b>Courage</b>	<b>Forgiveness</b>	<b>Friendship</b>	<b>Respect</b>				
<b>MATHS</b>	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, Fractions, 2-D and 3-D Shape, Statistics, Place Value.			
<b>ENGLISH UNIT</b>	Fantasy Stories: Beowulf by Rob Lloyd Jones	Non- Fiction: Recounts Newspapers	Poetry: Poems with a structure	Non-Fiction: Explanation Text	Stories with an historical setting: Egyptian Cinderella by Shirley Climo	Poetry: Poems on a theme	Non-Fiction: Information booklet with a collection of non-fiction text types.	Poetry: Classic Poetry: Jabberwocky by Lewis Carroll.	Issues and Dilemmas: The Promise by Nicola Davies	
	Short Animation: The Dream Giver	Film and Playscripts : The Lion, Witch and the Wardrobe, A Cloudy Lesson		Fairy tales/Folk Tales: Hansel and Gretel by Anthony Brown					Fantasy stories- The Lost Thing by Shaun Tan	
<b>Reading for pleasure</b>	Anglo Saxon Boy by Tony Bradman	The Creakers by Tom Fletcher		The Crocodile Tomb by Michelle Paver			The Danger Gang by Tom Fletcher			
<b>HISTORY</b>	<b>BRITAIN'S SETTLEMENT BY THE ANGLO SAXONS AND SCOTS</b> Children learn about Britain's settlement by Anglo Saxons and Scots and that people have been coming to settle in Britain for a long time. They learn where in Britain the Anglo Saxons settled, their ways of life and about some of the tensions caused by their settlement.			<b>Earliest Civilisations</b> In this theme children learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, Shang Dynasty and Ancient Egypt going on to study this in depth. Children will compare and contrast these periods, identifying strengths of each one and drawing parallels between them				<b>A theme in British history beyond 1066</b> Children learn about a significant event in British history which will extend their chronological knowledge beyond 1066. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.		
<b>GEOGRAPHY</b>		<b>Region in a European Country</b> Children explore in detail a region in a European Country 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 region being studied and the regions of the UK with which they are more familiar, building on from work in Y3			<b>Rubbish and Recycling</b> 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		<b>Rivers</b> Children learn about rivers and the water cycle either in the context of a local river study (fieldwork) and/or 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.			
<b>SCIENCE</b>	<b>Electricity</b> Pupils should be taught to: <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> </ul>		<b>Material Properties and Changes – States of Matter</b> Pupils should learn to: <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</li> </ul>		<b>Sound</b> Pupils should learn to: <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>		<b>Animals – Teeth, Eating and Digestion</b> Pupils should learn to: <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> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey (NB Link with types of teeth and eating in this unit but this concept could be developed further in the yr4 Environment / habitats unit).</li> </ul>		<b>Environment – Living Things and Their Habitats</b> <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> </ul> Recognise that environments can change and that this can sometimes pose dangers to living things	



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	<ul style="list-style-type: none"> <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> </ul>	water cycle and associate the rate of evaporation with temperature.		<ul style="list-style-type: none"> <li>Describe how teeth and gums have to be cared for in order to keep them healthy.</li> </ul>	
<b>ART DESIGN</b>	<b>DIGITAL MEDIA</b> 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; <b>lines</b> by controlling the brush tool with increased precision		<b>PRINTING</b> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays		<b>TEXTILES</b> 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.
<b>DESIGN TECHNOLOGY</b>	<b>MECHANISMS</b> 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		<b>TEXTILES</b> Develop vocabulary for tools materials and their properties. Understand seam allowance. Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some. Sew on buttons and make loops. Use appropriate decoration techniques		<b>FOOD</b> Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). Find out which fruit and vegetables are grown in countries/continents studied in Geography. Develop understanding of how meat/fish are reared/caught
<b>PSHE</b> <i>Delivered through SCARF</i>	<b>ME AND MY RELATIONSHIPS</b> OK OR NOT OK (1) OK OR NOT OK (2) When feelings change? Under pressure	<b>VALUING DIFFERENCE</b> Islands Friends or Acquaintance That is such a stereotype	<b>KEEPING SAFE</b> Keeping ourselves safe Raisin Challenge	<b>BEING MY BEST</b> What makes me ME!	<b>RIGHTS AND RESPECT</b> Who keeps us keep healthy and safe?  <b>GROWING AND CHAMGING</b> My feelings are all over the place! All change! Period positive Secret or surprise Together
<b>COMPUTING</b> <i>ONLINE SAFETY EACH HALF TERM</i>	<b>PROGRAMMING</b> 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.  <ul style="list-style-type: none"> <li>Understand the need to reuse code in programming</li> <li>Create custom blocks (procedures) in Scratch</li> <li>Understand that action can be programmed to synchronise</li> <li>Explore that broadcasts can be used to change scenes in Scratch</li> <li>Detect and correct errors in a computer program</li> <li>Know how to import pictures from a computer or internet.</li> </ul>	<b>HANDLING DATA</b> 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.  <ul style="list-style-type: none"> <li>Understand that computers represent data as numbers and count using switches of 'on' 'off' (0 and 1)</li> <li>To sort record cards using field names</li> <li>Understand that information can be stored as numbers, text and choices (e.g. yes/no)</li> <li>Know that storing information in an organised way helps answer questions</li> <li>To search a database to answer question</li> <li>Use information in a database to create a simple chart</li> </ul>	<b>ANIMATION</b> 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.  <ul style="list-style-type: none"> <li>Understand what animation is</li> <li>Know that you can move around the web using hyperlinks</li> <li>Use basic navigation skills to browse the world wide web and to know the main features</li> <li>Understand how to find reliable information using a search engine</li> <li>Know that copyright is an authors right of ownership and it is illegal to steal other people's information</li> </ul>	<b>MAIL – SENDING AND RECEIVING MESSAGE</b> 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.  <ul style="list-style-type: none"> <li>Understand that technology can be used as a control sound and know that sound can be stored digitally</li> <li>Know what a podcast is, plan and record a podcast</li> <li>Use digital tools to edit a podcast</li> <li>Combine audio sound and effects</li> <li>Identify good features of a podcast</li> <li>Suggest improvements for a podcast</li> </ul>	<b>PROGRAMMING</b> 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.  <ul style="list-style-type: none"> <li>Understand that a program is a sequence of statements written in a programming language</li> <li>To understand that computer programs consist of statement and perform a specific task</li> <li>Know that statements can be altered</li> <li>To amend an algorithm to change its size of its shape</li> <li>Program a virtual robot to move and draw</li> <li>Understand that commands and actions can be programmed</li> </ul>



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						<ul style="list-style-type: none"> <li>· Develop algorithms and combine repetition</li> <li>· Solve problems by splitting them into smaller parts (decomposition)</li> <li>· Plan and develop algorithms and programs</li> <li>· To use repetition in programs</li> </ul>			
<b>RE</b> Key Question How should we live our lives?	<b>ISLAM</b> What is expected of the person following the religion?	<b>CHRISTIANITY-GOD</b> What lights our way?	<b>JUDAISM</b> How do religious families and their communities practise their faith and what contributions does make to society?	<b>CHRISTIANITY –JESUS</b> What are we prepared to sacrifice/never sacrifice?	<b>SIKH DHARAM</b> How do Sikhs express their beliefs and values?	<b>CHRISTIANITY-THE CHURCH</b> Why are some occasions sacred to believers?			
<b>MUSIC</b>	<b>Blackbird</b>	<b>Mamma Mia</b>	<b>Glockenspiel Stage 2</b>	<b>Stop</b>	<b>Lean on Me</b>	<b>Reflect Rewind and Replay</b>			
<b>PE</b>	<b>Gymnastics/Invasion Games Swimming</b>		<b>Dance/Athletics Swimming/Hockey</b>		<b>Net and Wall games/Striking and Fielding Dance/Rounders</b>				
<b>MFL - French</b>	<b>Presenting Myself</b>	<b>At the Cafe</b>	<b>Under the Ocean</b>	<b>Family</b>	<b>Seasons</b>	<b>Minibeasts</b>			
<b>ENRICHMENT OPPORTUNITY</b>	<b>Outdoor Learning</b> Anglo-Saxon experience at Martin Mere	<b>Cultural Diversity</b> Differences and similarities between Anglo-Saxon people  Comparisons between Aughton and a European region (Paris Basin)  Black History Month - music and art project	<b>Community Opportunities</b> Visiting a local library.  Church visit.  Community police talk about online safety.	<b>Outdoor Learning</b> Outdoor classroom day.	<b>Cultural Diversity</b> Differences and similarities between Ancient Egyptian people.	<b>Community Opportunities</b> Protecting and cleaning up the local environment (litter pick)  Dentist visit.	<b>Outdoor Learning</b> River Studies Field Trip  Minibeast hunt on the school grounds.  Adventure Camping Trip	<b>Cultural Diversity</b> Understand how events in the past shaped today.	<b>Community Opportunities</b> Church visit.