

**BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP**

**YEAR 4**



| <b>TOPIC TITLE</b>        | <b>AUTUMN TERM</b>  |  | <b>SPRING TERM</b>  |   | <b>SUMMER TERM</b>  |   |
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| <b>SUBJECT</b>            | <b>EGYPTIANS</b>  |  | <b>ROBIN HOOD</b>   | <b>THE PROMISE</b>  | <b>RAINFOREST</b>   |   |
| <b>ENGLISH</b>            | <b>Tadeo Jones – Literacy Shed</b>  | <b>The Story of Tutankhamun</b>  | <b>Ladybird Classic – Robin Hood</b>  | <b>The Promise</b>  | <b>The Land of Neverbelieve</b>   | <b>The Great Kapok Tree</b>   |
| <b>ENGLISH TEXT TYPES</b> | <b>Traditional poem (entertain)<br/>Story opener (entertain)</b>  | <b>Persuasive poster (persuade)<br/>Newspaper report (inform)</b>  | <b>Wanted poster (inform and persuade)<br/>Letter (inform and persuade)</b>   | <b>Diary entry (inform)<br/>Setting description (entertain)</b>   | <b>Non-Chronological report (information text)<br/><br/>Haiku (poetry)</b>                                      | <b>Letter (inform and persuade)<br/><br/>Dilemma Story (entertain/inform)</b> |
| <b>MATHS</b>              | <b>Number and place value</b>   | <b>Number and place value – addition and subtraction</b>   | <b>Number – multiplication</b>  | <b>Number – division</b>  | <b>Fractions</b>  | <b>Perimeter<br/>Measure<br/>Shape</b>  |
| <b>SCIENCE</b>            | <b>Animals inc humans - Teeth/Digestive system</b><br>identify the different types of teeth in humans and their simple functions<br>comparing the teeth | <b>Electricity</b><br>identify common appliances that run on electricity<br>construct a simple series electrical circuit, identifying and naming its basic | <b>Sound</b><br>Identify how sounds are made, associating some of them with something vibrating<br>recognise that vibrations from sounds travel through a medium to the ear | <b>States of matter</b><br>Compare and group materials together, according to whether they are solids, liquids or gases<br>observe that some materials change state when they are heated or cooled, and measure or research the | <b>All Living Things - Classification</b><br>Use classification keys to group, identify and name living things. |   |

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|                | <p>of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p>  | <p>parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>temperature at which this happens in degrees Celsius (°C)</p> | <p>Know how changes to an environment could endanger living things. Use and construct food chains to identify producers, predators and prey</p> |  |
| <b>HISTORY</b> | <p>Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know how their locality has been shaped by what happened in the past</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past</p> |  | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British history - timeline learned events</p>   |  |   |  |

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|                              | Know about the impact that one period of history had on the world   |  |   |  |   |   |
| <b>GEOGRAPHY</b>             | Know why most cities are located by a river   |  | <p>Name and locate counties and cities of the United Kingdom</p> <p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Know where the main mountain regions are in the UK • Know, name and locate the main rivers in the UK</p> |  | <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics</p> <p>physical geography, including: climate zones, biomes</p>  | <p>Explain the features of a water cycle understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> |
| <b>ART AND DESIGN</b>        | Exploring pattern   |  | Storytelling through drawing  |  | Sculpture, Structure, inventiveness and determination   |   |
| <b>DESIGN AND TECHNOLOGY</b> | <p><b>Amulets Term 2</b></p> <p>Create an annotated sketch of their design</p> <p>Select tools to cut, shape, join and embellish their design</p> <p>Evaluate their product against their design plan and consider how they could improve it.</p> |  |   |  | <p><b>Favela build term 6</b></p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Take account of the ideas of others</p> |   |

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|                  | <p>Design purposeful product based on a design criteria</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p><b>Make</b></p> <p>Select tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p>Select from and use a range of materials and components according to their characteristics</p> <p><b>Evaluate</b></p> <p>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>Build an amulet exploring how it could be made stronger</p> |  | <p>when designing</p> <p>Produce a plan and explain it to others</p> <p>Identify if their finished product will be good quality</p> <p>Be conscious of the need to produce something that will be liked by others</p> <p>Continue with the product even if the original idea might not have worked</p> |  |   |  |
| <b>COMPUTING</b> | <p><b>E-safety &amp; Research</b></p> <p>Use technology</p>   | <p><b>Computer Science - Scratch</b></p> | <p><b>Communication and Collaboration - Understanding</b></p>  | <p><b>Music and Sound &amp; Digital Imagery</b></p> <p>Recording and importing</p> | <p><b>Handling Information - Excel.</b></p> | <p><b>Communication and Collaboration - Email &amp; Shared</b></p> |

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|              | <p>safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively</p> <p><b>Word Processing &amp; Multimedia</b></p> <p>Presenting images and text.</p> | <p>Use logical reasoning to explain how some simple algorithms work and to select and correct errors.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence selection and repetition in programmes.</p> <p><b>E-safety continued.</b></p> | <p>Understand Computer Networks, including the internet; how they can provide multiple services such as the World Wide Web and the Opportunities that they offer for communication and collaboration.</p> <p><b>E-safety continued.</b></p> | <p>sounds.</p> <p>iMovie.</p> <p><b>E-Safety continued.</b></p> | <p>collecting, analysing, evaluating and presenting data</p> <p><b>Word processing</b><br/>Presenting data and information</p> <p>Use search technologies effectively</p> <p><b>E-safety continued.</b></p> | <p><b>Spaces.</b><br/>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication</p> <p><b>E-safety &amp; Research continued.</b></p> |
| <b>MUSIC</b> | <p><b>Mamma Mia</b></p> <p>To perform in small groups using their voice and instruments.</p> <p>To play the glockenspiel with</p>   | <p><b>Glockenspiels</b></p> <p>Charanga – learn to play and compose using the glockenspiel</p>  | <p><b>Lean on Me</b></p> <p>To perform in small groups using their voice and instruments.</p> <p>To play the glockenspiel with</p>  | <b>PRODUCTION</b>   | <p><b>Black Bird</b></p> <p>To perform in small groups using their voice and instruments.</p>   |  |

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|                           | <p>increasing accuracy fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To compose.</p> |  | <p>increasing accuracy fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To improvise music.</p> <p>To start to understand musical notation.</p> <p>To compose.</p> |   | <p>To play the glockenspiel with increasing accuracy fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To improvise music.</p> <p>To start to understand musical notation.</p> <p>To compose.</p> |  |
| <b>PHYSICAL EDUCATION</b> | <p><b><u>Outdoor Adventure</u></b></p> <p>I can follow a map in a more demanding familiar context.</p>  | <p><b><u>Dance</u></b></p> <p>I can work on my movements and refine them.</p> <p>I can compose my own dances</p> | <p><b><u>Gymnastics</u></b></p> <p>Perform at least three different rolls.</p> <p>Work in a controlled way following the success criteria.</p> <p>Work with a partner</p>  | <p><b><u>Yoga</u></b></p> <p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> | <p><b><u>Dodgeball</u></b></p> <p>Throw a large ball showing good aim and accuracy.</p> <p>Choose the best tactics for</p>   | <p><b><u>Cricket</u></b></p> <p>Develop overarm throwing and catching.</p> <p>Develop underarm</p> |

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|  | <p>I can move from one location to another following a map.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route accurately, safely and within a time limit.</p> | <p>in a creative and imaginative way.</p> <p>My movements are controlled. I can take the lead when working with a partner or group</p> | <p>and follow a set of rules to create, repeat and improve a sequence with at least three phases. Include a change of speed and direction and a change of shape within the sequence. Combine action, balance and shape.</p> <p>Work with a partner to perform both counter -balance and counter-tension balances. Show good control in movements with partner. Work closely with partner to mirror and match their movements.</p> <p>Explain how my work is similar and different from that of others. Use my observations to improve my work.</p> | <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p> | <p>attacking and defending.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p>Select and use the most appropriate skills, actions or ideas.</p> <p>Show good control in my movements.</p> | <p>bowling.</p> <p>Learn how to grip the bat and develop batting technique.</p> <p>Be able to field a ball using a two-handed pick up and a short barrier.</p> <p>Develop overarm bowling technique.</p> <p>Apply skills learnt to mini cricket.</p> |
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| <p><b>PHYSICAL EDUCATION</b></p>  | <p><b><u>Multi-skills</u></b><br/>         Throw an underarm throw accurately by using your arm and hand to aim at a target.</p> <p>Throw an overarm throw accurately by using your arm and hand to aim at a target.</p> <p>Show good control in my movements.</p>                    | <p><b><u>Multi-skills</u></b><br/>         Throw and catch an underarm throw<br/>         Throw and catch an overarm throw</p> <p>Throw and catch a chest pass with precision</p> <p>Show good control in my movements.</p>         | <p><b><u>Multi-skills</u></b><br/>         Hit a ball accurately and with control.<br/>         Catch a ball from varied angles (high, low, bouncing)</p>  | <p><b>Skipping</b><br/>         Improving skipping skill on the spot – forwards, backwards, hopping</p> <p>Running while skipping</p> | <p><b><u>Athletics</u></b></p> <p>I can link running and jumping activities with some fluency, control and consistency.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can run over a long distance. I can sprint over a short distance.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> |  |
| <p><b>RELIGIOUS EDUCATION</b></p> | <p><b>What do we mean by commitment?</b></p> <p>What clubs and groups do we belong to and who leads them?<br/>         Why is it not always easy to stay committed to something?<br/>         Why were people so upset when Nelson Mandela died?<br/>         Who is the Pope and</p> | <p><b>How is Christmas celebrated in other countries?</b></p> <p>Why do Christians celebrate Christmas and what we associate with this festival?<br/>         What are the four themes of Advent?<br/>         How is Christmas</p> | <p><b>Why did Jesus tell stories?</b></p> <p>What can we learn from stories?<br/>         Can we make a timeline of the life of Jesus?<br/>         What can we learn from: The lost Coin; The House build on rock and the house build on sand; The mustard Seed; The widows Mite or the Sower?<br/>         How do Christians use</p> |   | <p><b>What is pilgrimage?</b></p> <p>Which places are special to us and why?<br/>         When do we go on journeys and why?<br/>         What is the difference between a special journey and a pilgrimage?</p>  | <p><b>What is Judaism?</b></p> <p>What is the Torah?<br/>         Who were Abraham, Moses and David?<br/>         What is the Jewish ‘covenant with God’?<br/>         What is the ‘Magen David’?<br/>         What happens in a synagogue?<br/>         Why is Shabbat so important?<br/>         What is Bar Mitzvah</p> |



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|   | <p>why is he so important to Catholics?<br/>What am I committed to?</p>   | <p>celebrated in Mexico and what happens nine days before Christmas?<br/>How is Christmas celebrated in Poland and why is a twelve-course meal eaten?<br/>How is Christmas celebrated in Norway?</p> | <p>these stories to help them live their lives?<br/>What have I learned from these stories? How can we re-enact one of the stories Jesus told?</p>                              |  | <p>Why is Lourdes special to many at Christmas?<br/>What is Hajj and what does it mean to Muslims?<br/>What is the Western Wall and why is it important to Jews?<br/>Why are the Great Eight Places so important to Buddhists?<br/>Why is the River Ganges so important to Hindus?</p> | <p>and Bat Mitzvah?<br/>What beliefs do Jews and Christians have in common?<br/><br/><b>What does worship mean?</b><br/><br/>Who do we communicate with regularly and when do we thank others?<br/>Why do people pray and what is the meaning of their actions?<br/>What are the significant symbols in thee religions and what part do they play in worship ceremonies?<br/>Do all religions in our community use music as part of worship and why?<br/>What does worship mean to me?</p> |
| <p><b>RELATIONSHIPS AND SEX EDUCATION</b></p> | <p><b>Being me</b><br/>Being part of a class team<br/>Being a school citizen<br/>Rights, responsibilities and democracy<br/>Rewards and</p> | <p><b>Celebrating difference</b><br/>Challenging assumptions<br/>Judging by appearance<br/>Accepting self and others<br/>Understanding</p>   | <p><b>Dreams and goals</b><br/>Hopes and dreams<br/>Overcoming disappointment<br/>Creating new, realistic dreams<br/>Achieving goals<br/>Working in a group<br/>Celebrating</p> | <p><b>Healthy Me</b><br/>Healthier friendships<br/>Group dynamics<br/>Smoking<br/>Alcohol<br/>Assertiveness<br/>Peer pressure<br/>Celebrating inner strength</p> | <p><b>Relationships</b><br/>Jealousy<br/>Love and loss<br/>Memories of loved ones<br/>Getting on and falling out</p>   | <p><b>Changing Me</b><br/>How babies grow<br/>Understanding a baby's needs<br/>Outside body changes<br/>Inside body changes<br/>Being unique</p>   |

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|  | consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour? | influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | contributions<br>Resilience<br>Positive attitudes | Jealousy | Girlfriends and boyfriends<br>Showing appreciation to people and animals | Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition to new class<br>Environmental change |
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