BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

YEAR 4



TOPIC TITLE	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	EGYPT	IANS	ROBIN HOOD	THE PROMISE	RAI	NFOREST
ENGLISH	Tadeo Jones – Literacy Shed	The Story of Tutankhamun	Ladybird Classic – Robin Hood	The Promise	The Land of Neverbelieve	The Great Kapok Tree
ENGLISH TEXT TYPES	Traditional poem (entertain) Story opener (entertain)	Persuasive poster (persuade) Newspaper report (inform)	Wanted poster (inform and persuade) Letter (inform and persuade)	Diary entry (inform) Setting description (entertain)	Non-Chronologi cal report (information text) Haiku (poetry)	Letter (inform and persuade) Dilemma Story (entertain/inform)
MATHS	Number and place value	Number and place value – addition and subtraction	Number – multiplication	Number – division	Fractions	Perimeter Measure Shape
SCIENCE	Animals inc humans - Teeth/Digestive system identify the different types of teeth in humans and their simple functions comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and	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	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		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 or	All Living Things - Classification Use classification keys to group, identify and name living things. Know how changes to an environment could endanger living things. Use and construct food chains to identify producers, predators and prey

	how to look after them. Describe the simple functions of the basic parts of the digestive system in humans	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 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.	and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	research the temperature at which this happens in degrees Celsius (°C)	
HISTORY	Know that there some civilizations in the wo and know that Britain them. Know how their locali by what happened in the Know how historic ite have been used to help of life in the past Know about the impact history had on the wor	rld 3000 years ago was not one of ty has been shaped he past ms and artefacts b build up a picture et that one period of	Pupils should continue to develop a chronologically secure knowledge and understanding of British history - timeline learned events		
GEOGRAPHY	Know why most cities are located by a river		Name and locate counties and cities of the United Kingdom	Know where the equator, Tropic of Cancer,	Explain the features of a water cycle

		Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom Know where the main mountain regions are in the UK • Know, name and locate the main rivers in the UK	Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropicsunderstand 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 AmericaTropic of geography, including: climate zones, biomesunderstand geographical similarities and differences through the study of human and physical geography, and a region within North or South	
ART AND DESIGN	Exploring pattern	Storytelling through drawing	Sculpture, Structure, inventiveness and determination	
DESIGN AND TECHNOLOGY	 Food Biscuits: Our refreshed Y4 cooking and nutrition unit including opportunities for children to learn a basic biscuits recipe and adapt it to suit a target audience. Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients. 	Torches: Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design. Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.	Pavilions/ Favelas: Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion/ Favela. Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion/ Favela that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion/ Favela.	

COMPUTING	E-safety & Research	E-safety &	E-safety & Research	E-safety & Research	E-safety & Research
		Research			
	Use technology		Use technology safely,	Use technology safely,	Use technology safely, respectfully and
	safely, respectfully	Use technology	respectfully and	respectfully and responsibly;	responsibly; recognise
	and responsibly;	safely,	responsibly; recognise	recognise	acceptable/unacceptable behaviour;
	recognise	respectfully and	acceptable/unacceptable	acceptable/unacceptable	identify a range of ways to report
	acceptable/unaccept	responsibly;	behaviour; identify a	behaviour; identify a range of	concerns about content and contact.
	able behaviour;	recognise	range of ways to report	ways to report concerns about	
	identify a range of	acceptable/unacce	concerns about content	content and contact.	Research
	ways to report	ptable behaviour;	and contact.		
	concerns about	identify a range of		Research	Use search technologies effectively
	content and contact.	ways to report	Research		
		concerns about		Use search technologies	Word Processing & Multimedia
	Research	content and	Use search technologies	effectively	_
		contact.	effectively		Presenting images and text.
	Use search		-	Word Processing &	E-safety & Research continued.
	technologies	Research	Word Processing &	Multimedia	Handling Information - Excel.
	effectively		Multimedia		-
		Use search		Presenting images and text.	collecting, analysing, evaluating and
	Word Processing &	technologies	Presenting images and	E-safety & Research	presenting data
	Multimedia	effectively	text.	continued.	
			E-safety & Research	Handling	Word processing
	Presenting images	Word Processing	continued.	Information - Excel.	Presenting data and information
	and text.	& Multimedia	Handling		-
	E-safety & Research		Information - Excel.	collecting, analysing,	Use search technologies effectively
	continued.	Presenting images		evaluating and presenting	
	Handling	and text.	collecting, analysing,	data	E-safety continued.
	Information - Excel.	E-safety &	evaluating and		Communication and Collaboration -
		Research	presenting data	Word processing	Email & Shared Spaces.
	collecting,	continued.	-	Presenting data and	understand computer networks including
	analysing,	Handling	Word processing	information	the internet; how they can provide
	evaluating and	Information -	Presenting data and		multiple services, such as the world
	presenting data	Excel.	information	Use search technologies	wide web; and the opportunities they
				effectively	offer for communication
	Word processing	collecting,	Use search technologies	-	
	Presenting data and	analysing,	effectively	E-safety continued.	E-safety continued. Music and
	information	evaluating and		Communication and	Sound & Digital Imagery
		presenting data	E-safety continued.	Collaboration - Email &	Communication and Collaboration -
				Shared Spaces.	Understanding

Use search	Word processing	Communication and	understand computer	
technologies	Presenting data	Collaboration - Email &	networks including the	Understand Computer Networks,
effectively	and information	Shared Spaces.	internet; how they can	including the internet; how they can
enectively	and information			
E - Coto - continue 1	TT	understand computer	provide multiple services,	provide multiple services such as the
E-safety continued.	Use search	networks including the	such as the world wide web;	World Wide Web and the Opportunities
Communication and	technologies	internet; how they can	and the opportunities they	that they offer for communication and
Collaboration -	effectively	provide multiple	offer for communication	collaboration.
Email & Shared		services, such as the		
Spaces.	E-safety	world wide web; and the	E-safety continued.	Recording and importing sounds.
understand	continued.	opportunities they offer	Music and Sound & Digital	
computer networks	Communication	for communication	Imagery	iMovie.
including the	and Collaboration		Communication and	
internet; how they	- Email & Shared	E-safety continued.	Collaboration -	E-Safety continued. Computer
can provide multiple	Spaces.	Music and	Understanding	Science - Scratch
services, such as the	understand	Sound & Digital		
world wide web;	computer	Imagery	Understand Computer	Use logical reasoning to explain how
and the	networks	Communication and	Networks, including the	some simple algorithms work and to
opportunities they	including the	Collaboration -	internet; how they can	select and correct errors.
offer for	internet; how they	Understanding	provide multiple services	
communication	can provide		such as the World Wide Web	Design, write and debug programs that
	multiple services,	Understand Computer	and the Opportunities that	accomplish specific goals.
E-safety continued.	such as the world	Networks, including the	they offer for communication	
Music and	wide web; and the	internet; how they can	and collaboration.	Solve problems by decomposing them
Sound & Digital	opportunities they	provide multiple		into smaller parts.
Imagery	offer for	services such as the	Recording and importing	1
Communication and	communication	World Wide Web and	sounds.	Use sequence selection and repetition in
Collaboration -		the Opportunities that		programmes.
Understanding	E-safety	they offer for	iMovie.	
	continued.	communication and		E-safety continued
Understand	Music and Sound	collaboration.	E-Safety continued.	,
Computer Networks,	& Digital Imagery		Computer Science - Scratch	
including the	Communication	Recording and	*	
internet; how they	and Collaboration	importing sounds.	Use logical reasoning to	
can provide multiple	- Understanding	1 0	explain how some simple	
services such as the	0	iMovie.	algorithms work and to select	
World Wide Web	Understand		and correct errors.	
and the	Computer	E-Safety continued.		
Opportunities that	Networks,	Computer		
they offer for	including the	Science - Scratch		
	menualing the	Service - Seraten		

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communic	, j		Design, write and debug	
collaborati		Use logical reasoning to	programs that accomplish	
	multiple services	explain how some	specific goals.	
Recording	and such as the World	simple algorithms work		
importing	sounds. Wide Web and the	and to select and correct	Solve problems by	
	Opportunities that	errors.	decomposing them into	
iMovie.	they offer for		smaller parts.	
	communication	Design, write and debug	1	
E-Safety c	continued. and collaboration.	programs that	Use sequence selection and	
	Computer	accomplish specific	repetition in programmes.	
Science - S		goals.	- · · · · · · · · · · · · · · · · · · ·	
	importing sounds.	Bombi	E-safety continued	
Use logica		Solve problems by		
reasoning		decomposing them into		
how some		smaller parts.		
	s work and E-Safety	sinution pures.		
to select a		Use sequence selection		
errors.	Computer Science	and repetition in		
citors.	- Scratch	-		
Design, w		programmes.		
	grams that Use logical	E-safety continued		
accomplis				
goals.	explain how some			
	simple algorithms			
Solve prob				
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into smalle				
	Design, write and			
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selection a	1 1			
repetition	in specific goals.			
programm				
	Solve problems			
E-safety c	ontinued by decomposing			
	them into smaller			
	parts.			
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	Use sequence			
	selection and			
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MUSIC	Musical Structures	repetition in programmes. E-safety continued Exploring Feelings When You Play	Compose With Your Friends.	PRODUCTION	Expression and Improvisation	The Show Must Go On
PHYSICAL EDUCATION	SWIMMING	SWIMMING	SWIMMING	GymnasticsPerform at least threedifferent rolls.Work in a controlled wayfollowing the success criteria.Work with a partner andfollow a set of rules to create,repeat and improve asequence with at least threephases.Include a change of speed anddirection and a change ofshape within the sequence.Combine action, balance andshape.Work with a partner toperform both counter -balanceand counter-tension balances.Show good control inmovements with partner.Work closely with partner tomirror and match theirmovements.Explain how my work issimilar and different from thatof others.	Drumba SKILLS: Balance: Explore balance using different body parts. Coordination: Move different body parts together in a controlled and consistent manner with increased speed. Agility: Maintain balance while changing direction quickly. Stamina: Demonstrate using my breath to maintain my work rate KNOWLEDGE: Balance: understand and identify which muscles support	Fitness To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.

				Use my observations to improve my work.	balance in different positions Coordination: understand that people will have varying levels of coordination and that I can get better with practice Agility: understand that to change direction, I push off my outside foot and turn my hips Stamina: understand that I need to pace myself when exercising for longer periods of time
PHYSICAL EDUCATION	Outdoor Adventure I can follow a map in a more demanding familiar context. I can move from one location to another following a map.	Football To develop the attacking skill of dribbling. To develop changing direction and speed when dribbling.	Hockey To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender.	Cricket To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game.	AthleticsTo develop stamina and an understanding of speed and pace in relation to distance.To develop power and speed in the sprinting technique.To develop technique when jumping for distance.

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	I can use clues to	To develop	To use defending skills	To develop batting technique	To develop power and technique when
	follow a route.	passing and begin	to delay an opponent	and understand where to hit	throwing for distance.
		to recognise when	and gain possession.	the ball.	
	I can follow a route	to use different			To develop a pull throw for distance and
	accurately, safely	skills.	To apply attacking skills	To develop fielding	accuracy.
	and within a time		to move towards goal	techniques and apply them to	
	limit.	To apply attacking skills to move	and find space.	game situations.	To develop officiating and performing skills.
		towards a goal.	To apply skills and	To play different roles in a	
			knowledge to compete	game and begin to think	
		To use defending	in a tournament.	tactically about each role.	
		skills to delay an			
		opponent and gain		To apply skills and	
		possession.		knowledge to compete in a tournament.	
		To apply skills			
		and knowledge to			
		compete in a			
		tournament.			
RELIGIOUS	What holds comm	unities together?	How do religions express	their beliefs about God?	Why are sacred texts and holy books so
EDUCATION	(Religion in the		(Symbolism)		important? (Sacred texts)
					• What is your favourite book or story?
	What is it like to belo	ng to our class?	What does our school ba	adge or motto say about us?	What are books for and how do we use
	Our school? What resp		• What is important to me and how can I express my deeply held feelings and beliefs?		them?
	different people have?				• How do stories help us understand how
	• How can belonging			etween a sign and a symbol?	we should behave/live our lives?
	influence the lives of t		What symbols are importa		• What is a sacred text? What sacred
	communities?		• What do some religions		texts are important in the religions? How
	• How do religious co	mmunities live out	• How do they express the		did they come into existence?
	their beliefs and action		language, rituals and sym		• What beliefs about God are expressed
	world?			nguage express deep ideas,	in the sacred texts?
	• What beliefs do the	different religions	beliefs and feelings?		• What do different sacred texts say
	share in common and				about what it means to be a person?
	different?	J			• What rules for living are found in
	• What does it mean t	o be a Christian, a			different sacred texts?
	Hindu or a Muslim?				How might religious people interpret
	• Is religion important	in the community?			their sacred texts differently?
	Why/why not?				
			I		

	 How does being par influence people's actibehaviour? How can different p live together in comm national, global)? How can belonging influence the lives of t communities? How do religious co their beliefs and action world? What beliefs do the share in common and different? What does it mean t Hindu or a Muslim? Is religion important Why/why not? How does being par influence people's actibehaviour? How can different p live together in comm national, global)? 	ions, choices and eople and groups unities (local, to a religion he faith ommunities live out as in the wider different religions how are they o be a Christian, a in the community? t of a community ions, choices and eople and groups		• How interpre know w • Do pe order to		
RELATIONSHIPS AND SEX EDUCATION	Being me Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making	Celebrating difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying	Dreams and goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Jealousy	Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Being unique Girls and puberty Confidence in change Accepting change

Having a voice	Problem-solving		people and	Preparing for
What motivates	Identifying how		animals	transition to new
behaviour?	special and			class
	unique everyone			Environmental
	is			change
	First impressions			_