

BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

YEAR 4



TOPIC TITLE	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	EGYPTIANS		ROBIN HOOD	THE PROMISE	RAINFOREST	
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- Chronological 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			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

	<p>how to look after them.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>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 research the temperature at which this happens in degrees Celsius (°C)</p>	<p>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.</p>	<p>and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>			
<p>HISTORY</p>	<p>Know that there were 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 Know how historic items and artefacts have been used to help build up a picture of life in the past Know about the impact that one period of history had on the world</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British history - timeline learned events</p>				

GEOGRAPHY		European Neighbours - countries of Europe. Looking at physical and human features.	Name and locate counties and cities of the United Kingdom  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		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'  physical geography, including: climate zones, biomes	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.
ART AND DESIGN	Exploring pattern		Storytelling through drawing		Sculpture, Structure, inventiveness and determination	
DESIGN AND TECHNOLOGY	<p>Food Biscuits:</p> <p>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.</p> <p>Describe features of biscuits using taste, texture and appearance.</p> <p>Follow a recipe with support.</p> <p>Use a budget to plan a recipe.</p> <p>Adapt a recipe using additional ingredients.</p>		<p>Torches:</p> <p>Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p> <p>Identify electrical products and explain why they are useful.</p> <p>Help to make a working switch.</p> <p>Identify the features of a torch and how it works.</p> <p>Describe what makes a torch successful.</p> <p>Create suitable designs that fit the success criteria and their own design criteria.</p>		<p>Pavilions/ Favelas:</p> <p>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion/ Favela.</p> <p>Produce a range of free-standing frame structures of different shapes and sizes.</p> <p>Design a pavilion/ Favela that is strong, stable and aesthetically pleasing.</p> <p>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</p>	

			Create a functioning torch with a switch according to their design criteria.		Select appropriate materials and techniques to add cladding to their pavilion/ Favela.	
COMPUTING	E-safety & Research  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Research  Use search technologies effectively	E-safety & Research  Use search technologies effectively  Word Processing & Multimedia  Word processing Presenting information	E-safety & Research  Computer Science - Scratch  Use logical reasoning to explain how some simple algorithms work and to select and correct errors.  Design, write and debug programs that accomplish specific goals.  Solve problems by decomposing them into smaller parts.  Use sequence selection and repetition in programmes.		E-safety & Research  Handling Information - Excel.  collecting, analysing, evaluating and presenting data  Communication and Collaboration - Email & Shared Spaces. 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  Music and Sound & Digital Imagery  Recording and importing sounds.  iMovie.	
MUSIC	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends.	PRODUCTION	Expression and Improvisation  The Show Must Go On	
PHYSICAL EDUCATION	SWIMMING	SWIMMING	SWIMMING	<u>Gymnastics</u> Perform at least three different rolls. Work in a controlled way following the success criteria.  Work with a partner and follow a set of rules to create,	<u>Drumba</u> SKILLS: Balance: Explore balance using different body parts. Coordination: Move different	<u>Fitness</u> To recognise different areas of fitness and explore what your body can do. To develop speed and strength.

				<p>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.</p> <p>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>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 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</p>	<p>To develop co-ordination.  To develop agility.  To develop balance.  To develop stamina.</p>
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<p>PHYSICAL EDUCATION</p>	<p><u>Outdoor Adventure</u></p> <p>I can follow a map in a more demanding familiar context.</p> <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><u>Football</u></p> <p>To develop the attacking skill of dribbling.</p> <p>To develop changing direction and speed when dribbling.</p> <p>To develop passing and begin to recognise when to use different skills.</p> <p>To apply attacking skills to move towards a goal.</p> <p>To use defending skills to delay an opponent and gain possession.</p>	<p><u>Hockey</u></p> <p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling.</p> <p>To develop dribbling to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p>Cricket</p> <p>To develop overarm and underarm throwing and apply these to a striking and fielding game.</p> <p>To develop bowling technique and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p><u>Athletics</u></p> <p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>	

		To apply skills and knowledge to compete in a tournament.			
RELIGIOUS EDUCATION	<p>What holds communities together? (Religion in the community)</p> <p>What is it like to belong to our class? Our school? What responsibilities do different people have?</p> <ul style="list-style-type: none"> <li>• How can belonging to a religion influence the lives of the faith communities?</li> <li>• How do religious communities live out their beliefs and actions in the wider world?</li> <li>• What beliefs do the different religions share in common and how are they different?</li> <li>• What does it mean to be a Christian, a Hindu or a Muslim?</li> <li>• Is religion important in the community? Why/why not?</li> <li>• How does being part of a community influence people's actions, choices and behaviour?</li> <li>• How can different people and groups live together in communities (local, national, global)?</li> <li>• How can belonging to a religion influence the lives of the faith communities?</li> <li>• How do religious communities live out their beliefs and actions in the wider world?</li> <li>• What beliefs do the different religions share in common and how are they different?</li> </ul>	<p>How do religions express their beliefs about God? (Symbolism)</p> <ul style="list-style-type: none"> <li>• What does our school badge or motto say about us?</li> <li>• What is important to me and how can I express my deeply held feelings and beliefs?</li> <li>• What is the difference between a sign and a symbol? What symbols are important to you?</li> <li>• What do some religions believe about God?</li> <li>• How do they express these beliefs through art, language, rituals and symbols?</li> <li>• How do symbols and language express deep ideas, beliefs and feelings?</li> </ul>	<p>Why are sacred texts and holy books so important? (Sacred texts)</p> <ul style="list-style-type: none"> <li>• What is your favourite book or story? What are books for and how do we use them?</li> <li>• How do stories help us understand how we should behave/live our lives?</li> <li>• What is a sacred text? What sacred texts are important in the religions? How did they come into existence?</li> <li>• What beliefs about God are expressed in the sacred texts?</li> <li>• What do different sacred texts say about what it means to be a person?</li> <li>• What rules for living are found in different sacred texts?</li> <li>• How might religious people interpret their sacred texts differently?</li> <li>• How might non-religious people interpret sacred texts? How do they know what their rules for living are?</li> <li>• Do people need to believe in God in order to be good?</li> </ul>		

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<p>RELATIONSHIPS AND SEX EDUCATION</p>	<p>Being me Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour?</p>	<p>Celebrating difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Dreams and goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Jealousy</p>	<p>Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>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 Preparing for transition to new class Environmental change</p>