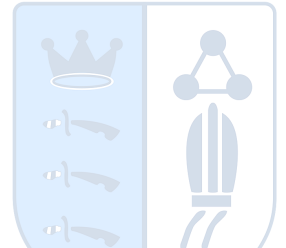


# Year 4 Curriculum Map - Summer Term



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English Genre and Texts</b>	<b>Fiction</b> Float			<b>Poetry</b> The River			<b>Fiction</b> Arthur and The Golden Rope			<b>Non-fiction</b> Ban on Social Media for under 13 year olds.		
<b>Maths</b>	Decimals B		Money		Time		Consolidation	Shape		Statistics	Position and Direction	
<b>RE</b>	<b>What does it mean to be Hindu?</b>						<b>Why is liturgy important to many Christians?</b>					
	What does it mean for a Hindu to live with a belief in Dharma and Karma?	What does it mean to be born into a Hindu faith?	What does it mean for a Hindu to live with a belief in ahimsa?	What does it mean to have a Hindu Wedding?	What does it mean to die as a Hindu?	Assessment Task.	What are the main ingredients of Christian public worship and why?	What might be the role of liturgy for Christians in building their relationships with God, with each other and with themselves?	How Do Individuals Respond to Different Elements of The Liturgy and How Are They Changed By Their Experiences?	How important are each of the different elements of the liturgy when compared to one another and what is the relationship between them?	What might be the role of liturgy for Christians in building their relationships with God, with each other and with themselves?	How would you create a liturgy for your school or your parish?
<b>Visits / Visitors</b>	River Pinn @ BWI Boat trip						Anglo-Saxon Dress Up Day					
<b>Science</b>	<b>Classification and changing habitats.</b>						<b>Making Connections</b>					
	To group animals in various ways.	To group plants in various ways.	To make careful observations.	To recognise and describe different habitats and their inhabitants.	To recognise the impact humans can have on habitats.	To recognise the impact of natural disasters on habitats.	To revise the units <i>States of matter</i> and <i>Classification and changing habitats</i> .	To revise the unit <i>Electricity and circuits</i> .	To revise the units <i>States of matter</i> and <i>Sound and vibrations</i> .	To revise the unit <i>Digestion and food</i> .	To revise the unit <i>States of matter</i> .	
<b>History</b>	Taught in Autumn 2						<b>How hard was it to invade and settle in Britain?</b>					

							To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	To identify change and continuity in Iron Age and Anglo-Saxon settlements.	To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	To identify how Christianity spread in Britain in the Anglo-Saxon period.	To explore bias by evaluating sources about Alfred the Great.	To evaluate how and why Anglo-Saxon rule ended.
<b>Geography</b>	<b>What are Rivers and how are they used?</b>						<b>Taught in Autumn 1</b>					
	To describe how the water cycle works.	To recognise the features and courses of a river.	To name and locate some of the world's longest rivers.	To describe how rivers are used.	To identify and locate human and physical features on a map.	To collect data on the features of a local river.						
<b>Art and DT</b>	<b>DT: Mechanical Systems: Making a slingshot car</b>						<b>Art: Sculpture and 3D - Mega Materials.</b>					
	To build a simple prototype car chassis.	To build a prototype of a sustainable slingshot car chassis.	To build a prototype of a durable slingshot car chassis.	To design a mechanised toy car.	To make a mechanical toy car from a kit.		To develop ideas for 3D work through drawing and visualisation in 2D.	To use more complex techniques to shape materials.	To explore how shapes can be formed and joined in wire.	To consider the effect of how sculpture is displayed.	To choose and join a variety of materials to make sculpture.	
<b>PSHE</b>	<b>Safety and the changing body</b>						<b>Taught in Autumn 1</b>					
	To understand that age restrictions are designed to protect us.	To understand the benefits and risks of sharing material online.	To understand how to help someone with asthma.	To develop an understanding of privacy and the difference between secrets and surprises.	To understand that not all information on search engines is valuable.	To recognise that change is part of growing up.						
<b>Computing</b>	<b>Online Safety</b>						<b>Computational Thinking.</b>					
	To describe how to search for information within a wide group of technologies and make a	To describe some of the methods used to encourage people to buy things online.	To explain why lots of people sharing the same opinions or beliefs online do not make	To explain that technology can be designed to act like or impersonate living things.	To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.		To apply decomposition and pattern recognition to solve problems.	To explain and apply abstraction by identifying key details in a problem.	To design an algorithm to support an everyday task.	To apply and reflect on computational thinking skills while creating a Scratch project.		To evaluate a remixed program by reflecting on the effectiveness of computation

