

Curriculum Provision Map							YEAR 4
Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes:
Literacy	<i>Cinnamon</i> <i>Until I met Dudley</i>	<i>Escape from Pompeii</i> <i>FaRther</i>	<i>Winter's Child</i> <i>The Selfish Giant</i>	<i>The Heart and the Bottle</i> <i>The Matchbox Diary</i> <i>Varmints</i>	<i>Odd and the Frost Giants</i> <i>Shackleton's Journey</i>	<i>The Lion the Witch and the Wardrobe</i> <i>Jabber-wocky</i>	
Guided Reading	Fiction A Necklace of Raindrops <i>Joan Aiken</i>	Non-fiction Viking Voyagers <i>Jack Tite</i>	Poetry Overheard in the Tower Block <i>Paul Coelho</i>	Non-fiction The Story of Flight <i>Jakob Whitfield</i>	Fiction The Firework Maker's Daughter <i>Philip Pullman</i>	Non-fiction How does a Lighthouse work? <i>Roman Belyaev</i>	
Numeracy	<i>Number- Place Value.</i> <i>Decimals (& Place value)</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of shape & angles</i> <i>Number-multiplication.</i> <i>Number-division.</i> <i>Number-fractions.</i>	<i>Measurement – Time.</i> <i>Measurement – Money.</i> <i>Measurement-Length & perimeter.</i> <i>Number-addition & subtraction (mental methods)</i> <i>Statistics: Data handling.</i> <i>Number – division and multiplication (facts)</i>	<i>Number- Place Value.</i> <i>Negative numbers & Roman numerals.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of 2D shape, perimeter & direction.</i> <i>Number-multiplication.</i> <i>Number-division.</i>	<i>Fractions (including decimals)</i> <i>Measurement – Time.</i> <i>Measurement-perimeter & Area.</i> <i>Number-addition & subtraction (mental methods)</i> <i>Measurement – Mass & Capacity.</i>	<i>Number- Place Value.</i> <i>Decimals (& Place value)</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Multiplication & division (mental methods)</i> <i>Number-fractions.</i>	<i>Measurement – Time.</i> <i>Measurement – Money.</i> <i>Measurement-perimeter & Area.</i> <i>Geometry – properties of 3D shape.</i> <i>Statistics: Data handling.</i> <i>Measurement – Mass & Capacity.</i>	
Religious Education	Themes Church-Family Confirm-Belonging Advent-Loving	Topic <i>People Called Gift</i>	Themes Church-Community Eucharist-Relating Lent/Easter-Giving	Topic <i>Community Giving/receiving Self-discipline</i>	Themes Pentecost-Serving Reconciliation-relate Church-World	Topic <i>New life Building bridges God's people</i>	
P.S.H.E Personal, Social & Health Education	New Beginnings	Getting On and Falling Out	Going for Goals!	Good to be Me!	Relationships	Changes	
Science	<i>States of Matter</i> Study of a Famous scientist or inventor	<i>Electricity</i>	<i>Sound</i>	<i>Living things and their habitats</i>	<i>Animals including humans</i>	<i>The environment and different types of habitats</i>	

Computing	Handling Data	Handling Data	e-safety	Multimedia	Programming	Programming
	****Technology in our lives **** Technology in our lives ****Technology in our lives****					
Geography	<p><u>Water – The Water Cycle, Mountains, Rivers and Coasts</u></p> <p>- To describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.</p> <p>- To describe and understand key aspects of Human geography, including: the distribution of Water a natural resource.</p> <p>- To learn about the key topographical features including mountains, coasts and rivers.</p>		<p><u>Extreme Earth! Volcanoes, earthquakes & natural disasters</u></p> <p>- To describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p> <p>- To use world maps, atlases and globes to identify & locate the world's volcanoes, earthquakes and regions of natural disasters.</p> <p>-To identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>		<p><u>Rome – To compare & contrast a European city</u></p> <p>- To understand geographical similarities and differences through the study of human and physical geography of a European country.</p> <p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
History		<p><u>THE ROMANS & ANGLO-SAXONS</u></p> <p><u>Life for a typical</u></p>		<p><u>Tudor Britain</u> <u>The life and times of Henry VIII, his wives and successors!</u></p>		<p><u>The Indus Valley</u> <u>Bronze age civilization.</u></p> <p>- Pupils should be</p>

		<p><u>Anglo-Saxon family. Roman Britain & the fall of the Roman Empire.</u></p> <p>- Pupils should be taught about the <u>Roman Empire</u> and its impact on Britain. This is to include: *Julius Caesar's attempted invasion in 55-54 BC</p> <p>* the Roman Empire by AD 42 and the power of its army.</p> <p>* the fall of the Roman Empire.</p> <p>- Pupils should be taught about Britain's settlement by <u>Anglo-Saxons</u>. This is to include:</p> <p>* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>* Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>* Anglo-Saxon art and culture.</p>		<p>- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: <u>Tudor Britain</u></p> <p>- Pupils should be taught about:</p> <p>* the changing power of monarchs;</p> <p>* changes in an aspect of social history, such as crime & punishment or leisure</p> <p>* Tudor culture, art, architecture & literature.</p> <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends & develop the appropriate use of historical terms.</p>		<p>taught about the achievements of the earliest civilizations: <u>The Indus Valley</u>.</p> <p>- Pupils should be taught an overview of where and when the first civilizations appeared and a depth study of The Indus Valley.</p> <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends & develop the appropriate use of historical terms.</p> <p>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>	
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Music	<p><u>Handel's Water Music</u></p> <p>Children will listen with attention to detail to Handel's Water music collection. Children will recall sounds with increasing aural memory and consider how the collection was suited to King George I's request for a concert on the River Thames.</p> <p><i>Aims:</i> To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand music from great composers.</p>	<p><u>The Music of Ancient Rome</u></p> <p>Children will develop an understanding of the history of music as we discover and explore Music in the Roman Era.</p> <p><i>Aims:</i> To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand music drawn from different traditions. To develop an understanding of the History of music.</p>	<p><u>Extreme Earth – a Creative Music Project</u></p> <p>Children will develop, adjust, rehearse and perform a composition inspired by our Extreme Earth – link to Geography topic.</p> <p>Children are to use percussion instruments to recreate the sounds and atmosphere of erupting volcanoes and Earth trembling earthquakes.</p> <p><i>Aims:</i> Pupils will be taught to – sing, play and perform in solo and ensemble contexts.</p>	<p><u>Tudor Music</u></p> <p>Children will listen to and appreciate examples of Tudor music, including 'Green sleeves' – link to History topic.</p> <p>Children will also learn about the musical instruments of the Tudor period including: the lute, the cornet and the trumpet, and the invention of the English Consort.</p> <p><i>Aims:</i> Explore the range and purpose of music. Listen in detail and recall sounds that they hear and experience in a range of contexts. Appreciate and</p>	<p><u>Traditional Italian Music</u></p> <p>Children will learn about traditional Italian music, in particular Opera. Children will listen to a variety of traditional songs, including a Tarantella, and will explore some traditional instruments too - link to Geography topic.</p> <p><i>Aims:</i> Explore the range and purpose of music. Listen in detail and recall sounds that they hear. Appreciate and understand a range of live and recorded music.</p>	<p><u>Bronze Age Music</u></p> <p>Bronze Age technology changed a lot about human societies, and this included their music. During this topic, children will learn about how music changed in this time and how that impacted ancient lives – link to History topic. Children will also learn about, and make their own, Bronze Age musical instrument – horn.</p> <p><i>Aims:</i> Pupils will explore the range and purpose of music. Listen in detail and recall sounds that they hear and</p>	

			<i>Listen in detail and recall sounds that they hear and experience in a range of contexts. Use and understand some musical notations.</i>	<i>understand a range of live and recorded music. Develop and understanding of the history of music</i>		<i>experience in a range of contexts. Develop and understanding of the history of music.</i>
Art & Design Technology	<i>Photography</i> Making pinhole cameras and exploring photography	<i>Roman art and architecture- Mosaics</i> Building and designing houses. Construction of the Roman Villa vs Celtic settlements.	<i>Portraits</i> <i>Great British portrait painters including landscapes</i> Exploring colour: Mixing primary & secondary colours, holding and controlling a brush, introduction of colour wheel or spectrum. Looking at tones and shades of colours. Focus on landscapes.	<i>Artist Study</i> <i>Modern art: David Hockney</i> Close observation of still life and Installation art. Using colour and shading and close observation Skills.	<i>Form – Animal & Human</i> Drawing and proportion. Sketching using pencil and charcoal blending techniques. Focus on proportion, observation, light, dark and shadow.	<i>Art & artefacts of the Ancients</i> Bronze age art and jewellery. Making sculptures using Papier Mache and wire.
Physical Education	<i>MULTI-SKILLS</i> <i>To use running, jumping, throwing & catching in isolation and in combination. To play with increased stamina as technical skills develop. To play as part of a pair, team or group following rules and observing others.</i>	<i>GYMNASTICS</i> <i>Using floor and mid-high apparatus to sequence a routine self-taught or by following others. Developing strength, technique and control</i> <i>Floor work and balance to show increasing agility and ability.</i>	<i>SWIMMING</i> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<i>SWIMMING</i> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<i>TEAM GAMES</i> <i>Including cricket, football, hockey, rounders, netball, tennis, rugby etc. To play with increased awareness of pace, skill and space. To play as part of a team or group in competitive games with a sense of good sportsmanship.</i>	<i>ATHLETICS</i> <i>To develop flexibility, strength, skill, technique, control, balance and begin to compete within organised competition rules.</i>

