

## Year 4 Curriculum Map

| Term | School theme               | Line of Enquiry                         | Predominant subjects         | Themed Weeks   | Music Focus<br>*Each unit covers the interrelated dimensions of music: pulse, rhythm, pitch through listening, appraising performing and composing. | Computing focus   | Languages focus   | PE Focus<br><br>PE at Avon is taught using the FUNS cards from the REAL PE scheme of work. These skills cards are colour progressive and are taught every term alongside each unit. Once a child has achieved a colour part in a particular skill they are challenged to attempt the next colour. |
|------|----------------------------|---|------------------------------|--|---|---|---|---|
| 1    | “Where ever I lay my hat?” | Is Shirehampton really a village?       | History<br>Geography         | Week 1: A Fresh Start<br>PSED/SMSC focus   | Charanga<br>Mamma Mia   | Comics<br>To use different tools to create and debug a program.               | French<br>Speaking Activities<br>(Brilliant publications)<br>Greetings          | Unit 1 –<br>Personal Skills   |
| 2    | “Don’t stop believing!”    | Is it better to have more than one God? | RE (faith and belief)<br>Art | Week 1:<br>Remembrance Week<br>Week 7: Christmas:<br>What can we learn from the life and teachings of Jesus and why is he important? | Charanga<br>Five Gold Rings   | Understand reliability of information online.<br>To protect ourselves online. | French<br>Speaking Activities<br>(Brilliant publications)<br>Months and colours | Unit 2 – Social Skills  |

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| 3 | “Can you feel it?”                     | Could you put on a stage show?                   | Science and D&T |   | Glockenspiel Stage 1,2 or 3        | Gaming<br>To use logical thinking to solve a problem.<br>Programming and debugging.            | French Speaking Activities (Brilliant publications)<br>Food and drink                | Unit 3 – Cognitive Skills         |
| 4 | “The times they are a changing”        | What was life like for the Romans?               | History         | Week 2 Book Week<br>Week 4: Easter: What can we learn from the life and teachings of Jesus? Why is Jesus important? | Year 3 /4 Production               | Organise data.<br>How to use the safety features online.                                       | French Speaking Activities (Brilliant publications)<br>Sport and hobbies             | Unit 4 – Creative Skills          |
| 5 | All I need is the air that I breathe!” | Could you survive in a rainforest?               | Science SRE     | Week 1: Outdoor Learning Week   | Charanga Benjamin Britten – Cuckoo | Game designers!<br>Link algorithms to being useful in other subjects.<br>Who owns images/text? | French Speaking Activities (Brilliant publications)<br>Parts of the body and clothes | Unit 5 – Applying Physical Skills |
| 6 | “What a Wonderful World...”            | Where is most beautiful, North or South America? | Geography       | Week 3: Culture and art (exhibition)  | Charanga Lean On Me                | Use Kodu to design a game for someone else to play.  | French Speaking Activities (Brilliant publications)<br>Feelings and opinions         | Unit 6 – Health and Fitness       |

### Term 1: Is Shirehampton really a village?

|                        |   |
|------------------------|---|
| <b>Geography focus</b> | Local study, comparison with villages in England, Europe and Africa, fieldwork skills |
| <b>History focus</b>   | Local area study- clues about British history in the locality                         |

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|---------------------------|---|
| <b>Launch</b>             | Create a treasure hunt in the village with clues relating to local landmarks/ amenities etc.            |
| <b>Landing</b>            | Present how you would improve the village in the future to meet the needs of the changing community     |
| <b>ELLI focus</b>         | Owl and spider  |
| <b>RSSA focus</b>         | Article 27: You have a right to a safe place to live. (Are all villages safe?)                          |
| <b>Visit/Visitor</b>      | Local councillor, various local walks   |
| <b>International link</b> | Comparison with global villages   |
| <b>Local link</b>         | Could children present there landing to our councillor or other notable members of the local community? |
| <b>British Values</b>     | Mutual Respect, Tolerance of other faiths and beliefs   |

### Term 2: Is it better to have more than one God?

|                           |   |
|---------------------------|---|
| <b>RE focus</b>           | What does it mean to belong to a religion and how do people express their beliefs? Christianity/Hinduism                            |
| <b>Art focus</b>          | The power of colour in art and architecture (include a link with Hinduism)  |
| <b>Launch</b>             | Watch clip about Hindu teenagers on BBC KS3 religious studies. Create a list of questions from this... Have a 'Yoga' session.       |
| <b>Landing</b>            | Hindu dance performance to school   |
| <b>ELLI focus</b>         | Cat and dolphin   |
| <b>RSSA focus</b>         | Article 14: You have the right to think and believe whatever you want to and practice any religion, with guidance from your parents |
| <b>Visit/Visitor</b>      | The Bristol Hindu Temple, clergy visit  |
| <b>International link</b> | Hinduism globally   |
| <b>Local link</b>         | Why is there only one Hindu temple in Bristol?  |
| <b>British Values</b>     | Tolerance of other faiths and beliefs, individual liberty, mutual respect   |

### Term 3: Could you put on stage show?

|                           |   |
|---------------------------|---|
| <b>Science focus</b>      | Electricity, sound, state of matter   |
| <b>D &amp; T focus</b>    | Creating puppets and puppet theatres  |
| <b>Launch</b>             | Watch a film recording of an 'ambitious' stage show e.g. Wicked, The Lion King, Disney on Ice |
| <b>Landing</b>            | Create a puppet show incorporating the results of scientific investigation on above themes    |
| <b>ELLI focus</b>         | Unicorn and bee   |
| <b>RSSA focus</b>         | Article 29: You have a right to an education that develops your personality and abilities     |
| <b>Visit/Visitor</b>      | Mad Science one-off workshop  |
| <b>International link</b> | Look at the staging and effects of circus shows around the world                              |
| <b>Local link</b>         | Involve the local community in sourcing this project  |
| <b>British Values</b>     | Democracy, The rule of law  |

| <b>Term 4: Who were the best: the Romans or the Celts?</b> |   |
|--|---|
| <b>History focus</b>                                       | Roman life, Roman impact on Britain, the British resistance   |
| <b>Launch</b>  | 'Step inside' the painting 'Vercingetorix Throws Down his Arms at the Feet of Julia's Caesar'             |
| <b>Landing</b>   | Create a drama performance based on 'The Romanisation' of Britain from different perspectives             |
| <b>ELLI focus</b>  | Chameleon and tortoise  |
| <b>RSSA focus</b>  | Article 7: You have a right to a nationality. Explore the reality today of 'nationality' and 'settlement' |
| <b>Visit/Visitor</b>                                       | Roman settlement locally, Roman baths, Caerleon Roman museum  |
| <b>International link</b>                                  | Explore modern history of Rome and it's unfortunate political legacy                                      |
| <b>Local link</b>  | Roman settlement locally  |
| <b>British Values</b>                                      | The rule of Law, Mutual Respect   |

| <b>Term 5: Could you survive the rainforest?</b> |   |
|--|---|
| <b>Science focus</b>                             | Living things and their habitats, animals including humans (digestion/teeth)  |
| <b>SRE focus</b>                                 | Puberty Part 2: Menstruation and girls  |
| <b>Launch</b>                                    | Create a 'multi-sensory' experience for the children of the sounds, smells and sensations of the rainforest...  |
| <b>Landing</b>                                   | Present a survival guide in a class assembly using materials, foods etc. found in the rainforest  |
| <b>ELLI focus</b>                                | Cat and bee   |
| <b>RSSA focus</b>                                | Article 24: You have the right to the best health and medical care possible, and information to help you stay healthy. Look at the role the rainforest has in healthcare. The impact of deforestation on tribal communities, healthcare, environment in general |
| <b>Visit/Visitor</b>                             | Bristol Zoo visit   |
| <b>International link</b>                        | Rainforest charity link, tree planting  |
| <b>Local link</b>                                | -   |
| <b>British Values</b>                            | Tolerance of other faiths and beliefs, Mutual Respect, Rule of Law  |

| <b>Term 6: Where is most beautiful? North or South America</b> |   |
|--|---|
| <b>Geography focus</b>   | Locational and place knowledge, study of physical geography, maps and atlases   |
| <b>Launch</b>  | True or false fact quiz   |
| <b>Landing</b>   | Individual comparative study of aspect of N/S America done as homework/independent study to be presented to class and visiting parents  |
| <b>ELLI focus</b>  | Bee (working alone)   |
| <b>RSSA focus</b>  | Article 2: You have a right to be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live. The USA have not signed the Convention on the Rights of the Child; does this mean children have LESS rights than in South America? |

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|---------------------------|---|
| <b>Visit/Visitor</b>      | Community member from America                 |
| <b>International link</b> | Link with American school                     |
| <b>Local link</b>         | How do we judge 'beauty' in places around us? |
| <b>British Values</b>     | Democracy, The Rule of Law                    |