



YEAR 4 CURRICULUM MAP

ECO-WARRIORS



KEY KNOWLEDGE AND UNDERSTANDING PRINCIPLES IN THE TOPIC

This term, year 4 will be looking at the environment, studying how land is used and how that use has changed over time. They will be exploring different environmental issues and researching facts to explain their and other's points of view. They will present some of their ideas in persuasive writing. As part of this topic, they will also be learning about the weather and collecting information which they will represent in different graphs they have learnt in maths. A trip to a recycling centre will show them exactly what happens to the waste they throw away at home and at school. Finally, they will be using a range of junk to make different products and musical instruments which they will use in their live performance.



ENGLISH	STORY WITH ISSUES AND DILEMMAS Read stories with issues or dilemmas; summaries key points; predict outcomes; explore possible courses of action; write different endings; write in role as a character; consider different ways to 'draw the reader in'; plan, draft, edit and review own story. BRITISH VALUES: The British value of tolerance will be explored in detail with this unit. PERSUASIVE WRITING Read a range of persuasive texts; express personal opinions using evidence from the text; identify key language features in persuasive texts; identify elements of a trailer that are persuasive; plan and write a written voice-over script; demonstrate how to combine words, music and images; plan, draft, edit and review a persuasive voice-over text. LETTER IN ROLE Read a range of letters; identify key features; linked to key figures from the industrial revolution, plan, write and edit letters regarding concerns for issues studied in the topic. POETRY - CREATING IMAGES Read a number of poems which create vivid images; perform and respond to poems in a variety of ways; discuss the use of language devices; plan and write own poem which creates imagery. PLAYSCRIPTS Read and identify features of a playscript; improvise dialogue between key characters; write, perform and evaluate own playscript. READING Reading skills from the National Curriculum are taught during English lessons. Pupils spend time as a whole class investigating and engaging with texts in depth. These texts often support our topic work and enable pupils to develop their knowledge and understanding, as well as create an enjoyment for reading through comprehension-based activities and studies. Understanding and skills are further developed through sessions focused on decoding (word reading), and regular comprehension lessons (understanding), using rigorous questioning and discussion. A love of reading is encouraged by children making their own choices of books from reading corners, author visits and celebrations of reading and literature. Children also take books home and are asked to regularly complete a reading record. The year 4 programmes of study for VOCABULARY, GRAMMAR, PUNCTUATION and SPELLING will also be followed.		MATHEMATICS NUMBER - NUMBER AND PLACE VALUE All objectives will be revisited. NUMBER - ADDITION AND SUBTRACTION All objectives will be revisited. NUMBER - MULTIPLICATION AND DIVISION All objectives will be revisited. NUMBER - FRACTIONS including DECIMALS Fraction objectives will be revisited. Round decimals with one decimal place to the nearest whole number; compare numbers with the same number of decimal places up to two decimal places; solve simple measure and money problems involving fractions and decimals to two decimal places. MEASUREMENT Measure objectives will be revisited. Estimate, compare and calculate money in pounds and pence; read, write and convert time between analogue and digital 12- and 24-hour clocks; solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. GEOMETRY - PROPERTIES OF SHAPES All objectives will be revisited. GEOMETRY - POSITION AND DIRECTION All objectives will be revisited. STATISTICS Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. New learning Revision	
	HISTORY  ECO-WARRIORS Linking to the Geography topic, explore importance of the coal mining and the development of eco-friendly power sources.	SCIENCE HUMAN IMPACT Consider the impact that humans have on the local environment; identify some positive and negative ways that humans change the environment; examine the local area for positive and negative impact; interpret data about waste and plan a litter survey; interpret data presented in a bar chart and draw up a data collection sheet; carry out their litter surveys and present their findings; collect and present data about an aspect of human impact on the environment; know about the impact that different types of litter can have on wildlife; understand why it is important to dispose of waste responsibly; know about what a food chain is and link changes in a food chain to their previous learning about human impact; relate this to a real life situation; understand and appreciate the impact that humans can have on the stability of the food chain; apply recent learning about local food chain destruction to explore human impact further afield; research different issues and present their findings; explain some of the implications of human impact on the location being studied; consider the pros and cons of keeping animals in zoos; prepare arguments for a debate; identify some arguments for and against keeping animals in zoos; take on roles and debate whether animals should be kept in zoos; role-play a debate about zoos. A VISIT TO LONDON ZOO WILL ENABLE THE CHILDREN TO CONSIDER SOME OF THE ISSUES FIRST HAND. WHERE DOES ALL THAT FOOD GO? Ask questions to explore; know about the basic parts of the digestive system; know where the food goes as it travels through the body; know the types of teeth that humans have and how these differ in children and adults; know the functions of the different types of teeth; know a range of ways to look after their teeth; create food chains and webs for different habitats; use evidence from animal skulls to identify the correct position of an animal in a food chain; understand about producers and consumers; identify which animals are predators, prey or both; understand that a food chain shows what different animals eat in a habitat and that the arrows show the flow of energy; know how digestion takes place in different parts of the digestive system; understand that food can be broken down mechanically and chemically and then absorbed into the body; identify in which organs food is broken down in these different ways; know what is removed from the food in each organ; carry out different investigations to learn about the role of toothpaste in looking after teeth; know that toothpaste protects teeth from being attacked by acids, and that brushing with toothpaste is more effective at removing stains from teeth than brushing without toothpaste; try out different recipes for home-made toothpaste. OUR CHANGING WORLD Observe, classify and identify a range of different flowers, including tree blossom, spring bulbs and summer flowers; use different information sources to identify a variety of flowers, and to construct own flower classification keys. THE CHILDREN WILL REVISIT CHINBROOK MEADOWS TO LOOK AT THE NATURAL AND PLANTED FLOWERS ON SHOW.		
COMPUTING	USING COMPUTERS Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	ART & DESIGN GLASS ART Experiment with and combine materials and processes to design and make a 3D form; use textile and sewing skills to create an environmental scene. Present a collection of their work on a slide show. Create all the colours needed.	MUSIC MUSICAL JUNK Make percussion instruments made from 'junk'; play in a junk orchestra. VISIT FROM JUNK ORCHESTRA	R.E. LIVING AS A BUDDHIST & THE BUDDHIST COMMUNITY WORLDWIDE Know which places have a special meaning to Buddhists; know the importance of a temple or Buddhist centre; know why Buddhists have images of Buddha. BRITISH VALUES: this focus will encourage tolerance and harmony between different cultural traditions and provide the children with the foundation to understanding that British citizens have the freedom to choose and hold other faiths and beliefs. PRODUCTS MADE FROM DOMESTIC WASTE Following research, develop designs which are fit for purpose; consider finishing techniques; evaluate the design and product and suggest improvements. COOKING AND NUTRITION Know what to do to be hygienic and safe; present their product in an interesting way.
	M.F.L. Animals and habitats Animales y sus habitats	GEOGRAPHY ECO-WARRIORS Understand types of land use and economic activity; explain how a locality has changed over time with reference to human features; suggest different ways in which a locality could be changed or improved; find different views about an environmental issue and explain their view; suggest different ways that a locality could be changed or improved; use appropriate symbols to represent different physical features on a map; plan a journey to a place in England; accurately measure and collect information (e.g. rainfall, temp, wind speed, noise etc). VISIT TO A RECYCLING CENTRE WILL ALLOW THE CHILDREN TO SEE WHAT HAPPENS TO THEIR RUBBISH. BRITISH VALUES: this topic will encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely especially in relation to littering and recycling.		

