



Curriculum Map

YR: 4

Term: Summer

Mathematical Skills

I can...

- Count backwards through zero to include negative numbers
- Round decimal numbers
- Compare and order decimal numbers
- Add and subtract decimal numbers
- Convert hours to minutes and minutes to seconds
- Read and write analogue and digital time
- Compare, calculate, and convert money
- Identify, compare, and order angles
- Interpret and represent data

Geography

Children will extend and develop their existing understanding of geographical knowledge, including human and physical geographical features, by exploring world trade and how the UK contributes to this.

Key Skills

- I can use maps and atlases to locate the sources of a range of food products
- I know some of the products the UK exports.
- I can name and locate some of the countries the UK exports to.

Computing

Children will access Microsoft office and Microsoft teams to complete documents collaboratively by writing stories together and by using comments to suggest changes on other children's documents. They will create a Microsoft form and analyse the data that is collected.

Key Skills

- I can use online software for documents, presentations, forms, and spreadsheets
- I can recognise what appropriate behaviour is when collaborating with others online

RE

Why does the Prophet matter to Muslims?

This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by Muslim people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an.

Key Skills

- I can show awareness of the role of the Prophet in Islam
- I can identify how the Prophet Muhammad (PBUH) is an example for Muslims
- I can retell a story of the Prophet
- I can ask and respond sensitively to questions about the importance of the Prophet Muhammad (PBUH)

Science

Children will learn about two units this term: living things and their habitats and sound.

Key Skills

Living Things and Their Habitats

- I can identify and name living things within my local environment
- I can explore and use classification keys
- I can describe how environments can change and understand how this can pose danger to living things

Sound

- I can identify how sounds are made
- I can recognise that vibrations from sounds travel through a medium to the ear.
- I can find and describe patterns between the pitch of a sound and features of the object that produced it

Design and Technology

Children will apply their knowledge about cushions in a purposeful way by designing and making a simple cushion cover. The children will consider how the cushion will be constructed by investigating a variety of different stitching types to be able to add a zip and applique.

Key Skills

- I can investigate ways of strengthening my cushion to ensure durability
- I can create a pattern and a prototype

English

Writing to inform— diaries, instructions, and non-chronological reports

Writing to persuade — letters, adverts, and invitations

Some of the books studied in English and Reading sessions will include

- The Day of Ahmed's Secret
- The Diary of a Killer Cat
- Alice's Adventures in Wonderland
- Izzy Gizmo

History

Children will explore what life was like for people in Tudor Britain both rich and poor including home life, work, and education. There will be ample opportunity for the children to develop a chronological understanding of where the Tudor era fits in with modern life.

Key Skills

- I can use sources to make deductions about life of Tudor monarchs
- I can describe significant events in King Henry VIII's life
- I can explain the similarities and differences of the lives of the rich and poor in Tudor times
- I can describe significant events in Queen Elizabeth I's life

Art and Design

In this unit children will explore landscapes from the past. They will explore and use shape, form, colour, and pattern to make a painting of a rainforest. They will compare the ideas, methods and approaches used in the work of different painters.

Key Skills

- I can record and analyse first-hand observations
- I can organize and layer visual information to collage perspective
- I can design and make a mural based on a landscape
- I can evaluate my own work and express my opinions about others' artwork

PSHCE

Children will think about where money comes from and how it can be used. They will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will recap how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.