

Yearly Curriculum Map – Class 4: 2018/19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Idea	All About Me: Who are we?	Earth and Space: How big is space?	Ancient Greece: <i>Greeks...What did they do for this?</i>	Local history: <i>Question TBC</i>	Digital media: <i>Question TBC</i>	Survival: <i>Question TBC</i>
Subjects	Driver: PHSCE Link: Geography, Science, Art, DT	Driver: Science Link: DT, Music, English	Driver: History Link: Art, DT, Geography	Driver: Geography Link: History, Computing, Art	Driver: Computing Link: English, DT, Music	Driver: Geography Link: Science, Art
Key NC Objectives	Geography: name and locate counties and cities of the United Kingdom, geographical regions...and understand how some of these aspects have changed over time Science: Evolution and inheritance (all objectives) Art: to improve their mastery of art and design techniques, including drawing DT: investigate and analyse a range of existing products	Science: Earth and Space (all objectives) Art: to improve their mastery of art and design techniques, including drawing DT: select from and use a wider range of materials and components, including construction materials; apply their understanding of how to strengthen, stiffen and reinforce more complex structures Music: appreciate and understand a wide range of high-quality live and recorded music English: speak audibly and fluently; gain, maintain and monitor the interest of the listener(s); use and understand staff and other musical notations	History: Ancient Greece – a study of Greek life and achievements and their influence on the world Art: learn about great artists, architects and designers in history; to improve their mastery of art and design techniques, including drawing DT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose DT: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select from and use a wider range of tools and equipment to perform practical tasks; understand and use mechanical systems in their products;	History: a local history study Art: to improve their mastery of art and design techniques, including drawing Computing: 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; identify a range of ways to report concerns about content and contact. DT - Cooking and nutrition Music: develop an understanding of the history of music.	Computing: use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration DT: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Music: improvise and compose music for a range of purposes using the inter-related dimensions of music	Art: to improve their mastery of art and design techniques, including drawing; DT: select from and use a wider range of materials and components Geography: climate zones, biomes and vegetation belts; the distribution of natural resources including energy, food, minerals and water; six-figure grid references, symbols and key...to build their knowledge of the United Kingdom and the wider world

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Throughout the year:	<p>Art and Design: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Computing: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Music: play and perform in solo and ensemble contexts; improvise and compose music for a range of purposes using the inter-related dimensions of music</p>					
Science:	<p>Evolution and Inheritance:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Big Idea: Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Electricity (2 units)</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>DT: understand and use electrical systems in their</p>	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>Living things and their habitats (2 units)</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	

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			products; apply their understanding of computing to program, monitor and control their products			