

# North Park Primary School – Curriculum Planning

## YEAR 4 CURRICULUM MAP

|                        |               | Autumn   |                                      | Spring  |                                 | Summer   |                                 |
|------------------------|---------------|--|--------------------------------------|---|---------------------------------|--|---------------------------------|
| Reading                | Word reading  | NC Appendix 1 (NC p 35)  |                                      |   |                                 |  |                                 |
|                        | Comprehension | Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries (NC p 35/36)                             |                                      |   |                                 |  |                                 |
| Writing                | Transcription | Spelling Programme ( NC Appendix 1)  |                                      |   |                                 |  |                                 |
|                        | Composition   | Writing : narrative and non-narrative (NC p 39)  |                                      |   |                                 |  |                                 |
|                        | VGP           | NC Appendix 2  |                                      |   |                                 |  |                                 |
| Speaking and listening |               | 12 Statutory statements (NC p 17)  |                                      |   |                                 |  |                                 |
| Maths                  |               | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics |                                      |   |                                 |  |                                 |
| Science                |               | Electricity  | States of Matter                     |   | Animals including Humans        |  |                                 |
|                        |               | Sound  |                                      |   | Living Things and Habitats      |  |                                 |
|                        |               | Working Scientifically – on going across the year  |                                      |   |                                 |  |                                 |
| Computing (Kapow)      |               | Computing systems and networks – Collaborative learning<br>Online safety 1<br>Programming – Further coding with scratch<br>Online safety 2   |                                      | Skills showcase – HTML<br>Online safety 3 and 4   |                                 | Programming – Computational thinking<br>Online safety 5 and 6                              |                                 |
| History                |               | Why did the Ancient Romans march through Durham?<br>A local history study  |                                      | What was daily life like for Romans?<br>The Roman Empire and its impact on Britain              |                                 | What happened when the Romans left Britain?<br>The rise of the Anglo-Saxons.               |                                 |
| Geography              |               | What can we discover about Europe?<br>Places, features and people.<br>Focus: land use, key human and physical features and locations,  |                                      | Why does Italy shake and roar?<br>Focus: region in Europe, physical and human characteristics.  |                                 | Local Fieldwork- Seaham Coastal Fieldwork  |                                 |
|                        |               | Geographical skills and fieldwork –on going across the year  |                                      |   |                                 |  |                                 |
| D.T. (Kapow)           |               | Mechanical systems<br>Making a slingshot car   |                                      | Electrical systems<br>Torches   |                                 |  |                                 |
| Art and Design (Kapow) |               | Formal elements of art   |                                      | Art and design skills   |                                 | Sculpture  |                                 |
| Music (Kapow)          |               | Adapting and transposing motifs (Romans)   |                                      | Haiku, music and performance (Hanami)   |                                 | Guitar (JS)  |                                 |
| MFL (Kapow)            |               | Clothes  |                                      | Numbers   |                                 | Food   |                                 |
| P.E.                   |               | Swimming   | Swimming                             | Dance-What's So Funny?  | Gymnastics<br>Pink gym          | Swimming   | Swimming                        |
|                        |               | Games<br>End Zone 1  | Athletics<br>Faster, Higher, Further | Gymnastics<br>Pink gym  | Games<br>Mini Tennis 2<br>N + W | Athletics<br>Furthest Five   | Games<br>Boundary Line<br>S + F |
|                        |               | Fit for Life Coach   | Indian Dance                         |   |                                 | OAA<br>Communication<br>Challenge and<br>Safely Across                                     |                                 |
| PSHCE                  |               | Relationships  |                                      | Living in the Wider World   |                                 | Health and Wellbeing   |                                 |
| R.E.                   |               | What do we know about the Bible and why is it important to Christians?<br>Why do Christians call Jesus the light of the world?   |                                      | What do Christians believe about Jesus?<br>Why is Lent such an important period for Christians? |                                 | How and why do people show care for others?<br>Why do people visit Durham Cathedral today? |                                 |
|                        |               | Curriculum based on Durham Agreed Syllabus 2020  |                                      |   |                                 |  |                                 |
| Focus weeks            |               | PSHCE Week – Rules and laws  |                                      | Multi-Cultural Week – Japan   |                                 |  |                                 |