

## Selby Community Primary School Year 4 Curriculum Map

	Autumn		Spring		Summer	
<b>Literacy-Fiction</b>	The Caravan King Alfred's Quest		The Museum Anansi and the Box of Stories		Theseus Midas	
<b>Literacy-Non-Fiction</b>	Report Discussion		Instructions Persuasion		Recount Explanation	
<b>Poetry</b>	Storm at Sea	Entering the Castle – Brian Moses	Piercing the Veil	Summer Desert Heat	Keeping On	All that is Gold does not Glitter
<b>Reading</b>	Krindlekrax  The incredible book eating boy		The girl who stole an elephant		Varjak Paw	
<b>Maths</b>	Place Value, Addition & Subtraction, Length & Perimeter, Multiplication & Division		Multiplication & Division, Area, Fractions, Decimals		Decimals, Money, Time, Statistics, Properties of Shape, Position & Direction	
<b>Science</b>	Sound Electricity		States of matter		Animals incl. humans (Yr4) Living things and their habitats	
<b>History</b>	Britain's Settlement by Anglo Saxons and Scots		Ancient Egypt (incl. Imhotep)		Ancient Greece	
<b>Geography</b>	Resources of the World		Rivers & Water Cycle		Europe- compare & contrast	
	Geographical skills and fieldwork					
<b>RE</b>	What does it mean to be a Hindu in Britain today?  Diwali		Why is Jesus inspiring to some people?  Hajj & Eid al-Adha		What can we learn from religions about what is right and wrong?	
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Languages</b>	U7 – Les Monstres U8 – Les Calendrier		U9 – Les animaux U10 – Au Marché		U11 – Je suis le musicien U12 – À la mode	
<b>Music</b>	Reading notation & Performance		Recorders & Performance		Composition & Performance	
	Singing & Listening					
<b>PE</b>	Gymnastics Multi skills and games/playground games	Cricket Fitness circuits	Dance Tag-Rugby (coach)	Tri-golf Football	Netball Uni-hock	Tennis (coach) Athletics
<b>Design Technology</b>	Levers and Linkages – mechanical control 3D Structures Electrical circuits and control					
<b>Art</b>	<b>Focus Artist:</b> David Hockney <b>Digital media</b> – Variety of media to create image <b>Printing</b> –.Printing block <b>Craft Maker Skills</b> – Cross stitch and Back stitch <b>Drawing</b> – Accurate drawings of whole people including proportion and placement.					
<b>Computing</b>	Computer systems and networks – The internet	Creating media – Audio editing	Programming – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming – Repetition in games
<b>Visits</b>	Place of business (local), Non-Christian place of worship (further afield)					
<b>Life skill</b>	Chess/cards/board games					
<b>Cooking</b>	Baking-savoury					
<b>UNICEF articles</b>	2 & 5		15 & 16		32 & 36	
<b>STEM</b>	Circuit Bugs			Energy Game		

## Selby Community Primary School

### Year 4 end of Year subject expectations

Subject	Expected Standard							
<b>Science</b>	Suggest questions that can be tested. Put forward ideas about testing and make predictions. Begin to give scientific reasons for these predictions.		Carry out investigations with growing accuracy and independence. Select and use suitable equipment.		Record their observations in written, pictorial and diagrammatic forms. Begin to select the appropriate format to record their observations. Compare predictions with actual results. Identify patterns in measurements.			
<b>PE</b>	Can throw and catch and hit a ball accurately and with control. Can run over long distances and sprint over short. Within games, children can vary tactics and adapt skills depending on what is happening in a game. Within dance and gymnastics, children can change speed and use a range of shapes and use movement to communicate an idea. Can work with a partner and can take the lead with a partner or small group. Children can plan a balanced meal and talk about how exercise makes their bodies feel and the impact fitness levels have on their daily lives.							
<b>History</b>	Create timelines using decades and centuries.		Use evidence to explain differences in a historical period (e.g. rich and poor). Use a range of evidence, including artefacts, to build up a picture of the past.		Research different versions of the same event and discuss how they differ.			
<b>Geography</b>	Become a competent user of OS maps, atlases, globes and aerial photographs. Name and locate many of the world's most famous rivers using an atlas.		Know the countries that make up Europe. Name key cities and different topographical areas. Locate the tropics of Capricorn and Cancer Understand where different resources are found in the world and the difference between renewable and non-renewable resources.		Explain the course of a river and understand why many cities are located on or close to it. Understand why people are attracted to live by rivers.			
<b>RE</b>	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and texts Identify the impact religions and beliefs have on believers' lifestyles.			Understand why some people, religious or otherwise, inspire others, and why. Ask important questions about religious beliefs and ways of living - linking their own and others' responses.				
<b>Art</b>	Select and use relevant resources and references to develop their ideas. Use drawing within their sketchbooks, purposefully to improve understanding, inform ideas and plan for an outcome.		<b>Craft Maker Skills-</b> use basic cross stitch and back stitch to quilt, pad around prints or pictures that have been made on material. <b>Printing-</b> Make printing blocks and use them to create precise repeating patterns of overlaying colours, replicating environmental natural or built patterns <b>Digital Media-</b> Use stories, music or poems to create images, video and sound recordings and explain why they were created. <b>Drawing-</b> Use different grades of pencils, identify and draw the effect of light, scale and proportion. Work in a variety of scales. Accurate drawings of whole people including proportion and placement.		Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.		Describe key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Demonstrate, how tools, should be used effectively and with safety.	
<b>DT</b>	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches and prototypes or drawing apps to explain ideas.		Use a range of tools and techniques to produce a product that is fit for purpose. Work involves levers, linkages and electrical components and how to strengthen a 3D framework. Work includes textile techniques.		Evaluate their own product against design criteria. Evaluate existing products, with an awareness of good design.		Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely and hygienically.	
<b>Computing</b>	Able to experiment with variables for a specific purpose. Predict and explain what will happen and debug programs where appropriate. Select and use software to accomplish given goals and able to produce and upload a pod cast.							
<b>Music</b>	Demonstrate a continued development and grasp of musical knowledge and ability by performing set tasks with aspects of accurate timekeeping, tunefulness, expression, sensitivity and increasing musical fluency. Enhanced understanding of standard notation. Use tuned percussion, keyboards and the introduction of ukuleles to demonstrate the above expectations. Furthered knowledge of musical history.							
<b>PSHE</b>	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.		
<b>MFL</b>	Name and describe people, places and objects using a wider range of vocabulary. Take part in a conversation saying 3-4 things. Respond using short phrases. Starting to speak in sentences. Read independently, understand and explain the main points in a short passage. Using bilingual dictionaries to look up new words. Writing 2-3 short sentences on a familiar topic. Express opinions about some topics.							

**Selby Community Primary School**  
**Year 4 end of Year subject expectations for mastery**

<b>Subject</b>	<b>Mastery Expectations</b>
<b>Science</b>	Pose scientific questions confidently and suggest ways to answer them. Know how scientific discoveries and concepts have an impact on our lives.
<b>PE</b>	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.
<b>History</b>	Know why the world and its people are the way they are today. Revise and justify opinions. Ask and answer questions about history. Know how history has an impact on our lives today locally and nationally. Learning is transferred and applied into different contexts.
<b>Geography</b>	Ask geographical questions and suggest how we could research and answer these. Understand and use a wide range of geographical vocabulary. Give detailed explanations of human and physical features studied. Identify similarities and differences between places studied and the people who live there. Learning is transferred and applied into different contexts.
<b>RE</b>	Use religious vocab to describe and show understanding of practices, beliefs and sources with confidence. Be able to explain why they find someone else inspirational (religious or otherwise), and how this could impact on their own life.
<b>Art</b>	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
<b>DT</b>	The pupil can produce clear detailed annotated sketches to plan their design. Their design ideas show the influence of research. They can shape, cut and join materials using tools with some accuracy and their products could show some degree of complexity. They work safely and with accuracy. Their evaluations are clear and refer to their original design.
<b>Computing</b>	Able to clearly communicate how variables affect the outcome. Understands how pod casts can be used to convey information.
<b>Music</b>	Year 4 expectations are shown with consistency and thoroughness, with increasing levels of sensitivity and expression shown across numerous instruments.
<b>PSHE</b>	To communicate the expectations both orally and in writing.
<b>MFL</b>	Recalls previous topic vocabulary in a range of contexts. Recites songs, poems, rhymes and short extracts from certain texts whilst applying the vocabulary in other contexts

## Year 4 Subject Vocabulary

<b>PE</b>	intercept	footwork	compose	canon								
	receive	pulse rate	levels	unison								
	pivot	tactics	routine	motif								
<b>Science</b>	vertebrate	deforestation	gas	circuit								
	invertebrate	solid	evaporation	conductor								
	environment	liquid	condensation	insulator								
<b>History</b>	withdrawal	conquest	kingdom	settlement								
	decade	centuries	Anglo-Saxons	society								
	Imhotep	interpretation	enemies	citizen								
	Pharaoh	polymath										
<b>Geography</b>	renewable	minerals	sketch	river course								
	non-renewable	distribution	investigation	estuary								
	natural resource	grid reference	water cycle	meander								
	energy	topography	tributary	similarity/difference								
<b>RE</b>	Eucharist	Hindu	Mandi	Sikh								
	Gurdwara	Langar	shrine	devotion								
	Makkah	Adhan	reincarnation	fellowship								
	Karma	Heaven	Dharma	spiritual								
<b>Art</b>	effect of light	highlights	contour	scale								
	large scale	small scale	irregular	architects								
	back stitch	quilt stitch	montage	tessellation								
	visual perceptions	aesthetics	mid tones	stippling								
<b>DT</b>	inventor	fit for purpose	circuit	textile								
	technique	temporary fixing	mixing	hygiene								
	mock-up	cam	weaving	energy								
<b>Computing</b>	podcast	present data	variable	themes								
	master	speaker notes	duplicate									
<b>Music</b>	Pachelbel	major/minor	chords	semiquaver								
	ground bass	harmony										
<b>PSHE</b>	See Jigsaw scheme of work for vocabulary											
<b>MFL</b>	eyes white ears mouth	nose hand What is? long black	Months August In Spring In Summer In Autumn	In Winter Merry Christmas Happy New Year	cat tail dog rabbit	Have you? I have I don't have Here is Who is called	potato peas cabbage I would like At the market	What do you have? 100 please How much?	Who likes...? drum louder softly quicker	slowly What do you play? rubbish	trousers glasses shirt I am wearing	when hot cold pretty horrible
	<b>Maths</b>	decimal	remainder	polygons		equilateral						
rounding		quotient	quadrilaterals		isosceles							
estimate		hundredths	rhombus		scalene							
area		mixed numbers	kite		symmetrical							
surface		improper fractions	trapezium		duration							
line graph	parallelogram											

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