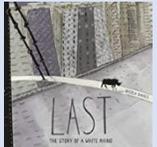
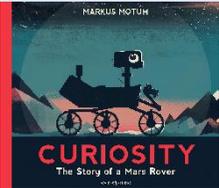
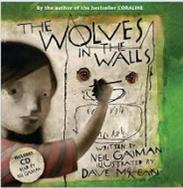
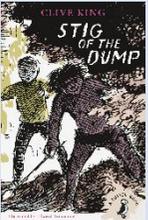




Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 4 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Value	Thankfulness	Trust	Perseverance	Justice	Friendship	Truthfulness
	Inspirational Theme	Inspirational Theme: Children	Inspirational Theme: Diversity	Inspirational Theme: Explorers	Inspirational Theme: Leadership	Inspirational Theme: Creation	Inspirational Theme: Community
		Polar Biomes (G)	Animals (S)	Rivers (G)	Egyptians (H)	Sound (S)	Stone Age to the Iron Age (H)
	Big Question	How can we look after our planet for the children of the future?	What impact does changes to the environment have on animals?	Do rivers help us to explore?	Who were the leaders of this ancient civilization?	How do we hear and how are sounds made?	How was society and community formed?
	Experiences and Inspiration	Local walk to explore our local environment	Cotswold wildlife park Invite local vet in to speak	River walk Creating a river on the playground with fabric	Trip to Bristol Museum Mummifying Barbie's Creating tombs Sugar cube pyramids	Oxford Science Centre String telephones Waves in water	Stonehenge Stone Age theatre production
	Texts & Film	 Turn gate - film	 	Hope the boat (film) 			
	Writing Focus						
Maths	Place Value Addition & subtraction	Measurement – Area Multiplication & division	Multiplication & division Length & perimeter Fraction	Fractions Decimals	Decimals Money Time	Shape Statistics Position & direction	

<p>Theme</p>	<p>Locate where the polar biomes can be found using maps, globes and atlases. Locate the countries that the arctic tundra can be found in.</p> <p>Describe the climate in the polar biomes and explain why this is the case.</p> <p>Explain the effect that climate change has on the arctic tundra.</p> <p>Explain why there is a lack of vegetation in the polar biomes. Compare the vegetation in the polar biomes to that of a woodland or forest and explain the similarities and differences.</p> <p>Look at digital maps of the arctic tundra over time. What do you notice? Why is this the case?</p> <p>Analyse bar charts that show average temperatures in the tundra at different times of the year.</p> <p>Explain what humans can do to help combat the effects of climate change.</p>	<p>Children will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Children will work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	<p>What significant rivers have been studied in previous school years – Thames and Amazon? Identifying key rivers on maps.</p> <p>Study Avon/Ray/Thames in greater detail.</p> <p>Compare this river with another famous European river. Compare similarities and differences between the two.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important – in depth look at settlements by rivers and why this may be important.</p> <p>Stream study visit – River Ray – fieldwork</p> <p>Exploring purpose and structure of dams.</p> <p>Learn the water cycle and its relevance to rivers, flooding and droughts.</p> <p>Children will be able to link prior learning of Polar Biomes and changes in state to water conservation and climate change.</p>	<p>Where is Egypt?</p> <p>When was ancient Egypt? What was also going on in the world at this time?</p> <p>Who were the significant people in Egyptian times? Pharaohs and the system of Kings and Kingdoms.</p> <p>Why was the Nile important to Ancient Egypt? Do people still live by the Nile in Egypt?</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p> <p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter’s discovery of Tutankhamun.</p> <p>Discover about Egyptian life and how this was based around the Nile.</p>	<p>Children will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Children will work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>	<p>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history.</p> <p>Investigate how we know about Britain’s prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain.</p> <p>Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.</p> <p>Learn about the amazing development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about.</p> <p>Research the development of religion in prehistory. Design and build a replica Stonehenge.</p> <p>Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times. Research daily tasks, recreate houses and weave with wool.</p>
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RE	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today? (part 1)	L2.8 What does it mean to be Hindu in Britain today? (part 2)	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Working Scientifically	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 					
Science	<ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. 	<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.
Geography	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,		Name and locate counties and cities of the United Kingdom, geographical regions and their			

	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of: physical geography, including: polar biomes.</p> <p>Geographical enquiry Ask and respond to questions and offer their own ideas. Use satellite images and aerial photographs as sources. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps</p> <p>Knowledge and understanding of places Describe and understand key aspects of biomes (forest, grassland, tundra, desert, and ice sheet). Describe and understand key aspects of different types of settlement.</p> <p>Geographical skills Identify some key environmental regions. Identify the position and</p>		<p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe similarities and differences through the study of human and physical geography of countries.</p> <p>Describe key aspects of physical geography including rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Explain own views about locations, giving reasons</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch</p>			
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	<p>significance of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic. Devise maps containing grid references and keys with symbols.</p> <p>Environmental change and sustainable environment Describe and understand key aspects of land use and its impact on the environment.</p>		<p>maps, plans and graphs and digital technologies.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe and understand key aspects of rivers.</p> <p>Describe and understand key aspects of the water cycle.</p>			
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History				<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p> <p>Chronology Begin to be able to place events, people and changes into different periods of time showing an emerging sense of period. – Place overall Egyptian period onto timeline. As unit develops, plot key dates within the time period (e.g. First pyramid, Tutankhamen’s death) Place events from periods studied on time line – placing Howard Carter’s discovery of Tutankhamen in chronology of previously studied events.</p> <p>Historical Enquiry Use a range of evidence to build up a picture of a past event. Children to be given a range of sources to explore the past.</p> <p>Historical Terms Use terms related to the period and begin to date events</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Chronological Understanding Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD</p> <p>Range and depth of historical knowledge Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events</p> <p>Interpretations of history Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Historical enquiry</p>
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				<p>Understand more complex terms e.g. BC/AD – explore concept of BC and how this changes the dating</p> <p>Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p>Interpretation Look at the evidence available Begin to evaluate the usefulness of different sources – identify facts from the Howard Carter documentary. Look at primary sources. Evaluate which was the most useful source of information discussing validity.</p>		<p>Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research.</p>
Art/Design and Technology	Drawing	Water colours – shading and composition	Digital Art	Textiles	Mechanisms, levers and linkages	Food – Healthy and varied diet
Computing	Coding	Online Safety Spreadsheets	Spreadsheets Writing for different audiences	Writing for different audiences Logo	Animation Effective Search	Hardware Investigators Making Music
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Mighty Movers (Boxercise)	Dynamic Dance Line Dancing	Gym Sequences	Cool Core (Pliates)	Step to the Beat	Gymfit Circuits
	Boot Camp	Nimble Nets	Fitness Frenzy	Invaders	Striking and Fielding	Young Olympians

Music	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Spanish	Presenting Myself	Family	Habitats	At The Café	The Classroom	Goldilocks