

# Bandon Hill Primary School

## Curriculum Map 2020-21

**Year Group:** 4

**Meadow Field:** Acer & Pine

**Wood Field:** Avon, Keer, Tyne & Wyre

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
<b>Aut 1</b>	<p><b><u>Totem Trails</u></b> Buckle up and put your sunglasses on – this half term we're going on a road trip across the USA! We'll start by 'visiting' the states where Native American tribes settled. We'll use travel brochures and the internet to research New York and write postcards to family members. Using maps, we'll locate the USA and find the names of the states. We'll look at the amazing lights of Times Square, make circuits and create a program for a tourist trip around New York. The story, The Indian in the Cupboard, will inspire us to write diaries. We'll explore Native American myths and write our own. After learning about their cultural significance, we'll weave beautiful dreamcatchers. Looking at aerial views of natural landmarks, we'll think about how they might have been formed. We'll create travel brochures and make illuminated models of different landmarks. Then we'll cook delicious dishes – would anyone like a corn dog?</p>	Native American Day (Teacher-led)	Native American tribe presentations (Parents in)
<b>Aut 2</b>	<p><b><u>Woodfest! / Meadowfest!</u></b> Ssh... What's that noise? Is it a bash, a crash, a shake or a hum? This half term, we'll listen to a live musical performance, picking out the different sounds and techniques. Roger McGough's poem, The Sound Collector, will inspire us to go on a sound walk around school. We'll investigate the volume of sounds and make vibrations using different equipment. Our toes will be tapping along to all kinds of music, and we'll be listening to song lyrics to get lots of ideas to write our own. We'll create artwork that represents jazz music, and look at famous, jazz-influenced art. We'll find out how our ear works, how sound travels and learn about pitch. In D&amp;T, we'll investigate how musical instruments work and enjoy making our own. We'll share our favourite music and explore how music is used in everyday life. As a challenge, we'll create an uplifting celebration song. It's time for our encore!</p>	Woodfest / Meadowfest Music Festival (visiting musicians in)	CDs created and sold (Sent home)
<b>Spr 1</b>	<p><b><u>Expeliarmous!</u></b> Poisonous potions, aromatic brews, vapour or a sticky goo... Welcome to the amazing world of potions! By reading an extract from Alice's Adventures in Wonderland, we'll learn all about mysterious potions, and write a safety label for Alice's bottle. We'll sort everyday items into solids, liquids and gases. Using our investigation skills we'll explore capacity and the properties of liquids. We'll also design fabulous bottles for magical potions. Becoming super scientists, we'll investigate chemical reactions and states of matter. We'll research the use of anaesthetic and learn what life was like without it! The play, Romeo and Juliet will inspire us to write scripts, and we'll think of an alternative ending for this tragic tale. We'll write spells with magical, strange or gruesome effects – what ingredients will we use? It will be great fun to make chocolate hearts and bath bombs! We'll also create canvas art on a large scale!</p>	Harry Potter Day (Teacher-led)	Spells & Potions Catalogue for Witch's and Wizards (Sent home)
<b>Spr 2</b>	<p><b><u>Battlefield</u></b> It's probably the most famous date in English history... we're travelling back to 1066! King Edward is dying, so we'll write job applications for the role of King. We'll research the events of 1066 using books and online information. What was the Battle of Hastings, and how did it change our country? We'll discover what life was like for Norman people and dress up as Normans for the day. We'll be history detectives, looking closely at the Bayeux Tapestry and sketching parts of it. We'll use different source materials to research</p>	Battle of Hastings workshop by Hands on History (Visiting workshop)	Norman Games Tournament (Parents in)

	Norman castles and online maps to locate them. In English, we'll write emotive poems about war and get into character to write diary entries. We'll make a Domesday Book all about our class.		
<b>Sum 1</b>	<p><b><u>Digestion Diaries</u></b> Open wide – let's look inside! We're on a voyage of discovery to investigate the busy world inside your body. This half term, we'll visit a dentist and ask lots of questions. We'll find out about different dental procedures and learn new scientific vocabulary. At school, we'll use this information to write toothy fact files. There will be lots of investigating as we learn about our different teeth, how to brush them and how sugary drinks affect them. We'll examine the amount of sugar in different foods and create images of ourselves with healthy and unhealthy teeth. We'll write a story describing the journey a piece of food takes through the digestive system. In science, we'll learn about the organs involved in digestion and make our own wearable digestive systems in D&amp;T. We'll learn about digestion in different animals and handle a range of digestive organs.</p>	Visit from the Dentist (Visit into school)	Healthy snack packs created (Sent home - Sold on playground after school)
<b>Sum 2</b>	<p><b><u>Beneath the Waves</u></b> Grab your wetsuit! We're going on a deep sea adventure. This half term, we'll visit an aquarium to gain an insight into the ocean world. We'll sketch different creatures and create clay sculptures of our favourite. Writing poems inspired by our favourite sea creatures will help us to develop a rich vocabulary. Using maps, globes and atlases, we'll identify the world's oceans and seas. We'll also find different ways of grouping living things. Diving back into the 1800s, we'll learn all about the HMS Challenger. We'll research Jacques Cousteau and write biographies about his exciting explorations. As a challenge, we'll create model submarines using recycled materials and program an onscreen submarine. We'll study Antony Gormley's Another Place sculpture and write reviews. After locating the Great Barrier Reef on a map, we'll learn about the risks it faces.</p>	Sealift Centre Brighton (Educational Visit)	Oceans-themed Art Gallery (Parents in)

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
4	Sealift Centre Brighton Topic: Beneath the Waves	Music Festival Topic: Woodfest / Meadowfest  Visit from the Dentist (Visit into school) Topic: Digestion Diaries  Battle of Hastings workshop Topic: Battlefield	Native American Day (Teacher-led) Topic: Totem Trails  Harry Potter Day Topic: Expeliarmous!	Juniper Hall Field Centre, Dorking	Weekly (weather permitting)	Weekly library visits	Visit from a local dentist Topic: Digestion Diaries  Local musicians/parents who can play instruments to come in and perform to children. Topic: Woodfest / Meadowfest	RE  Science Week  Humanities Week  Number Day

	<b>Totem Trails (Aut 1)</b>	<b>Woodfest / Meadowfest (Aut 2)</b>	<b>Expeliarmus! (Spr 1)</b>	<b>Battlefield (Spr 2)</b>	<b>Digestion Diaries (Sum 1)</b>	<b>Beneath the waves (Sum 2)</b>
English	Story summary, Recount Letter (message in a bottle), Narrative, Newspaper Report, Poem	Persuasive poster, diary entry, narrative, instructions, poem	Instructions, character description, persuasive letter, poem	Kenning poem, persuasive letter, recount (newspaper report), short narrative	Character description, explanation texts, balanced arguments, short narrative	Non-chronological reports, explanation texts, letter of application, poem
	Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]				
	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)				
	Text	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme				
	Punctuation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials				
	Terminology for pupils Alan Peat Sentences	determiner, pronoun, possessive pronoun, adverbial Years 1 -3 plus 2 adjective pairs sentences, 3_ed sentences, Emotion word, comma sentences, Personification of weather sentences/ This is that sentences, Last word, first word sentences, Then & Now sentences				
Maths	Number: Place Value Number: Addition & Subtraction Measurement: Length & Perimeter Number: Multiplication & Division		Number: Multiplication & Division Measurement: Area Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position & Direction	
Science	Sc E1 – Identify common appliances that run on electricity Sc E3 – Identify whether or not a lamp will light in a simple series circuit, based upon whether or not the lamp is part of a complete loop with a battery Sc E2 – Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc E4 – Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc E5 – Recognise some common conductors and insulators, and associate metals with being good conductors	Sc S4 – Find patterns between the volume of a sound and the strength of the vibrations that produce it Sc S1 – Identify how sounds are made, associating some of them with something vibrating Sc S2 – Recognise that vibrations from sounds travel through a medium to the ear Sc S3 – Find patterns between the pitch of a sound and features of the object that produced it Sc S5 – Recognise that sounds get fainter as the distance from the sound source increases	Sc SM1 – Compare and group materials together, according to whether they are solids, liquids or gases Sc WS2 – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Sc WS7 – Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	-	Sc WS2 – Set up simple practical enquiries, comparative and fair tests Sc WS3 – Make systematic and careful observations and, where appropriate, take accurate measurements using standard units using a range of equipment, including thermometers and data loggers Sc A2 – Identify the different types of teeth in humans and their simple functions Sc WS8 – Identify differences, similarities or changes related to simple scientific ideas and processes Sc WS9 – Use straightforward scientific evidence to answer questions or support	Sc LT1 – Recognise that living things can be grouped in variety of ways Sc LT2 – Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc WS1 – Ask relevant questions and use different types of scientific enquiries to answer them Sc A3 – Construct and interpret a variety of food chains, identifying producers, predators and prey. Sc WS5 – Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Sc LT3 – recognise that environments can

			<p>Sc WS5 – Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Sc SM2 – 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)</p> <p>Sc WS9 – Use straightforward scientific evidence to answer questions or to support their feelings</p>		<p>their findings</p> <p>Sc A1 – Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc WS4 – Gather, record, classify and present data in a variety of ways to help in answering questions</p>	<p>change and that this can sometimes pose dangers to living things</p>
Computing	<p>Co4 – 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</p> <p>Co3 – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co1 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – 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</p>	<p>Co6 – 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</p>	<p>Co6 – 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</p> <p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p>	<p>Co6 – 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</p> <p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p>	<p>Co6 – 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</p> <p>Co2 – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	<p>Co1 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co6 – 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</p> <p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p>

	collecting, analysing, evaluating and presenting data and information Co2 – Use sequence, selection and repetition in programs; work with variables and various forms of input and output					
PE	-	PE 4 – Perform dances using a range of movement patterns	PE 4 – Perform dances using a range of movement patterns	PE5 – Take part in outdoor and adventurous activity challenges both individually and within a team PE 1 – Use running, jumping, throwing and catching in isolation and in combination PE 2 – Play competitive games modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending	-	-
History	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	-	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	Hi 4 – Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	-	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066
Geography	Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge HP1 – Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Ge HP2 – Describe and understand human geography including types of settlement and land use,	Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	-	Ge SF3 – Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	-	Ge LK3 – Identify the position and significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Ge SF1 – Use maps, atlases, globes and digital/computer

	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water					mapping to locate countries and describe features studied Ge HP2 – Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Art & Design	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	AD3 - Learn about great artists, architects and designers in history	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 - Learn about great artists, architects and designers in history	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 – Find out about great artists, architects and designers in history	-	AD1 – Create sketch books to record their observations and use them to review and revisit ideas AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 - Learn about great artists, architects and designers in history
DT	DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT D2 – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	DT E1 – Investigate and analyse a range of existing products DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT E2 – Evaluate their ideas and products against their own design criteria and consider the	DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. DT TK2 – Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT CN1 – Understand and apply the principles of a healthy and varied diet DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT D2 – Generate, develop, model and	DT E3 – Understand how key events and individuals in design and technology have helped shape the world DT TK3 – Understand and use electrical systems in their products (e.g. series of circuits incorporating switches, bulbs, buzzers and motors)

			views of others to improve their work.	DT D2 – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT TK2 – Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) DT TK1 – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
French	Classroom Instructions We speak French: the wider world Colours	Where do you live? What rooms do you have in your house? My bedroom Do I like my room? Describing my room The Town Mouse and the Country Mouse	What is there in your town? Directions!		Do you want to go out? Why do you not want to go out?	
PSHCE / Wellbeing	PSHE 1a – Talk and write about their opinions and explain their views, on issues that affect themselves and society PSHE 4b – Think about the lives of people living in other places and times, and people with different values and customs	-	-	PSHE 4a – Recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	PSHE 3b – Recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread PSHE 3a – Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.	-
Music	Mu 5 – Appreciate and understand a wide range of high-quality live and	Mu 5 – Appreciate and understand a wide range of high-quality live	Mu 2 – Improvise and compose music for a range of purposes using	Mu6 - develop an understanding of the history of music.	Mu 2 – Improvise and compose music for a range of purposes using	Mu 2 - play and perform in solo and ensemble contexts, using their

	<p>recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu6 - develop an understanding of the history of music. (Listening and appreciation – music from North America)</p>	<p>and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu 3 – Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 6 – Develop an understanding of the history of music</p> <p>Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>the interrelated dimensions of music</p> <p>Mu 1 – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 3 - listen with attention to detail and recall sounds with increasing aural memory</p> <p>Harry potter rhythms</p>	<p>Mu2 - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>History of music</p> <p>Composition – medieval music</p>	<p>the interrelated dimensions of music</p> <p>Mu 4 - use and understand staff and other musical notations</p> <p>Musical notation – treble clef</p>	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Performance – ocean raps</p>
RE	<p>Theme: Life of the Buddha</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p>	<p>Theme: Christmas</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Buddha's teachings</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>	<p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>