

Cirencester Primary School Curriculum Map – 2023-2024 – Year 4

Subject	AUTUMN TERM 8 weeks/7 weeks		SPRING TERM 5 weeks/5 weeks		SUMMER TERM 6 weeks/ 6weeks	
Books chosen as the driver for learning	Secrete Explorers and the Smoking Volcano	Who Let the Gods Out – Maz Evans	Can You Feel the Noise: Stewart Foster	The Lost Words – Robert Macfarlane and Jackie Morris	The Night Bus Hero – Onjali Q Rauf Stories from the Silk Road – Cherry Gilchrist Quest – Aaron Becker	
The Big Question	What is it like to live near a volcano?	What different people lived in Ancient Greece?	What does silence feel like?	How do tourists affect Italy’s great sites?	What would I experience on the Silk Road?	
Year group specific enhancement activities	VR Volcano?			Music: Samba performance to parents		
English writing genres	Explanation Narrative: Character Description Poetry	Narrative: Greek Myths	Newspaper Reports Poetry	Book Review Poetry	Persuasive writing: adverts Narrative: Setting description	Letter writing Journey stories
History coverage (Add Greek Legacy in small sections as LPs)		Diversity in Ancient Greek Life (Athens and Sparta) LP1: When was Ancient Greece? LP2: What was Ancient Athens like? LP3: What was it like to be a slave in Ancient Athens? LP4: How was life different for men and women in Ancient Athens? LP5: How did the Spartans win the Battle of Thermopylae? LP6: How was life in Sparta organised? LP7: How did women’s live differ in Ancient Athens and Sparta?			Early Islamic Civilisation (to be split across the two terms) 1. What and where were the tenth-century silk roads? 2. How did traders use the tenth century silk roads? 3. What was life like in tenth-century Baghdad? 3. Why was Early Islamic Baghdad called 'the Centre of the World'? 4. How did Early Baghdad support trade along the silk roads? 5. What was the House of Knowledge? 6. How did Islamic medicine compare with European medicine from the same time?	
Geography coverage	Physical Unit: Volcanoes and Earthquakes LP1: What is the structure of the Earth? LP2: Where are the Earth’s tectonic plates? LP3: What are the features of a volcano? LP4: Where are the world’s most famous volcanoes? LP5: What are the effects of a volcanic eruption? LP6: What would it be like to live near a volcano? LP7: Why do earthquakes and volcanic eruptions happen in the same places?			Country Study: Italy LP1: Where is Italy? LP2: What is the climate like in Italy? LP3: What is there to see at Pompeii? LP4: How are tourists affecting Pompeii? LP5: What is the environment of Venice like? LP6: What are the sights of Venice? LP7: How is tourism affecting Venice?	The Modern Silk Road (to be split across the two terms) 1. What would I see along the silk roads today? 2. What countries are on the modern silk roads? 3. What do we have at home that was made in China? 4. How does a smartphone get to the high street? 5. How has modern China been changed by trading along the silk roads?	
Science coverage	States of Matter L1: Is it a solid, a liquid or a gas? L2: How can change of matter have such catastrophic outcomes? L3: Does everything melt at the same temperature?		Sound L1: What can we hear around the school? L2: How is sound made? L3: What changes the pitch of a sound? L4: How can we see sound?	Animals including humans L1: Identify the organs in the digestive system L2: Describe the functions of the main organs in the digestive system L3: Identify the types of human teeth and their functions	Electricity L1: Explore electrical appliances and electrical safety L2: Learn about electrical components in a series circuit L3: Investigate electrical circuits L4: Explore conductors and insulators	Living things and their habitats L1: Explore different habitats L2: Research a habitat L3: Explore how animals can be classified L4: Create a classification key L5: Adaptations and classification within species

			L5: How could we experience a silent world?	L4: Investigate the effects of different liquids on the teeth L5: Understand food chains L6: Explore food webs	L5: Learn about electrical switches L6: Investigate how electrical components can change within a circuit	L6: Explore and classify pond plants
Computing coverage	Computer networks and Systems: The internet. L1: What is a network? L2: What is the internet made of? L3: How do we share information? L4: What is a website? L5: Who owns the web? L6: Can I believe what I read? Fake news/ Online safety. Project evolve: Managing online information.	Photo editing- L1: How can I change digital images? L2: How does colour effect a picture? L3: How do I clone? L4: Can pictures be combined? L5: What can I create? Link to History learning and the Greeks? Create images of Greek gods or the Olympics? L6: How can I improve my image?	Online Safety: L0: Why do people need to think carefully how content may affect others? Project evolve lesson – Online Bullying. Data Logging. Link to the science unit on sound. L1: How can I use data collected to answer questions? L2: How do I use a digital device to collect data? L3: What is a data logger? L4: How can a computer help us analyse data? L5: What data is needed to answer questions? L6: How can I use the data I have collected?	Programming Unit- Repetition in shapes. L1: What can I program by typing commands? L2: How can I program my initials? L3: What shape can I make using an algorithm? L4: What is a loop? L5: What is decomposition? L6: What outcome do I have when using count-controlled loops?	Online Safety: Project evolve – Online relationships lesson. Audio production L1: What makes a good audio recording? L2: How do I edit audio recordings? L3: What are the different parts of a podcast? L4: Can I independently edit audio? L5: How do I combine audio? L6: How effective is my use of audio? Link to writing and children read through their work or children discuss History learning about the silk roads.	Programming – Repetition in games. L1: How do I use loops to create shapes? L2: What does the term ‘infinite loops’ mean? L3: What design can I create with two or more loops? L4: How do I modify an infinite loop? L5: How do I design a game that includes repetition? L6: How do I create a game that includes repetition?
Music coverage	Whole class Instrumental Glockenspiel Giving further input on notation and improvisation. L1: What is notation? (across 4 weeks) L2: What 5 notes can we play a melody with? (across 3 weeks)	Singing: Music and Feelings L1: What power does music have to change our feelings? L2: How can we control our voices to sing in a small group?	WCET provided by GCC inc composition and notation <i>This Big Question focuses on sound, or the lack of it. Discuss how powerful music is and how we should be grateful for the music that many of us can hear.</i> PPA Sing and sign (link to sci - vibration) L1 : How might music be felt instead of heard?	WCET provided by GCC inc composition and notation PPA Theory: L1: What similarities are there between instruments within instrument families? L2: What different sound effects can we hear produced by an instrument? L3: What are the inter-related dimensions of music?	Music Study: Live and Record/Composer Link to the music heard along the silk roads. You may choose to focus on India as a common country of research at CPS L1: How has recorded music changed over time? L2: How can we describe a A.R Rahman in regards to his composer style? L3: What features can help us recognise when a piece of music was written? L4: Why might some people prefer live music over recorded music?	Composition (inc digital): Storytelling L1: What music can we suggest to improve a story?
Art coverage	Painting L1: How do different artists represent the same event? Do different artists capture the same feelings about an event? L2: How can I use my scientific knowledge to inform a painting? L3: How can atmosphere be created in painting?	Sketchbook L1: How can I create texture? L2: How can I create texture? L3: How do artists use mark making? L4: What is thoughtful mark making? What is diverse mark making?	Mixed Media L1: How can I develop my mark making skills? L2: How can I make soundwaves into a work of art? Optional units 3-5 <i>L3: How can I make functional parts into a work of art?</i> <i>L4: What is the difference between drawing and illustration?</i> <i>L5: Can we become illustrators?</i>	Clay L1: What do traditional Italian terracotta oil vessels look like? L2: What is a coil pot?	Sketchbook L1: How can patterns be used in art? L2: How can we create atmosphere in artwork?	Marbling/Collage L1: How have the Silk Roads influenced artists? L2: What is marbling? L3: How can I create a collage inspired by the Silk Roads?
DT coverage		Wood: Floating Boats <i>Link to Ancient Greek boats. Brilliant the children loved it</i> L1: Who would have made the trireme and for what purpose? (the intended users)		Cookery: Hot Food <i>Link to Italian and Mediterranean food</i> L1: Which food are reared, caught or grown in the Mediterranean, including Italy? (Where food comes from)	Textiles: Purse Children make a simple purse, then sew together using back stitch once the embellishment has been completed. <i>Link to silk road fabrics. The children will learn to embellish.</i>	

		<p>L2: What would the trireme have been made of? (Research of materials)</p> <p>L3: What design criteria would have been made for a Ancient Greek boat? (studying design criteria)</p> <p>L4: How can we plan the components for a recreation of a model trireme? (Planning at a component level)</p> <p>L5: Which materials are suitable and available which will strengthen the boat? (availability of materials, strengthening of structures)</p> <p>L6: How can we use a computer programme to represent and present our ideas? (presenting ideas)</p> <p>Didn't do this as the children had no prior experience of CAD software - would be better as a computing unit either in Year 4 or previous years - can use sketch up - free program - only use on computers not ipads though</p> <p>L7: How can we use paper to create a prototype? (developing prototypes)</p> <p>L8: How can we use tools to mark and cut wood with accuracy? (applying practical skills)</p> <p>L9: How can we use the design criteria to evaluate areas for development? (evaluating against a design criteria)</p> <p>This worked well as a 2 day project but would probably extend it to 3 days next year</p> <p>We need to have new cutting blocks as these made it trickier cutting straight - have contacted Tim to have new ones made and new blades for the the saws</p>		<p>L2: Does the Mediterranean diet change across the year? (seasonal changes)</p> <p>L3: What are the different food groups? (identifying carbohydrates, proteins, fruits and veg, etc)</p> <p>L4: Why is the Mediterranean diet considered healthy? (Eatwell plate, balanced diet)</p> <p>L5: How do we prepare a classic Italian dish whilst following hygiene and safety procedures? (chopping, curring, peeling, mixing, frying, boiling)</p>	<p>L1: What types of fabrics are used in clothes making? (Research)</p> <p>L2: How can we gather information about what embellishment the customer would want on a sari?</p> <p>Change this to be making embellishments for accessories to go with a sari</p> <p>(gathering information from others including customers)</p> <p>L3: How can we make additions to fabrics?</p> <p>(stitches for embellishment)</p> <p>L4: How can we evaluate against other products in the class? (evaluating against other products)</p> <p>Biggest issue is children being able to cut the fabric - sharper sewing scissors would make the lesson more successful</p> <p>A set of 30 sewing ONLY scissors are in my cupboard to be used on this project</p>	
<p>MFL coverage</p> <p>(discrete)</p> <p>information/language</p> <p>angels unit</p> <p>information</p>	<p>The date</p> <p>Le date</p> <p>L1: Can you say the days of the week?</p> <p>L2: Can you name the months of the year?</p> <p>L3: Can you count all of the dates in the calendar? (1-31)</p>	<p>Seasons</p> <p>Les Saisons (KS2)</p> <p>L1: Can you name the four seasons?</p> <p>L2: Can you describe the season of Winter?</p> <p>L3: Can you describe the season of Spring?</p>	<p>Presenting myself</p> <p>Je me presente</p> <p>L1: What is it like to speak French?</p> <p>L2: How are words pronounced to 20?</p> <p>L3: What's that number?</p> <p>L4: Where do you live?</p> <p>L5: Who are you?</p>	<p>Pets</p> <p>As tu un animal?</p> <p>L1: Can you name the pet?</p> <p>L2: Can you introduce yourself and your pet?</p> <p>L3: What is your pet called?</p> <p>L4: Do you have any pets?</p>	<p>Clothing</p> <p>Les Vetements</p> <p>L1: Can you name each item of clothes?</p> <p>L2: Can you guess what I am wearing?</p> <p>L3: Can you describe what you are wearing?</p>	<p>In the classroom</p> <p>En Classe</p> <p>L1: What can I find in our classroom?</p> <p>L2: Can you read the name of each object?</p> <p>L3: What is in your pencil case?</p> <p>L4: Are you missing an object?</p>

	<p>L4: Can you say today's date?</p> <p>L5: When is your birthday?</p>	<p>L4: Can you describe the season of Summer?</p> <p>L5: Can you describe the season of Autumn?</p>		<p>L5: Can you describe a house?</p>	<p>L4: Can you tell me about someone else's clothing?</p> <p>L5: Have you identified the correct items of clothing?</p>	<p>L5: Can you follow a classroom command?</p>
<p>RE coverage</p> <p>(discrete)</p>	<p>Hinduism - Who is a Hindu and what might be important to them?</p> <p>L1 Who is Brahman? creation story Creator, Preserver, Destroyer Introduce the deities that represent different parts of Brahman (qualities)</p> <p>L2 How and where do Hindus pray? Mandir Shrines (to deities)</p> <p>L3 How and where do Hindus pray? Prayer within home Puja Tray</p> <p>L4 Why are deities important to Hindus? Exploring Deities Most recognised e.g. Ganesh Hanuman and connection of stories linked to the qualities and how Hindus can learn from/worship them Focus: Ganesh</p> <p>L5 Who are Rama and Sita and why are they important?- story telling/drama</p> <p>L6 What happens during the festival of Diwali? Diwali/Art opportunities/Food sampling/Visitor</p>	<p>Hinduism- Who is a Hindu and what might be important to them? (continued)</p> <p>L1 What can we remember about Hinduism?</p> <p>L2 What is Moksha? Introduction to Moksha and reasons behind belief. Focus on Atman- part of Brahman within every living creature. Concept of a 'soul'. <i>Do you believe everything has a soul? What happens to it?</i></p> <p>L3 How do Hindus aim to achieve Moksha? Introduce cycle of Samsara</p> <p>L4 What actions could create Good and Bad Karma?</p> <p>L5 What is a pilgrimage?</p> <p>L6 How might pilgrimages help Hindus show what is important to them?</p>	<p>Judaism- How might Jewish people demonstrate their faith?</p> <p>L1 What do we know about Judaism?</p> <p>L2 How and where do Jewish people worship? Synagogue</p> <p>L3 How and where do Jewish people worship? At home</p> <p>L4 Why is Sabbath important to Jewish people and how do they respect it?</p> <p>L5 What are Bar and Bat Mitzvahs and why are they important?</p>	<p>Christianity: What kind of world did Jesus want? (Gospels)</p> <p>L1: What is a gospel?</p> <p>L2: What did Jesus ask Peter and Andrew to do in the story of the calling of the first disciples? (<i>Matthew 4:18-19</i>)</p> <p><i>How would you feel if you were asked to give up something precious?</i></p> <p><i>Do you think this was an easy or difficult decision for the disciples?</i></p> <p><i>What might Jesus have meant by 'fisher of People'?</i></p> <p><i>What qualities do Christians believe Jesus wants in mankind?</i></p> <p>L3: How did Jesus show love in other gospels? <i>Healing of the leper, The good Samaritan</i></p> <p>L4: What were the events of Holy Week?</p> <p>L5: How is the Holy Week celebrated?</p> <p>In Britain and around the world</p> <p>L6: Why do Christians refer to Friday as 'Good Friday'? Link to the 'fall' learning from Year 3 (salvation from sin). How might Christians feel when they hear this story?</p>	<p>Christianity: Pentecost and the Holy Trinity</p> <p>L1: What is the Trinity and why is it important for Christians?</p> <p>L2: Where do Christians first learn about the Holy Spirit? <i>Jesus was filled with the Holy Spirit from His baptism to His death and resurrection.</i></p> <p>L3: How is the Trinity celebrated in Christian celebrations? Look at <i>Baptism, prayer, stained glass designs, symbols used for the Holy Trinity and Holy Spirit</i></p> <p>L4: What is the story of the Pentecost? <i>How is the holy Spirit represented during Pentecost?</i></p> <p>L5: How did the Pentecost spark a change in people's beliefs? <i>Beginnings of Christianity/journeying to spread the word of/teachings of Jesus</i></p>	<p>Islam: Pilgrimages</p> <p>Review and Connect: 5 pillars Shehadah, Sallah, Zakat, Sawm, Hajj</p> <p>L1: Who was Ibn Battuta and where did he travel to?</p> <p>L2: Why might a Muslim choose to travel to Mecca and what happens when they arrive? Hajj</p> <p>L3: What might pilgrimage look like for British Muslims?</p> <p>L4: How and why do people mark significant events?</p>
<p>PSHE coverage</p> <p>(Discrete)</p>	<p>Relationships 1</p> <p>L1 How can we develop good friendships? L2 How can I spot positive behaviour in others? L3 Who can I talk to about friendship? L4 How can I manage pressure from friends? L5 What are secrets?</p> <p>(Friendships/ online behaviour covered in computing Term 3 and 4 Project Evolve)</p>	<p>Relationships 1</p> <p>L1 How can we celebrate our differences? L2 What do we have in common? L3 How do we show we respect our differences? L4 What are the pros and cons of using filters and photo editing? (self-image/esteem) L5 How can I keep myself safe from harmful content online?</p>	<p>Living in the Wider World 1</p> <p>L1 What communities do I belong to? L2 How can we help each other in a community? L3 How can I help support our school community?</p> <p>L4 What do adverts want us to do? L5 What is a digital footprint? (link to online advertising/use of cookies to directly appeal to user)</p>	<p>Living in the Wider World 1</p> <p>L1 What are the different ways for paying? L2 How should I spend money? (link back to advertising) L3 What is budgeting? (income use) L4 Can I create a budget for a family? ORACY team challenge L5 What is the effect spending money has on our planet?</p>	<p>Health and wellbeing 1 / SRE</p> <p>L1 What is a balanced lifestyle? L2 What is good physical health and what should I do if I'm ill? L3 How can I keep safe at home? (medicines) L4 What is a drug? (differentiation between medicine and other legal drug use) L5 How can different drugs affect your health? (include habit)</p>	<p>Health and wellbeing 2 / SRE</p> <p>What is puberty? L1 What are the correct names for my body parts? L2: What happens during puberty? a) Together general changes b) Separate Girls/Boys for any questions and menstruation L3: Why is keeping clean important?</p>

PE coverage (discrete)	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Wall Games	Outdoor Adventurous Education – Quicksticks	Athletics	Striking and Fielding Run the Loop (rounders)
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