

## Year 4 Curriculum Map Autumn Term

### History Objectives & Key Vocabulary:

Can they explain how events from the past have helped shape our lives?

Village, ancient, hamlet, location, source, architecture

### Art Objectives & Key Vocabulary:

Can they print onto different materials?  
Can they create an accurate print design?  
Can they print using at least four colours?  
Can they show reflections?

print, reflect, shade, shadow, emboss, Nature, pattern

### RE Objectives & Key Vocabulary:

#### Knowledge and Understanding:

Pupils will be able to describe some of the beliefs, teachings within Sikhism.  
Pupils will begin to form a framework of connections between these beliefs of Sikhs and the role of the Gurus.  
Pupils will identify some patterns between Sikhism and Christianity

#### Critical Thinking

In response to the beliefs of Sikhs, pupils raise questions, express their opinions and support these with plausible (reasonable) reasons.

They recognise that others may think differently and have different opinions

#### Personal Reflection

In response to the beliefs of Sikhs, pupils raise questions, express their opinions and sup

Sikhism, Sikh, belief, Guru, Ik Onkar, Mool, Mantra

### Homework Project:

Optional construction project (village/city)

### Key Texts:

The Butterfly Lion  
Atlases

### Exhibits:

Exhibition of homework construction projects.

**Topic Title/Question:**  
**The Great Outdoors**

### Geography Objectives & Key Vocabulary:

Can they name up to six cities in the UK and locate them on a map?  
Do they know the countries that make up the European Union?  
Do they know the difference between the British Isles, Great Britain and UK?  
Can they locate and name some of the main islands that surround the UK?  
Can they describe the main features of a village?  
Can they plan a journey to a place in England?  
Can they use appropriate symbols to represent different physical features on a map?  
Can they carry out a survey to discover features of cities and villages?  
Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features?  
Can they name the areas of origin of the main ethnic groups in the UK & in their school?  
Can they describe the main features of a well-known city?  
Can they explain why people are attracted to live in cities?  
Can they describe the main physical differences between cities and villages?  
Can they find different views about an environmental issue? What is their view?  
Can they suggest different ways that a locality could be changed and improved?  
Can they find the same place on a globe and in an atlas?  
Can they describe the main physical differences between cities and villages? cities in the UK and locate them on a map?  
Do they know the countries that make up the European Union?  
Do they know the difference between the British Isles, Great Britain and UK?  
Can they name up to six cities in the UK and locate them on a map?

city, village, town, continent, Europe, United Kingdom, British Isles, local, urban, rural, feature

### PSHCE Objectives & Key Vocabulary:

Being Me in My World

Celebrating Difference

### Computing Objectives & Key Vocabulary:

Can they capture images using webcams, screen capture, scanning, visualizer and internet?  
Can they choose images and download into a file?  
Can they download images from the camera into files on the computer?  
Can they copy graphics from a range of sources and paste into a desktop publishing program?

Images, webcam, upload, save, adjust, scan

### Science Objectives & Key Vocabulary:

To recognise that living things can be grouped in a variety of ways  
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  
To recognise that environments can change and that this can sometimes pose dangers to living things.  
To construct and interpret a variety of food chains, identifying producers, predators and prey.  
To identify the different types of teeth in humans and their simple functions.  
To describe the simple functions of the basic parts of the digestive system in humans.  
To compare and group materials together, according to whether they are solids, liquids or gases.  
To 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).  
To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  
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Classification, survival, producer, predator, prey, molar, canine, premolar, incisor, digest, excrete, evaporation, condensation, precipitation

### Key Oracy Objectives:

### DT Objectives & Key Vocabulary:

Can they produce a plan and explain it to others?  
Can they come up with at least one idea about how to create their product?  
Can they suggest some improvements and say what was good and not so good about their original design?  
Do they take account of the ideas of others when designing?

Evaluate, hygiene, product, prepare, forage?

### Educational Visits/Experiences:

Carlton Camp  
Local villages  
Roseberry Topping  
Local city

### Music Objectives & Key Vocabulary:

Can they sing songs from memory with accurate pitch?  
Can they start to identify the character of a piece of music?  
Can they explain the place of silence and say what effect it has?

Pitch, character, silence, volume, project, tone