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| **Year 4 Wider Curriculum Map**  **2018-2019** | | | | | | |
| **Term** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic**  **Planned Coverage** | **Tribal Tales** | **Predator!** | **Blue Abyss** | **I am Warrior** | **Flow** | **Mighty Metals** |
| **Art** | Neolithic art;  Clay beakers;  Iron Age jewellery | 3-D scale models | Observational drawing;  3-D models;  Clay sculpture;  Anthony Gormley;  Batik art;  Printing;  Famous seascapes | Drawing;  Sculpture;  Mosaic;  Jewellery making | Painting | Embossed patterns and pictures;  Making jewellery |
| **Computing** |  | Algorithms;  Flow diagrams;  Online research;  Using logical reasoning;  Graphics software;  Digital presentations | Programing;  Video editing;  Multimedia presentations |  | Online research and communication | Creating spreadsheets;  Using presentation software |
| **D&T** | Tool design and making;  Building structures | Selecting and using materials (collage and textiles) | Submarine design;  Working models | Shields and helmets;  Roman food;  Roman design | Mechanical systems;  Structures | Product evaluation;  Using research to inform design;  Selecting materials;  Making vehicles;  Building an iron man;  Using electrical circuits |
| **Geography** | Fieldwork;  Human and physical Geography;  Using maps and aerial images | Fieldwork;  Using maps to locate countries and continents | Seas and oceans of the world;  The Great Barrier Reef;  Environmental issues | Comparing Britain and Italy;  Using maps;  Locational knowledge;  Human and physical geography | Using maps;  Fieldwork;  Water cycle;  Human and physical features;  Rivers of the world;  Counties and cities of the UK |  |
| **History** | Prehistoric Britain from the Stone Age to the Iron Age |  | 19th century ocean exploration | The Roman Empire and its impact on Britain |  |  |
| **Music** | Charanga – Mamma Mia! | Charanga – Glockenspiel Stage 2 | Charanga - Stop | Charanga – Lean of me | Charanga - Blackbird | Charanga – Reflect, rewind and replay;  Performing using metal objects for instruments |
| **MFL** | French – all around town | French – on the move | French – going shopping | French – where in the World? | French – what’s the time? | French – holidays and hobbies |
| **PSHCE** | Thinking about the lives of others;  Core Theme 1 - Health and well-being;  1.what is meant by a healthy lifestyle  2. how to maintain physical, mental and emotional health and wellbeing  3. how to manage risks to physical and emotional health and wellbeing  4. ways of keeping physically and emotionally safe | Core Theme 1 - Health and well-being;  5. about managing change, including puberty, transition and loss  6. how to make informed choices about health and wellbeing and to recognise sources of help with this  7. how to respond in an emergency  8. to identify different influences on health and wellbeing | Core Theme 2 – Relationships;  1.how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  2. how to recognise and manage emotions within a range of relationships  3. how to recognise risky or negative relationships including all forms of bullying and abuse | Recognising achievements;  Core Theme 2 – Relationships;  4. how to respond to risky or negative relationships and ask for help  5. how to respect equality and diversity in relationships. | Expressing opinions;  Feeling positive  Core Theme 3 - Living in the wider world – Economic wellbeing and being a responsible citizen;  1. about respect for self and others and the importance of responsible behaviours and actions  2. about rights and responsibilities as members of families, other groups and ultimately as citizens  3. about different groups and communities  4. to respect equality and to be a productive member of a diverse community | Core Theme 3 - Living in the wider world – Economic wellbeing and being a responsible citizen;  5. about the importance of respecting and protecting the environment  6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people’s lives  7. a basic understanding of enterprise. |
| **Science** | States of matter | Animals including humans;  Food chains;  Fossils;  Plant parts and functions;  Water transportation in plants;  Skeletal systems;  Working scientifically | Living things and their habitats;  Animals, including humans;  Working scientifically | Electricity | Sound;  Soil;  Aquatic plants;  Working scientifically | Forces and magnets;  Working scientifically |
| **RE** | Christianity | Christianity | Buddhism | Buddhism | Islam | Islam |
| **PE** | Throwing and catching games;  Flexibility, strength, control and balance | Invasion games;  Flexibility, strength, control and balance | Net and ball games;  Invasion games | Flexibility, strength, control and balance;  Attacking and defending principles | Striking and fielding games;  Athletics | Net and ball games;  Striking and fielding games |
| **British Values** | Rule of Law;  Individual Liberty  Democracy focus | Individual liberty;  Tolerance and respect | Democracy;  Rules of law;  Individual liberty;  Tolerance and respect  Rule of Law focus | Democracy;  Rules of law;  Individual liberty  Individual Liberty focus | Democracy;  Rules of law;  Individual liberty  Tolerance and respect focus | Democracy;  Individual liberty |
| **SMSC** | Spirituality – use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Moral – recognise the difference between right and wrong, understand legal boundaries, understand consequences of behaviour, develop an acceptance of other people, respect public institutions in England;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural – understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths.  Diwali dance workshops | Spirituality – use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Moral – recognise the difference between right and wrong, understand legal boundaries, understand consequences of behaviour, develop an acceptance of other people, respect public institutions in England;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural - understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths. | Spirituality - use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Moral – recognise the difference between right and wrong, understand legal boundaries, understand consequences of behaviour, develop an acceptance of other people, respect public institutions in England;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural - understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths. | Spirituality - use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Moral – recognise the difference between right and wrong, understand legal boundaries, understand consequences of behaviour, develop an acceptance of other people, respect public institutions in England;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural - understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths. | Spirituality - use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Moral – recognise the difference between right and wrong, understand legal boundaries, understand consequences of behaviour, develop an acceptance of other people, respect public institutions in England;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural- understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths. | Spirituality - use imagination and creativity, reflect willingly on their experiences, reflect on their beliefs;  Social – use a range of social skills, participate in a variety of settings, cooperate well with others and resolve issues, know that the rule of law protects individual rights;  Cultural - understand and appreciate a wide range of cultures, know about Britain’s democratic parliamentary system, show respect for a range of different faiths. |
| **Keeping Safe** | Police assembly – Bonfire night /Halloween safety;  E-safety | Road Safety week;  Anti-Bullying week;  School nurse – Headlice;  Healthy schools launch;  E-safety | Safer internet day;  E-safety | E-safety;  School nurse - Healthy eating | E-safety | School nurse – hydrations/sun awareness |
| **Astrea Promise** | Enhance the school grounds | Speak on a tricky subject |  | Visit a gallery |  | Sleep under the stars |
| **Visits/Visitors** | Doncaster Museum – Stone Age workshop | Meet a Creature inside school | The Deep | Doncaster Museum – Romans workshop | Austerfield Study Centre – River study | Magna – magnets workshop |