

Year 4 Themed Curriculum matrix 2017-18

		AUTUMN		SPRING		SUMMER	
		1.1	1.2	2.1	2.2	3.1	3.2
Theme		Terrible Tudors	Sound	Changing Rooms	Weather Wise	Meet the Flintstones	Living things & their habitats
Subjects taught through Theme topic	Science		~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.	~ ask relevant questions and using different types of scientific enquiries to answer them ~set up simple practical enquiries, comparative and fair tests ~gather, record, classify and present data in a variety of ways to help in answering questions ~ record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ~report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ~use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	~ 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. ~make systematic and careful observations and, where appropriate, taking accurate measurements		~ 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.

				<p>~identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>~use straightforward scientific evidence to answer questions or to support their findings.</p> <p>~ identify common appliances that run on electricity</p> <p>~construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>~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</p> <p>~recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>~recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>using standard units, using a range of equipment, including thermometers and data loggers</p> <p>~record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>		
History	a local history study						

	<p>~a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>~a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>~the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>~changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>~a significant turning point in British history, for example, the first railways or the Battle of Britain</p>					
Geography				~name and locate counties and cities of the United Kingdom, geographical regions and their		

					<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>~ identify the position and significance of latitude, longitude, 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)</p> <p>Human and physical geography describe and understand key aspects of:</p> <p>~ physical geography, including: climate</p>		
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					<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork ~ use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ~ 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.</p>		
<i>Art</i>	<p>Tudor Portraits: ~create sketch books to record their observations and use them to review and revisit ideas ~to improve their mastery of art and</p>		Gaudi		Cave paintings		

	design techniques, including drawing, painting and sculpture with a range of materials ~about great artists, architects and designers in history.					
DI		<p>Design: ~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 ~generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: ~select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Design: ~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 ~generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: ~select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ~select from and use a wider range of materials and</p>			

			<p>~select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate:</p> <p>~investigate and analyse a range of existing products</p> <p>~evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>~understand how key events and individuals in design and technology have helped shape the world</p>	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate:</p> <p>~evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge:</p> <p>~apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>~understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>			
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