

### Geography - Driver

- Know and label the main features of a river
- Know the name of and locate a number of the world's longest rivers
- Know the names of a number of the world's highest mountains
- Explain the features of a water cycle
- Know how rivers impact the surrounding areas including flooding.
- Know what landforms are created by rivers.
- Explain why rivers are important
- Know why most cities are located by a river
- Can I compare two different cities and say how the land use differs? Ports and agriculture comparison.
- Know where the main mountain regions are in the UK
- Know, name and locate the main rivers in the UK
- Know how mountains have been formed throughout history.
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Know what is meant by the term 'tropics'
- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

### Science - Supporting the Geography driver

- Know the temperature at which materials change state
- Know about and explore how some materials can change state
- Know the part played by evaporation and condensation in the water cycle and to connect the rate of evaporation with temperature
- Group materials based on their state of matter (solid, liquid, gas)

### Computing

#### iData unit – Information Technology

- Lesson 1: iBinary • To understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1)
- Lesson 2: iSort • To sort record cards using field names
- Lesson 3: iEnter • To understand that information can be stored as numbers, text and choices (e.g. yes/no) • To understand that storing information in an organised way helps answer questions
- Lesson 4: iSearch • To search a database to answer questions
- Lesson 5: iChart • To use the information in a database to create a simple chart

## Year 4 Curriculum Map – Spring 1

### Why are most of the world's cities located by rivers?

#### Music

- Talk about the words of a song.
- Think about why the song or piece of music was written.
- Find and demonstrate the steady beat.
- Rehearse and learn songs from memory and/or with notation.
- Sing in different time signatures: 2/4, 3/4 and 4/4.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
- Explore improvisation within a major scale using the notes: C, D, E, C, D, E, G, A, C, D, E, F, G, D, E, F#, A, B, D, E, F, G, A
- Compose over a simple chord progression.
- Compose over a groove.
- Talk about what the rehearsal and performance has taught the student.
- Understand how the individual fits within the larger group ensemble.

#### PSHE

##### Knowledge

- Know what their own hopes and dreams are
  - Know that hopes and dreams don't always come true
  - Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal
  - Know how to work as part of a successful group
  - Know how to share in the success of a group. better next time

##### Social and Emotional Skills

- Can talk about their hopes and dreams and the feelings associated with these •
- Can identify the feeling of disappointment
- Can identify a time when they have felt disappointed
- Be able to cope with disappointment
- Help others to cope with disappointment
- Can identify what resilience is
- Have a positive attitude
- Enjoy being part of a group challenge
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

##### Water Safety Curriculum

Can I become familiar with how to stay safe around the water including beaches, canals and rivers? Two lessons: 1: beach water safety and flags. 2: canals and rivers – activities resource 2- see teacher guidance.

#### PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can understand the simple tactics of attacking and defending.
- I can explain what I am doing well and I have begun to identify areas for improvement.

#### RE

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Christmas and Easter)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
- Suggest how and why religious festivals are valuable to many people (B2).

#### Art

- know how to integrate digital images into artwork.
- use sketchbooks to experiment with different texture
- use photographs to help create reflections
- Print onto different materials using at least 4 different colours
- Ensure collage work is precise Use mosaic & montage
- Create images, videos and sound recordings

#### MFL

- Tudors Teaching Type: Intermediate Unit Objective: To learn a range of language strategies to help decode unknown language in French. By the end of this unit we will be able to: • Listen attentively to key facts from Tudor history in French. • Build on previously learnt skills to decode longer spoken and written French language.
- Learn and be able to recall some key Tudor facts from History in French.