St Margaret's Curriculum Map 2024-2025

Year 4

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**What do the Ancient Egyptians believe?**	**How are rivers used around the world?**	**How hard was it to invade and settle in Britain?**	**Would you survive the cold?**	**Were the Vikings mad, bad or misunderstood?**	**Where does our food come from?**
English Texts	Secrets of a Sun King - Linked to History topic – 'What did the Ancient Egyptians believe?'	Song of the Dolphin Boy – linked to Geography topic 'What are rivers and how are they used?'	Various Shakespeare plays	Race to the Frozen North - Linked to Geography topic - Antarctica	Viking Boy – linked to History topic – 'Were the Vikings raiders, traders or settlers?'	Charlie and the Chocolate Factory – linked to Geography topic – 'Where does our food come from?'
Science	Energy: Sound and vibrations	States of Matter	Making connections: How does the flow of liquids compare?	Animals: Classification and changing habitats	Energy: Electricity and circuits	Animals: Digestion and food
Science Objectives	Pupils who are **secure** will be able to: • Describe how sounds are made. • Describe how sounds are heard through different mediums. • Explain the relationship between vibration strength and volume.	Pupils who are **secure** will be able to: • Identify solids, liquids and gases using their properties. • Describe melting, freezing, condensing and evaporating. • Describe the different stages of the water cycle. • Describe how temperature affects the rate	Pupils who are **secure** will be able to: • Recall key knowledge from previous units. • Apply knowledge in new contexts. When working scientifically, pupils who are **secure** will be able to:	Pupils who are **secure** will be able to: • Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. • Group plants in various ways, including flowering and non-flowering plants. • Recognise and describe different	Pupils who are **secure** will be able to: • Recall a range of electrical appliances and classify them as mains or battery-powered. • Explain why something is either mains or battery-powered. • Explain how to test if a circuit works and	Pupils who are **secure** will be able to: • Label key organs found in the digestive system and describe each of their functions. • Describe the functions of the four different types of adult, human teeth,

	• Describe the relationship between volume and distance. • Describe pitch and how to change it. • Explain how insulating materials can be used to muffle sound. When working scientifically, pupils who are **secure** will be able to: • To observe closely how different instruments create a sound. • Research how whales and dolphins communicate underwater. • Present results using a bar chart. • Suggest which variables to measure and for how long. • Design simple results tables.	of evaporation and therefore the water cycle. When working scientifically, pupils who are **secure** will be able to: • Ask relevant questions. • Use results to draw simple conclusions. • Use thermometers to take accurate measurements. • Make predictions for new values. • Record findings using labelled diagrams. • Research using more than one source	• Carry out a full scientific enquiry.	habitats and their inhabitants. • Recognise the impact humans can have on habitats. • Recognise the impact of natural disasters on habitats. When working scientifically, pupils who are secure will be able to: • Record data in different ways. • Apply and create classification keys. • Make careful observations. • Make and use classification keys. • Present information in different ways. • Research using an information sheet.	identify when simple electric circuits will work. • Identify symbols for open and closed switches. • Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. • Give examples of how switches are useful. • Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights. • Describe that a material is a good electrical insulator when	using key vocabulary. • Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. • Produce a food chain that begins with a plant and has arrows that move up the food chain. • Define a producer, predator and prey and identify examples in food chains. • Describe digestion, teeth and diets when talking about the observed poo clues. • Write a letter that uses a range of scientific

	• Identify when results or observations do not match predictions.				it is added to an electric circuit and the bulb does not light. • Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. • Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be. • Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them. • Describe precautions for working safely with electricity. • Explain some precautions using knowledge of	vocabulary from the unit. When working scientifically, pupils who are **secure** will be able to: • Evaluate a strength or weakness of the digestive system model. • Describe an example of evidence that can be used to study teeth. • Identify some of the variables that need to be kept the same, predict an outcome and identify limitations to the experiment. • Recall that scientific research needs repeated results before use in society.

					circuit diagrams, electrical components, conductors or insulators. When working scientifically, pupils who are **secure** will be able to: • Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'. • Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram. • Write a method for the investigation that considers appropriate equipment, ordering	• Identify trends in a predator-prey graph. • Draw a results table that has space for observations about different poo samples.

					clearly written steps and considering safety. • Pose questions relating to bulbs in an electrical circuit. • Explain why a selected question is testable. • Suggest that new inventions will change safety advice.	
Science Vocabulary	• air • decibels (dB) • decibel meter • ear • eardrum • ear protectors • gas • hertz (Hz) • high pitch • insulator of sound • liquid • loud • low pitch • matter • medium • musical instrument	• boiling point • climate change • compress • condensation • condensing • condensing point • drought • evaporating • evaporation rate • flood • force • freezing • freezing point • gas • gaseous • liquid • matter • melting	• bar chart • condensing • cell/battery • conclusion • evaluate • evaporating • gas • insect • liquid • medicine • motor • pharmacology • pharmacologist • precipitation • predict • solid • switch • temperature	• Carroll diagram • classification key • classify • conservation • conservationist • deforestation • earthquake • endangered • flood • flowering plants • human impact • invertebrate • observe • nature reserve • non-flowering plants • pollution • seasonal changes	• ammeter • appliance • battery • bulb • buzzer • cell • circuit • component • electrical conductor • electrical insulator • electricity • hazard • mains • material • motor • power source	• absorb • canine • carnivore • digest • faeces • food chain • herbivore • incisor • large intestine • molar • mouth • oesophagus • omnivore • predator • premolar • prey • producer • saliva

	• pitch • quiet • solid • sound • sound proofing • vibration • volume	• melting point • precipitation • rate • solid • steam • temperature • thermometer • the water cycle • volume • water vapour • state	• the water cycle • trustworthy • variable • viscosity • water vapour	• taxonomist • uprooted • vertebrate • Venn diagram • waterlogged • wildfire	• precaution • property • safety • series circuit • switch • wire	• small intestine • stomach
History / Geography	What did the Ancient Egyptians believe?	What are rivers and how are they used? Trip to Rainham Marshes	How hard was it to invade and settle in Britain? – Anglo-Saxons	Who lives in Antarctica?	Were the Vikings raiders, traders or settlers?	Where does our food come from? Trip to Essex Food and Farming Day
History / Geography Objectives	Pupils who are **secure** will be able to: • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses.	Pupils who are **secure** will be able to: • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used.	Pupils who are **secure** will be able to: • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and	Pupils who are **secure** will be able to: • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice	Pupils who are **secure** will be able to: • Identify the different reasons for migration to Britain. • Sequence events according to their significance for groups of people. • Explain where the Vikings came from and	Pupils who are **secure** will be able to: • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can

	• Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.	• List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.	continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066.	sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map.	why they came to Britain. • Make inferences from sources. • Explain how sources can be biased. • Find evidence within a source to support their reasoning. • Describe the parts of a longboat. • Design and creating a longboat. • Describe what the Vikings traded. • Identify Viking trading routes. • Explain whether the Vikings were traders or raiders and providing supporting evidence. • Identify important events in the Anglo-Saxon and Viking struggle for Britain.	make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question.

				• Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped.	• Explain the meaning of cause and consequence. • Suggest the cause and consequences of events. • Make observations and deductions about artefacts.	• Discuss any trends in data collected.
History / Geography Vocabulary	afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus	• condensation • delta • estuary • evaporation • flooding • floodplain • groundwater • irrigation • leisure • meander • oxbow lake • percolation • precipitation • river mouth • source • transpiration • tributary	• Angles • Britons • convert • empire • inference • invasion • Kingdom • missionary • paganism • Pope • Romans • Saxons • settlement • settlers • Vikings	• climate • climate zone • compass points • direction • drifting ice • hemisphere • ice sheet • ice shelf • iceberg • lines of latitude • lines of longitude • treaty	• Anglo-Saxon Chronicle • balanced • bias • cause • consequence • Danelaw • event • longboat • one-sided • perspective • Viking	• air freight • carbon footprint • consume • distribution • export • fertiliser • food bank • food miles • grant • import • pesticides • produce • qualitative • quantitative • reliability

		• valley • water cycle • waterfall				• responsible trade • sample size • scale bar • seasonal food • source • sustainability • trade • trend
Art / DT	Electrical systems: Torches (to search in the pyramids)	Drawing: Power prints (waterfalls, rivers, lakes as images)	Textiles: Fastenings (book sleeve, linked to Shakespeare writing units)	Sculpture and 3D: Mega materials (linked to sea creatures)	Cooking and nutrition: Adapting a recipe (linked to banquet)	Craft and design: Fabric of nature (links to farmer's fields)
Art / DT Objectives	Pupils who are **secure** will be able to: • Identify electrical products and explain why they are useful. • Help to make a working switch. • Identify the features of a torch and how it works. • Describe what makes a torch successful. • Create suitable designs that fit the success criteria and their own design criteria.	Pupils who are **secure** will be able to: • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of	Pupils who are **secure** will be able to: • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are	Pupils who are **secure** will be able to: • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving.	Pupils who are **secure** will be able to: • Describe features of biscuits using taste, texture and appearance. • Follow a recipe with support. • Use a budget to plan a recipe. • Adapt a recipe using additional ingredients.	Pupils who are **secure** will be able to: • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette.

	• Create a functioning torch with a switch according to their design criteria.	the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting	comfortable with.	• Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.		• Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different

		with their methods.				methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
Art / DT Vocabulary	• battery • bulb • buzzer • conductor • circuit • circuit diagram • electricity • insulator • series circuit • switch • component • design • design criteria • diagram • evaluation • LED • model • shape • target audience • input • recyclable • theme	• abstract • block print • collaborate • collaboratively • collage • combine • composition • contrast • cross-hatching • figurative • gradient • hatching • highlight • mixed media • monoprint • observational drawing • parallel • pattern • precision • printmaking • proportion	• Criteria • Fabric • Fastening • Fix • Mock-up • Stitch • Template	• abstract • carving • ceramics • figurative • form • found objects • hollow • join • mesh • model • organic shape • pliers • quarry • sculpture • secure • surface • template • texture • three-dimensional (3D) • tone	• adapt • addition • appearance • budget • buttery • combine • comment • compare • construct • cream • crunchy • cuboid • cut • design • evaluate • fold • hygiene • ingredients • layout • market research • modify	• batik • colour palette • craft • craftsperson • design • develop • designer • imagery • industry • inspiration • mood board • organic • pattern • repeat • repeating • rainforest • symmetrical • texture • theme

	• aesthetics • assemble • equipment • ingredients • packaging • properties • sketch • test	• shading • shadow • symmetry • three dimensional (3D) • tone • viewfinder • wax-resist		• two-dimensional (2D) • typography • visualisation • weaving • welding	• multiplication • opinion • pounds • sieve • sift • target audience • taste • texture • unique • wooden spoon	
Music		Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival) (Spring flowers in Britain link)			Samba and carnival sounds and instruments (Theme: South America) (comparing locations)
Music Objectives		Pupils who are **secure** will be able to: • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their	Pupils who are **secure** will be able to: • Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. • Recognise, name and describe the effect of the interrelated			Pupils who are **secure** will be able to: • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Clap on the off-beat (the and of each beat) and be able to play a

		group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos.	dimensions of music. • Select instruments and sounds which match their vocabulary. • Work as a group to create a piece of music. • Perform a piece of music as part of a group.			syncopated rhythm. • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). • Play their break in time with the rest of their group and play in the correct place in the piece. • Play in time and with confidence; accurately playing their break.
Music Vocabulary		• a cappella • breathing • dynamics • harmony • listen • texture • tempo • ostinato • percussion • layer	• Hanami • cherry blossom • pitch • sound • glissando • pizzicato • composer • composition • col legno • haiku • syllables			• agogo • bateria • caixa • carnival • chocalho • composition • crescendo • cowbell • dynamics • ensemble • features

			• melody • dynamics • tempo			• ganza • influenced • metronome • off-beat • percussion • pulse • repique • rhythm • rhythmic break • samba • samba breaks • structure • surdo • syncopated rhythms • tamborim • texture • unison • untuned percussion
Computing	Online safety (3 safety rules)	Programming 1: Further coding with Scratch	Creating media: Website design (about Anglo Saxon facts)			Data handling: Investigating weather
Computing Objectives	Pupils who are secure will be able to: • Describe how to search over multiple platforms and be aware of the accuracy of the results presented. • Describe some of the methods	Pupils who are secure will be able to: • Understand how to create a simple script in Scratch. • Add or change a sprite and prevent it from rotating. • Use decomposition to	Pupils who are secure will be able to: • Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. • Create a clear plan for their web page and			Pupils who are secure will be able to: • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather

	used to persuade people to buy online. • Explain the difference between fact, opinion and belief and recognise these online. • Explain what a bot is and give examples of different bots. • Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.	identify key features and understand how to decipher actions that make the quiz game work. • Understand what a variable is and how to use the 'say' and 'ask' blocks. • Create a variable and be able to use a variable to record a score. • Understand what a variable is and how it works within a program.	begin to create it. • Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. • Create a clear plan by referring back to their checklist. • Create four web pages with a range of features on their website.			station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.
Computing Vocabulary	Contact Conduct Content Safe Report • accuracy	• code block • conditional statement • coordinates • decompose • feature • information	• Assessment • Audience • Checklist • Collaboration • Content • Contribution • Create			• accurate • climate zone • condensation • cylinder • degree Celsius • evaporation

	• ad • advantage • advertisement • belief • bot • computer • disadvantage • distraction • fact • hashtag • Implications • in-app purchases • influencer • opinion • program • recommendation • reliable • risk • screen time • search results • snippets • sponsored • trustworthy	• negative number • orientation • position • program • project • script • sprite • stage • tinker • variable	• Design • Embed • Evaluate • Features • Google SItes • Hobby • Homepage • Hyperlinks • Images • Insert • Online • Plan • Progress • Published • Record • Review • Style • Subpage • Tab • Theme • Web page • Website • World Wide Web			• extreme weather • filming • forecast • heat sensor • lightning • measurement • pinwheel • presenter • rain • satellite • script • sensor data • solar panel • temperature • thermometer • tornado • weather • weather forecast • wind speed
MfL - French		Portraits – Describing in French		Clothes - getting dressed in France	French numbers, calendars and birthdays	French food - Miam, miam !
MfL - French		Pupils who are secure will be able to: • Show their understanding of key vocabulary		Pupils who are secure will be able to: • Remember and pronounce some of the new words, recognising that some are masculine and	Pupils who are secure will be able to: • Say the numbers to 31 in French. • Read and calculate	Pupils who are secure will be able to: • Recognise and understand the meaning

		with a physical response. • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using labels as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to		take un, some feminine and take une and some plural and take des. • Understand how to convert the indefinite article to a possessive adjective. • Correctly identify items of clothing based on the written word. • Say the words for items of clothing with accurate pronunciation. • Make an intelligible attempt to spell new words. • Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. • Compose a sentence using j'aime or je n'aime pas. • Use il/elle correctly and place the	Maths sums correctly in French. • Say all the days of the week, working out the words for the days that are yesterday and today. • Match most of the French months to their English equivalents. • Ask when someone's birthday is and give the number and month of their own birthday. • Say the seasons of the year. • Translate the date from English to French. • Say the similarities and differences between birthdays in the UK and France.	of new words that are cognates. • Use a model text to support conversation. • Complete mathematical calculations in French, writing answers in euros. • Recognise shop names and label a triarama. • Use a bilingual dictionary to translate given words. • Use a range of strategies to understand a familiar text. • Ask and respond to questions found in a café conversation.

		engage the audience.		adjective in the correct position in relation to the noun.		
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE – Complete PE	Netball	Cats	Bridges	Tga Rugby	Athletics	Tennis