Year 4 Spring 2024 Coverage Map

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| Spring 1 | Spring 2 |
| Exploration | Exploration |  Exploration | Expression |  Expression |  |
| ScienceEnquiry Question: How can I investigate sound when it is invisibleOutcome: Create a journal page to explain light and sound (including electricity). | Design TechnologyEnquiry Question: How can I use plan-do-review to improve my design?Outcome: To produce a prototype from a design brief | PoetryEnquiry Question: How did William Blake create an image for The Tyger?Outcome: To write a poem in the style of William Blake. | HistoryEnquiry Question: What was the impact of the Battle of Hastings?Outcome: To write an information text about the impact the Battle of Hastings.  | Religious EducationEnquiry Question: How do stories and symbolism explain the beliefs of Hinduism?Outcome: Create an information text about stories and symbolism within the Hinduism.  |
| Substantive KnowledgeIn order to see things, there must be light Dark is the absence of light What reflection is (mirrors change direction of light) How shadows are made (Object preventing light shining through) How to adjust the size of shadows (movements towards and away from the light source) That sounds are made from vibrations Sounds travel through a medium to the ear (air, vacuum) That objects make different sounds and pitches (nature, people, animals) The relationship between volume of a sound and strength of a vibration ELECTRICITY Common appliances that run on electricity How to complete a simple electrical circuit which includes cells, switches, wires and buzzers If a lamp will light up or not dependent on the circuit A switch opens and closes the circuit Which materials make good conductors and insulators (insulators- plastic, wood and rubber. Conductors – silver, gold, metal and sea waves | Substantive KnowledgeWhere products may have been made.• When products might have been designed and made.• What a prototype is and how to use them.• The functions of different tools and how to use them.• How to apply different finishing techniques to preserve and decorate.• How to identify products that can be recycled or reused.  | Substantive KnowledgeTo recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | Substantive KnowledgeHISTORICAL IMPACT (TUDORS / VICTORIANS)• Why belief had an impact on British rule e.g Creating Protestant Church of England• How to place the Victorians and Tudors onto a timeline e.g 0 Christ born 410- Anglo Saxon 1066 era 1485 Battle of Bosworth Henry VII becomes King 1509 Henry VIII becomes King 1547 Edward VI becomes King 1553 Mary I becomes Queen 1558 Elizabeth I becomes Queen 1603 Stuart era begins• Why individuals were able to make significant changes, e.g. Henry VIII and dissolution of the monasteries – Queen Victoria, Industrial Revolution• How experiences at this time were different for different people e.g Boys were more important than girls in Tudor England. • How rule and authority impacted on the lives of people e.g Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife• Significant events that occurred at this time e.g The Tudor rose was created when Henry VII brought an end to the Battle of Bosworth, also known as the Wars of the Roses, against Richard III. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose.• How events of this time have affected my life today e.g Protestant | Substantive Knowledge2.7 What do Hindus believe God is like?L2.8 What does it mean to be Hindu in Britain today?What is Hinduism?What are the similarities and differences between Hinduism and Christianity?  |
| Disciplinary SkillsInvestigating and hypothesising Plan an investigation that demonstrates how I have considered the need for the test to fair and unbiased. Say 2 reasons why my test is fair. Say what I am trying to prove or disprove and how my test will help me do this in a fair way Observing and recording Design a table or chart that enables me to display my data collected in the most informative way. Concluding and evaluating Explain how the conclusion of my investigation relates to my hypothesis. Articulate my hypothesis prior to designing my investigation Identify where there might be anomalies Evaluate the results of my Investigation and explain why they are not biased Use my results to prove or disprove the hypothesis using a balanced argument | Disciplinary SkillsExplain my design features• Start to form a design• Explain my choice ofmaterials and components• Refer back to my design criteria• Say how well I did | Disciplinary Skills • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.• To begin to use appropriate intonation and volume when reading aloud. | Disciplinary Skills nquire• Use a wide variety of primary and secondary sources to support my enquiry including my notes from visits to sites of historical significance.• Talk about how people’s lives in the past were different to our lives today and the reasons for this.• Talk about the differences between primary and secondary sources and how they support an enquiryInterpret• Look at two versions of the same event and identify the similarities and differences of the accounts• Give reasons why there might be different accounts of history.• Understand that the past has been represented in different ways and give some examples of this.• Look at two versions of the same account and say where they are similar and where they are different and explain why this might be.Communicate• Talk about chronology using words associate with time. E.g Millennium, monarchy• Present my findings the most appropriate way depending on the audience I am presenting which might include the use of ICT. I • Discuss dates and times accuracy and place key events on a timeline including Vikings, Tudors, Stone age, Romans, Their own life and an event in locality History.• Use a wide range of historical vocabulary taken from the ACE list | Disciplinary Skills\*Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation \*Make connections between religious and non-religious beliefs, concepts, practices and ideas studied\*Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses  |
| Reading Objectives\*To read and recognise Y3/Y4 exception words.\*To independently re-read a sentence or paragraph more than once in order to double-check understanding.  | Reading ObjectivesConsciously adapt tone, pace and volume of voice within a single context. Discuss vocabulary used to capture readers’ interest and imagination.To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. | Reading ObjectivesTo recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | Reading ObjectivesTo refer to authorial style, overall themes (e.g. triumph of good over evil) andfeatures (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | Reading ObjectivesTo identify how language, structure and presentation contribute to meaning.To identify main ideas drawn from more than one paragraph and summarise these. |
| Writing ObjectivesAppropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) proofread and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens. | Writing ObjectivesUse a variety of simple, compound and complex sentences, exploring with clause order and effect. Some other subordinating conjunctions: because, if, when, that, while, since, althoughUse a colon to introduce a list or topic | Writing Objectives\*writing to describe\* use ideas from their own reading and modelled examples to plan their writing. \* use a range of conjunctions, adverbs and prepositions to show time, place and cause.  | Writing ObjectivesUse superlatives and comparativesUse relative pronouns which or who to make an imbedded clause a complex sentence  | Writing ObjectivesUse subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas |
| Fiction and non-fiction texts that will be shared with children:The Works | Fiction and non-fiction texts that will be shared with children: Novel: Aarti and the Blue Gods | Novel: Aarti and the Blue Gods | Fiction and non-fiction texts that will be shared with children:Tom’s Midnight Garden | Fiction and non-fiction texts that will be shared with children:Novel: My name is River |
|  | **Coverage within non-enquiry subjects:** PE: dance, net games (tennis or badminton) Music: Know and recognise music notation

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 Maths: Multiplication and division, length and perimeter, fractions and Decimals |

**Content Coverage Summary: Please refer to subject progression document for more detail.**