Year 4 Curriculum Map

	Autumn	Spring	Summer
Reading A range of texts covered from the list provided	• There's a Boy in the Girls' Bathroom – L. Sachar • Coraline – N. Gaiman • Beowolf – M. Morpurgo / S. Heaney • Krindlekrax – P. Ridley • How to Wash a Woolly Mammoth – M. Robinson • Dust 'n' Bones – C. Mould (individual ghost stories) • Coming Home – Digital Text • Non-fiction information texts: States of Matter – solids, liquids and gases, electricity, The Roman Empire	• How to Train a Dragon – C. Cowell • The Falcon's Malteser – A. Horrowitz • The Great Kapok Tree – L. Cherry • We Animals Would Like a Word With You – J. Agard (Poetry) • From Hereabout Hill – individual stories by M. Morpurgo • Hope Jones Saves the World – J. Lacey • The Lost Thing – Shaun Tan • Myths and Legends • Hoverbike - Digital Text • Non-fiction information texts: Rainforests, Sound, Henri Rousseau, The Amazon	• Charlotte's Web – E.H. White (Classic Novel) • How to Live Forever – C. Thompson • The Secret of Platform 13 – E. Ibbotson • Which Witch? – E. Ibbotson • The Legend of Podkin One-Ear – K. Larwood • Treasure – Digital Text • Non-fiction information texts: living things and habitats, food chains, teeth, Anglo-Saxons
Writing A range of genres covered from the list provided	• Beowolf - Narrative • Imaginative/creative writing in the style of N.Gaiman • Instructions – How to wash a woolly mammoth • Biographies • Recounts • Explanation • Poetry (seasons)	• Non Chronological report: Dragons • Letter to the World • Animal / Rainforest Poetry 'The River.' • Narrative- The Lost Thing • Narrative - stories from other cultures • Letter – invite an author • Adverts (link to digital text Hoverbike)	• Newspaper report • Holiday Brochure: Persuasive Writing • Narrative: True Story of the 3 Little Pigs • Non Chronological report: Teeth
Maths	• Recognise numbers to 1000 • 100s, 10s, 1s • Number line to 1000 and 10,000 • Round to the nearest 10, 100 • Count in 1000s, 25s • 1000s, 100s, 10s and 1s	• 11 and 12 times table • Multiply 3 numbers • Factor pairs • Efficient multiplication • Multiplication and division written methods	• Decimals – bonds to 10 and 100 • Decimals – make a whole • Write decimals • Compare and order decimals • Round decimals • Halves and quarters

	• Partitioning • Find 1, 10, 100, 1000 more or less • Compare and order numbers • Round to the nearest 1000 • Negative numbers • Roman numerals to 100 • Add and subtract 1s, 10s, 100s and 1000s • Adding two 3-digit numbers – not crossing 10 or 100 and crossing 10 or 100 • Adding two 4-digit numbers – no exchange, one exchange and more than one exchange • Subtract a 3-digit number from a 3-digit number – no exchange and exchange • Subtract two 4-digit numbers – no exchange, one exchange, more than one exchange • Efficient subtraction • Estimating and checking answers • Equivalent lengths m and cm, mm and cm • Kilometres • Add and subtract lengths • Measure perimeter, perimeter on a grid • Perimeter of a rectangle, rectilinear shapes • Multiply and divide by 10 and 100 • Multiply by 1 and 0 • Divide by 1 and itself • Multiply and divide by 6, 9 and 7 • 6, 9 and 7 times table and division facts	• Multiply 2-digits by 1-digit, 3-digits by 1-digit • Divide 2-digits by 1-digit, 3-digits by 1 digit • Area - counting squares, making shapes, comparing area • Unit and non-unit fractions • Tenths, count in tenths • Equivalent fractions • Fractions greater than 1 • Count in fractions • Add fractions, add 2 or more fractions • Subtract fractions, subtract 2 fractions • Subtract from whole amounts • Fractions of a set of objects • Calculate fractions of a quantity • Problem solving – calculate quantities • Recognise tenths and hundredths • Tenths as a decimal • Tenths on a place value grid • Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 • Hundredths • Hundredths as a decimal • Hundredths on a place value grid • Divide 1 or 2-digits by 100	• Pounds and pence • Ordering and estimating money • Convert pounds and pence • Add and subtract money • Find change • Money problems using all four operations • Telling the time to 5 minutes • Telling the time to the minute • Using a.m. and p.m. • 24 hour clock • Hours, minutes and seconds • Years, months, weeks and days • Analogue digital 12 hour and 24 hour • Statistics – interpret charts • Comparison, sum and difference • Introducing line graphs • Properties of shapes – turns and angles • Right angles in shapes • Compare, identify and order angles • Recognise and describe 2-D shapes • Triangles, quadrilaterals • Horizontal and vertical • Lines of symmetry • Complete a symmetric figure • Position and direction – describe a position • Draw on a grid, move on a grid • Describe movement on a grid

Science	**States of matter** 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. **Electricity** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	**Sound** 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	**Living things and their habitats** 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 **Animals, including humans** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey
	Working Scientifically **WS1** asking relevant questions and using different types of scientific enquiries to answer them **WS2** setting up simple practical enquiries, comparative and fair tests **WS3** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers **WS4** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions **WS5** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **WS6** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions **WS7** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **WS8** identifying differences, similarities or changes related to simple scientific ideas and processes **WS9** using straightforward scientific evidence to answer questions or to support their findings		

Computing	Unit 4.5: Logo Unit 4.6: Animation Unit 4.7: Effective Search	Unit 4.2: Online Safety Unit 4.3: Spreadsheets Unit 4.4: Writing for different audiences	Unit 4.1: Coding Unit 4.8: Hardware investigators
History	**<u>Roman Empire</u>** **Studying an aspect of British History that extends pupils' chronological knowledge before 1066. The Roman Empire and its impact on Britain.** Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain. Links to modern day Britain and the local area. Begin to identify the main differences between different periods in history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Ask questions and find answers about life in different periods in history studied. Use various sources of evidence to answer questions about periods in history studied use various sources to piece together. Information about the periods of history studied. Use their 'information finding' skills in writing to help them write about historical information.	**<u>Anglo-Saxons</u>** **Studying an aspect of British History that extends pupils' chronological knowledge before 1066. Anglo-Saxons: invasions, settlements and customs Viking: raids and invasions and Edward the Confessor.** Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain. Begin to identify the main differences between different periods in history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Ask questions and find answers about life in different periods in history studied. Use various sources of evidence to answer questions about periods in history studied use various sources to piece together. Information about the periods of history studied. Use their 'information finding' skills in writing to help them write about historical information.	
Geography	**<u>Locational knowledge</u>** Knowing the seven continents and identify capital cities within Europe. Looking at the location of counties of England. Studying land use patterns (and roads) in the local area and understand how some of these aspects have changed over time. Exploring the influence of the Roman and Saxon invasion upon land use/names in the locality. **<u>Geographical enquiry</u>** Learn to recognise and use OS map symbols.	**<u>Rainforests</u>** **<u>Human and physical geography and place knowledge</u>** Investigate rainforests around the world (both equatorial and temperate) with a key focus on the Amazon rainforest in South America. Consider the consequences of human activity on the environment (deforestation).	**<u>Geographical Enquiry and fieldwork</u>** Using the school grounds to consider how improvements can be made to the use of land. Consider current land use and reasons. Prepare proposals for changes.

	Human and physical geography Cross-curricular History topic. Make comparisons between maps of 1918, 1939 and present day to see how boundaries of countries and some names have changed.		
Art	**The Romans** ***Roman mosaic*** – pattern, printing, ICT Initial line drawing designs, press print techniques **Exploring colour** – Roman colour palette: limited colour scheme, natural colours, different techniques, annotate research and ideas in sketchbook: dotting, colour wheel for complimentary colours, repeated patterns Coins – collages, prints, rubbings Design – relief/ impress print ***Artists – Roman mosaics from different historical era and culture*** ***Compare and Contrast to contemporary artists e.g. local artist Briony Makin***	**Rainforests** **Observational drawing** – flowers, plants, leaves, pencil, leaf rubbings, large scale, collaborative work, focus on mark making and textures using pencil, pen, charcoal and develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. **Painting and colour mixing** – mixing, natural palette, explore further use brushes in different ways. Further explore different shades in a limited colour palette e.g. leaf green, darker shades of green ***Artist study: Henri Rousseau – Tiger in a Tropical Storm, jungle paintings (1891)*** ***Botanical illustration prints*** ***Compare and Contrast to modern, contemporary art by Nick Gustafson*** Use of colour, botanical images.	**Ancient Pottery** ***Prehistoric to Roman Pottery*** – coiled method, pinch pot design Source of clay, understanding and developing technique, form (English Heritage resources) **3D Clay – pottery** – coiled pot design, developing skills and techniques, manipulate malleable material: roll, knead, join, score, using slip ***Artists – Pottery from different historical era and culture*** **Graphic Art** ***Artist study: How to Live Forever – C. Thompson (author and Illustrator)*** Intricate, detailed drawings. Repeated images. Depth and perspective. Explore detailed line drawings, pencil and pen, colour washes. ***Compare and contrast to work of graphic artist M.C. Escher*** (1898-1972)– perspective, impossible constructions.
Design Technology	**Construction** **Design, make and evaluate a circuit.** Develop a design brief within a context which is authentic and meaningful. eg light up game or Christmas Card. Use a simple computer control program to physically control output devices e.g. bulbs and buzzers.	**Cooking and nutrition** **Design, make and evaluate a simple French Meal.** Prepare and cook a savoury dish safely and hygienically. Use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Understand and apply the principles of a healthy and varied diet	**Construction** **Rainforest Shelters: design, make and evaluate a shelter.** Generate, develop and communicate our ideas through discussion, annotated sketches, prototypes and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks: cutting, shaping, joining and finishing accurately.

	Make a variety of switches by using simple classroom materials and test them in a simple series circuit. Program a computer to monitor and control our product. ***Find out about inventors, designers, engineers, chefs and manufacturers who have helped shape the world.*** **Inventors:** J. P. Knight – invented the traffic light, Garrett Morgan – designed the three position traffic light signal.		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Evaluate food by taste, texture, flavour etc. ***Find out about inventors, designers, engineers, chefs and manufacturers who have helped shape the world.*** Roman Roads; **Engineer:** John Loudon McAdam – first modern road.		Measure using millimetres, mark out and cut out materials with growing accuracy, using a ruler and scissors. Assemble and select materials to join fabric, wood and card securely. Alter and adapt materials to make them stronger and apply a range of finishing techniques.	
RE	Can religious teachings help us to decide the best way to live? How is Christmas celebrated in other cultures?		What do creation stories teach us about caring for the world? Why is pilgrimage important to some religious believers?		Where and how do people pray? How are faith communities represented in Wigan?	
PSHCE	**<u>Being Me in My World</u>** Understanding my place in the class, school and global community. Devising Learning Charters. **<u>Celebrating Difference</u>** Anti-bullying and diversity work (includes cyber and homophobic bullying)		**<u>Dreams and Goals</u>** Goal-setting, aspirations, working together to design and organise fundraising events. **<u>Healthy Me</u>** Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.		**<u>Relationships</u>** Understanding friendship, family and other relationships, conflict resolution and communication skills. **<u>Changing Me</u>** Looking at change, including sex and relationship education.	
PE	**Dance** Unit 2 – Electricity **Basketball** - Shooting using a backboard/range of passes chest, bounce, overhead, leave **or Swimming**	**Gymnastics** - Rolling / Balancing leading into change of front and direction. **OAA** - Orienteering/ using codes **or Swimming**	**Tennis** – developing a rally/ starting to serve **Rugby** – passing backwards/linking passes/running with the ball **or Swimming**	**Hockey** - trapping the ball/ receiving the ball/ accurate passing **Rugby** – passing backwards/linking passes/running with the ball **or Swimming**	**Cricket** - fielding skills/overarm bowling **OAA** - Orienteering/ using codes **or Swimming**	**Athletics** - upright running style/ breathing correctly over a long distance **Basketball** - shooting using a backboard/ range of passes: chest, bounce, overhead, leave **or Swimming**
Music	**<u>Mamma Mia</u>** **Musical learning focus:** begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music – ABBA music		**<u>Stop!</u>** **Musical learning focus:** Grime, Writing lyrics **Cross Curricular Link** *Topic – Rainforests*		**<u>Blackbird</u>** **Musical learning focus:** The Beatles and the development of pop music The Civil Rights Movement. **<u>Reflect, Rewind and Replay</u>**	

	Glockenspiel Stage 2 **Musical learning focus:** Playing the glockenspiel. The language of music.	*Geography link – plastic pollution. Collection of songs to sing.* **Lean On Me** **Musical learning focus:** Gospel/links to Religious music:	**Musical learning focus:** Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
French	**Review of Y3** Recap and revision of previous topics that have been covered in Y3. **Pets** Animals at home – dog, cat, fish, bird, tortoise, hamster, rabbit, guinea pig and mouse). The children will be able to say whether they have any pets or not – what they are and how many. **At Home** Saying where I live (house/flat/in a city/in the countryside/in the seaside/in the mountains). The children will be able to name 9 different areas at home and will be able to say where there are people/animals in the house. **In my Classroom** Focus on the items you can find in the classroom (18 vocabulary words). Children will learn how to describe what is in their classroom, school bag and pencil case using numbers. They will also learn how to ask for an item in French. Review of previous numbers learnt in French (0-50).	**Lunch at School** Children will be able to say what they eat and drink at school. They will also be able to read a menu and write their own. **School Subjects** Focus on the school subjects in French. Children will learn how to name school subjects in French (12 in total), say their favourite school subjects and express their opinion about using them i.e. I like/love/don't like/hate. **Sports and Hobbies** The children will focus on sports (20 different sports in total) and hobbies (watch T.V., listen to music, play video games, dance, sing, read, cook, see my friends and go on the internet). Children will be able to say what their favourite sport is and say what they like doing in French. They will also express their point of view on the particular sports and hobbies covered.	**The Weather** Focus on the weather forecast in France. Children will learn 10 different weather conditions, name 11 main cities in France, name the four seasons, say the temperature and present the forecast. **Numbers 50-80** Focus on the numbers 50-80 in French. Children will count up to 80, spell numbers and read numbers. **Fruits and at the Market** Focus on 16 different fruits in French. Children will say whether they like/dislike the fruits covered and will be able to ask for fruits at the market in a dialogue. Recap on previous numbers learnt.
Curriculum Enrichment	• Anti-Bullying week • KS2 Carol Service • Electricity workshop	• Year 4 Class assembly for parents on the Rainforest topic • Arts Week – Theatre, drama, Musicians and Artists workshops and performances • Healthy Lifestyle Week	• Sports Day