



## Year 4 Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Reading</b>  Whole Class Readers and Digital Texts	<ul style="list-style-type: none"> <li>• Krindlekrax – P. Ridley</li> <li>• Coraline – Neil Gaiman</li> <li>• Instructions – How to Wash a Woolly Mammoth</li> <li>• Dust and Bones – individual stories</li> <li>• Coming Home – Digital Text</li> <li>• Beowolf – M. Morpurgo / S. Heaney</li> </ul>	<ul style="list-style-type: none"> <li>• The Falcon's Malteser – A. Horowitz</li> <li>• Charlotte's Web – E.H.White (Classic Novel)</li> <li>• The Great Kapok Tree – L. Cherry</li> <li>• We Animals Would Like a Word With You – J. Agard (Poetry)</li> <li>• From Hereabouts Hill – individual stories</li> <li>• Myths and Legends</li> <li>• Hoverbike - Digital Text</li> <li>• The Lost Thing – Shaun Tan</li> </ul>	<ul style="list-style-type: none"> <li>• Stig of the Dump – C. King (Classic Novel)</li> <li>• Wizards of Once - use as basis for writing a newspaper report</li> <li>• How to Live Forever – C. Thompson</li> <li>• The Secret of Platform 13 – E. Ibbotson</li> <li>• Which Witch? – E. Ibbotson</li> <li>• The Legend of Podkin One-Ear – K. Larwood</li> <li>• Tom Gates – L. Pichon</li> <li>• Treasure – Digital Text.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Instructions – How to wash a woolly mammoth</li> <li>• Biographies</li> <li>• Beowolf Narrative</li> <li>• Recounts</li> <li>• Explanation</li> <li>• Poetry (seasons)</li> <li>• Imaginative/creative writing in the style of Neil Gaiman</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to the World</li> <li>• Animal / Rainforest Poetry 'The River.'</li> <li>• Narrative- The Lost Thing</li> <li>• Narrative - stories from other cultures</li> <li>• Letter – invite an author</li> <li>• Adverts (link to digital text Hoverbike)</li> <li>• Non Chronological report: Penguins</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper report – link to Wizards of Once</li> <li>• Holiday Brochure: Persuasive Writing</li> <li>• Narrative: True Story of the 3 Little Pigs</li> <li>• Non Chronological report: Teeth</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Place value – , count in multiples of 6, 7, 9, 25 and 1000; recognise the place value of each digit in a four digit</li> </ul>	<ul style="list-style-type: none"> <li>• Place value – negative numbers, count backwards through zero to include</li> </ul>	<ul style="list-style-type: none"> <li>• Place value – identify, represent and estimate numbers using different</li> </ul>

	<p>number; round any number to the nearest 10, 100 and 1000</p> <ul style="list-style-type: none"> <li>• Using mental strategies for addition and subtraction</li> <li>• Using written methods for addition and subtraction</li> <li>• Estimate and use inverse operations to check answers to calculations involving addition or subtraction</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• Mental strategies for multiplying and dividing</li> <li>• Identify and recognise properties of 2D shapes and be able to compare and classify 2D shapes</li> <li>• Identify and recognise properties of 3D shapes and be able to compare and classify 3D shapes</li> <li>• Time – telling the time; analogue and digital time</li> <li>• Calculating the perimeter of shapes – in centimetres and metres</li> <li>• Convert between different units of measure; compare and calculate different measures, including money in pounds and pence</li> <li>• Statistics – interpret and present discrete and continuous data – link to reading scales and values of demarcations</li> <li>• Solve comparison, sum and difference problems using information presented</li> </ul>	<p>negative numbers, order and compare numbers beyond 1000</p> <ul style="list-style-type: none"> <li>• Read and write Roman Numerals to 100 (I to C)</li> <li>• Properties of numbers – factors, multiples, primes</li> <li>• Fractions – recognise and use families of common equivalent fractions, dividing by tenths and hundredths</li> <li>• Calculate given fractions of numbers or quantities</li> <li>• Understanding decimals for tenths and hundredths and using correct representation for these –including links to money</li> <li>• Decimals – ordering, rounding, addition and subtraction</li> <li>• Position and direction- read and plot co-ordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Area – finding area by counting squares and then by using multiplication facts and strategies</li> <li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• Use place value and known facts to multiply and divide mentally</li> <li>• Use written methods for multiplication – multiplying 2 and 3 digit numbers by a 1 digit number</li> <li>• Use written methods for division</li> <li>• Solving real-life word problems involving multiplication and/or division - deciding which operations and methods to use and why</li> </ul>	<p>representations, solve number problems that involve all aspects of Y4 place value</p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Solving real-life word problems involving multiplication and/or division - deciding which operations and methods to use and why</li> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> <li>• Decimals and fractions – investigating and recognising fraction equivalents; recognising decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>; rounding decimals to the nearest whole number; addition and subtraction of decimals</li> <li>• Solve problems involving increasingly harder fractions to calculate quantities, <i>e.g.</i> <math>\frac{1}{5}</math> of ? is 9</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• Position and direction- read and plot co-ordinates in the first quadrant; plot points and draw sides to complete a given polygon</li> <li>• Convert between different units of measure; compare and calculate different measures, including money in pounds and pence</li> <li>• Calculate area and perimeter of rectilinear shapes</li> <li>• Read, write and convert time between analogue and digital 12 and 24 hour clocks</li> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>
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	<p>in bar charts, pictograms, tables and other graphs</p>	<ul style="list-style-type: none"> <li>• 2D shape – naming, comparing and classifying – including different types of triangles and quadrilaterals</li> <li>• Identify different types of angles – right, obtuse, acute &amp; reflex</li> <li>• Identify lines of symmetry in a shape</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>• Identify and recognise properties of 3D shapes and be able to compare and classify 3D shapes</li> <li>• Convert between different units of measure; compare and calculate different measures, including money in pounds and pence</li> <li>• Read, write and convert time between analogue and digital 12 and 24 hour clocks</li> <li>• Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>• Applying written methods to statistics (including 'story graphs')</li> </ul>
<p><b>Science</b></p>	<p><b><u>States of matter</u></b>  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.</p>	<p><b><u>Sound</u></b>  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</p>	<p><b><u>Living things and their habitats</u></b>  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> <p><b><u>Animals, including humans</u></b>  Describe the simple functions of the basic parts of the digestive system in humans</p>

	<p><b><u>Electricity</u></b>  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</p>		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
	<p><b><u>Working Scientifically</u></b>  <b>WS1</b> asking relevant questions and using different types of scientific enquiries to answer them  <b>WS2</b> setting up simple practical enquiries, comparative and fair tests  <b>WS3</b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  <b>WS4</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  <b>WS5</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  <b>WS6</b> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  <b>WS7</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>WS8</b> identifying differences, similarities or changes related to simple scientific ideas and processes  <b>WS9</b> using straightforward scientific evidence to answer questions or to support their findings</p>		
<b>Computing</b>	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
<b>History</b>	<p><b><u>Roman Empire</u></b>  <b>Studying an aspect of British History that extends pupils' chronological knowledge before 1066. The Roman Empire and its impact on Britain.</b>  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.</p>	<p><b><u>Anglo-Saxons</u></b>  <b>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.</b>  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.</p>	

	<p>Begin to identify the main differences between different periods in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied</p> <p>use various sources to piece together. Information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied</p> <p>use various sources to piece together. Information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p>	
<p><b>Geography</b></p>	<p><b><u>Locational knowledge</u></b> Knowing the seven continents and identify capital cities within Europe. Looking at the location of counties of England.</p> <p>Studying land use patterns (and roads) in the local area and understand how some of these aspects have changed over time.</p> <p>Exploring the influence of the Roman and Saxon invasion upon land use/names in the locality.</p> <p><b><u>Geographical enquiry</u></b> Learn to recognise and use OS map symbols.</p> <p><b><u>Human and physical geography</u></b> 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.</p>	<p><b><u>Rainforests</u></b></p> <p><b><u>Human and physical geography and place knowledge</u></b></p> <p>Investigate rainforests around the world (both equatorial and temperate) with a key focus on the Amazon rainforest in South America.</p> <p>Consider the consequences of human activity on the environment (deforestation).</p>	<p><b><u>Geographical Enquiry and fieldwork</u></b></p> <p>Using the school grounds to consider how improvements can be made to the use of land.</p> <p>Consider current land use and reasons. Prepare proposals for changes.</p>
<p><b>Art</b></p>	<p><b><u>The Romans</u></b> <b><i>Roman mosaic</i></b> – pattern, printing, ICT Initial line drawing designs, press print techniques</p> <p><b><u>Exploring colour</u></b> – Roman colour palette: limited colour scheme, natural colours, different techniques, annotate research and</p>	<p><b><u>Rainforests</u></b> <b><u>Observational drawing</u></b> – 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.</p>	<p><b><u>Ancient Pottery</u></b> <b><i>Prehistoric to Roman Pottery</i></b> – coiled method, pinch pot design Source of clay, understanding and developing technique, form (English Heritage resources)</p> <p><b><u>3D Clay – pottery</u></b> – coiled pot design,</p>

	<p>ideas in sketchbook: dotting, colour wheel for complimentary colours, repeated patterns</p> <p>Coins – collages, prints, rubbings Design – relief/ impress print</p> <p><b>Artists – Roman mosaics from different historical era and culture</b></p>	<p><b>Painting and colour mixing</b> – 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</p> <p><b>Artist study: Henri Rousseau – Tiger in a Tropical Storm, jungle paintings (1891)</b> <b>Botanical illustration prints</b></p>	<p>developing skills and techniques, manipulate malleable material: roll, knead, join, score, using slip</p> <p><b>Artists – Roman mosaics from different historical era and culture</b></p>
<b>Design Technology</b>	<p><b>Construction</b> <b>Design, make and evaluate a circuit.</b></p> <p>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. 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.</p> <p><b>Find out about inventors, designers, engineers, chefs and manufacturers who have helped shape the world.</b> <b>Inventors:</b> J. P. Knight – invented the traffic light, Garrett Morgan – designed the three position traffic light signal.</p>	<p><b>Cooking and nutrition</b> <b>Design, make and evaluate a simple French Meal.</b></p> <p>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 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Evaluate food by taste, texture, flavour etc.</p> <p><b>Find out about inventors, designers, engineers, chefs and manufacturers who have helped shape the world.</b> <b>Roman Roads; Engineer:</b> John Loudon McAdam – first modern road.</p>	<p><b>Construction</b> <b>Rainforest Shelters: design, make and evaluate a shelter.</b></p> <p>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. 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.</p>
<b>RE</b>	<p>Can religious teachings help us to decide the best way to live?</p> <p>How is Christmas celebrated in other cultures?</p>	<p>What do creation stories teach us about caring for the world?</p> <p>Why is pilgrimage important to some religious believers?</p>	<p>Where and how do people pray?</p> <p>How are faith communities represented in Wigan?</p>
<b>PSHCE</b>	<p><b>Being Me in My World</b> Understanding my place in the class, school and global community. Devising Learning Charters.</p> <p><b>Celebrating Difference</b> Anti-bullying and diversity work (includes cyber and homophobic bullying)</p>	<p><b>Dreams and Goals</b> Goal-setting, aspirations, working together to design and organise fundraising events.</p> <p><b>Healthy Me</b> Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.</p>	<p><b>Relationships</b> Understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p><b>Changing Me</b> Looking at change, including sex and relationship education.</p>



<p><b>PE</b></p>	<p><b>Dance</b> Unit 2 – Electricity</p> <p><b>Basketball</b> - Shooting using a backboard/range of passes chest, bounce, overhead, leave</p> <p><b>or Swimming</b></p>	<p><b>Gymnastics</b> - Rolling / Balancing leading into change of front and direction.</p> <p><b>OAA</b> - Orienteering/ using codes</p> <p><b>or Swimming</b></p>	<p><b>Tennis</b> – developing a rally/ starting to serve</p> <p><b>Rugby</b> – passing backwards/linking passes/running with the ball</p> <p><b>or Swimming</b></p>	<p><b>Hockey</b> - trapping the ball/ receiving the ball/ accurate passing</p> <p><b>Rugby</b> – passing backwards/linking passes/running with the ball</p> <p><b>or Swimming</b></p>	<p><b>Cricket</b> - fielding skills/overarm bowling</p> <p><b>OAA</b> - Orienteering/ using codes</p> <p><b>or Swimming</b></p>	<p><b>Athletics</b> - upright running style/ breathing correctly over a long distance</p> <p><b>Basketball</b> - shooting using a backboard/ range of passes: chest, bounce, overhead, leave</p> <p><b>or Swimming</b></p>
<p><b>Music</b></p>	<p><b>Mamma Mia</b> <b>Musical learning focus:</b> begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music – ABBA music</p> <p><b>Glockenspiel Stage 2</b> <b>Musical learning focus:</b> Playing the glockenspiel. The language of music.</p>		<p><b>Stop!</b> <b>Musical learning focus:</b> Grime, Writing lyrics <b>Cross Curricular Link</b> <i>Topic – Rainforests</i> <i>Geography link – plastic pollution. Collection of songs to sing.</i></p> <p><b>Lean On Me</b> <b>Musical learning focus:</b> Gospel/links to Religious music:</p>		<p><b>Blackbird</b> <b>Musical learning focus:</b> The Beatles and the development of pop music The Civil Rights Movement.</p> <p><b>Reflect, Rewind and Replay</b> <b>Musical learning focus:</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>	
<p><b>French</b></p>	<p><b>Review of Y3</b> Recap and revision of previous topics that have been covered in Y3.</p> <p><b>Pets</b> 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.</p> <p><b>At Home</b> 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.</p>		<p><b>Lunch at School</b> 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.</p> <p><b>School Subjects</b> 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.</p> <p><b>Sports and Hobbies</b> 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.</p>		<p><b>The Weather</b> 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.</p> <p><b>Numbers 50-80</b> Focus on the numbers 50-80 in French. Children will count up to 80, spell numbers and read numbers.</p> <p><b>Fruits and at the Market</b> 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.</p>	

	<p><b><u>In my Classroom</u></b>  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).</p>	<p>They will also express their point of view on the particular sports and hobbies covered.</p>	
<p><b>Curriculum Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Anti-Bullying week</li> <li>• KS2 Carol Service</li> <li>• Electricity workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 Class assembly for parents on the Rainforest topic</li> <li>• Arts Week – Theatre, drama, Musicians and Artists workshops and performances</li> <li>• Healthy Lifestyle Week</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> </ul>