

# YEAR 4 CURRICULUM MAP 2023-2024

		Autumn	Spring	Summer		
Reading	Word reading	Secure decoding of unfamiliar words				
	Comprehension	<b>Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries</b> Read for a range of purposes. Retell some stories orally. Discuss words & phrases that capture the imagination. Identify themes & conventions. Retrieve & record information. Make inferences & justify predictions. Recognise a variety of forms of poetry. Identify & summarise ideas				
Writing	Transcription	<b>Spelling programme</b> Correctly spell common homophones. Learn spelling rules for adding further prefixes and suffixes. Use dictionaries to check spelling. Investigate words that have their origin in Latin or ancient Greek.				
	Composition	<b>Writing - narrative and non-narrative</b> Writing based on familiar forms. Organise writing into paragraphs. Use simple organisational devices. Evaluate own and others' writing. Read own writing aloud. Proof-read for spelling & punctuation errors. Increase regularity of handwriting Non-fiction - Persuasion/explanation      Narrative with clear sequential structure, paragraphed accurately- imaginary, historical, science fiction -Also a wide range of other writing opportunities				
	VGP	Use wider range of conjunctions    Use perfect tense appropriately    Select pronouns and nouns for clarity Use & punctuate direct speech. Use commas after front adverbials				
Speaking and listening		Articulate & justify opinions    Speak audibly in Standard English    Gain, maintain & monitor interest of listeners Performing poetry    Present learning to an audience				
Mathematics		<b>Number/Calculation</b> Know all tables to 12 x 12. Secure place value to 1000. Use negative whole numbers Round numbers to nearest 10, 100 or 1000. Use Roman numerals to 100 (C). Column addition & subtraction up to 4 digits. Multiply & divide mentally. Use standard short multiplication. <b>Geometry</b> Compare 2-d shapes, including quadrilaterals & triangles. Identify acute, obtuse & right angles. Identify symmetry Use first quadrant coordinates. Introduce simple translations <b>Measures</b> Find area by counting squares. Calculate rectangle perimeters. Estimate & calculate measures <b>Statistics/Data</b> Use bar charts, pictograms & line graphs				
Science		<b>Working Scientifically</b> <ul style="list-style-type: none"><li>Asking relevant questions and using different types of scientific enquiries to answer them.</li><li>Setting up simple practical enquiries, comparative and fair tests.</li><li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li><li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li><li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li><li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li><li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li></ul> Using straightforward scientific evidence to answer questions or to support their findings.				
		<b>How could we cope without electricity for one day? (Electricity)</b> <ul style="list-style-type: none"><li>Identify common appliances that run on electricity.</li><li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li><li>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.</li><li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights</li></ul>	<b>What happens to the food we eat? (Animals, including humans)</b> <ul style="list-style-type: none"><li>Describe the simple functions of the basic parts of the digestive system in humans.</li><li>Identify the different types of teeth in humans and their simple functions.</li><li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul> <b>Life-size food chain/web</b> <b>Scientist – Washington Sheffield</b>	<b>Why are the sounds that 'One Direction' make enjoyed by so many? (Sounds)</b> <ul style="list-style-type: none"><li>Identify how sounds are made, associating some of them with something vibrating.</li><li>Recognise that vibrations from sounds travel through a medium to the ear.</li><li>Find patterns between the pitch of a sound and features of the object that produced it.</li><li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li><li>Recognise that sounds get fainter as the distance from</li></ul>	<b>How would we survive without water? (Materials)</b> <ul style="list-style-type: none"><li>Compare and group materials together, according to whether they are solids, liquids or gases.</li><li>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).</li><li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li></ul> <b>Melting and evaporating</b> <b>Scientist – Lord Kelvin</b>	<b>Which wild animals and plants thrive in your locality? (Living things and their habitats)</b> <ul style="list-style-type: none"><li>Recognise that living things can be grouped in a variety of ways.</li><li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul> <b>Use of hide – identifying</b> <b>Scientist – Gerald Durrell</b>

	<p>in a simple series circuit.</p> <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Make circuits Scientist – Maria Telkes</p>		<p>the sound source increases.</p> <p>Exploring sounds in the environment – how far does sound travel? Scientist – Alexander Graham Bell</p>			
<b>Computing</b>	<p>Collaborative learning 1,3,4,5</p> <p>Online safety 1</p>	<p>Investigating weather 1,3,4,5</p>	<p>Online safety 2</p>	<p>Further coding with Scratch 2-4</p> <p>Online safety 3</p>	<p>Computational thinking 1-4</p>	<p>Online safety 5</p>
<b>History</b>	<p>Has Greece always been in the news?</p> <p>-A study of Greek life and achievements Their influence on the western world <a href="#">Article 17 (Access to reliable information)</a> <a href="#">Article 13 (Freedom of expression)</a> <a href="#">Article 31 (Leisure, play and culture)</a></p>		<p>Why were the Romans so powerful and what did we learn from them?</p> <p>-Julius Caesar -Hadrian's Wall</p> <p>-Boudica -Romanisation of Britain Invasion! Class invaded by the romans to entice curiosity. <a href="#">Article 19 (protection from violence)</a> <a href="#">Article 24 (health and health services)</a> <a href="#">Article 26 (social security)</a></p>			
<b>Geography</b>		<p>Why is the River Wear so important to Sunderland/ Co Durham?- Settlements, land use, economic activity, including natural resources, especially energy and water supplies</p> <p>Trip to the river followed by work in the school water area</p>			<p>Why is Sunderland / such a cool place to live?</p> <p>-Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical - characteristics and understand how some of these aspects have changed over time.</p>	
	<b>Geographical skills and fieldwork</b> –on going across the year					
<b>Design and technology</b>	<p>Electrical systems -Torches</p>		<p>Mechanical systems -Making a slingshot car</p>		<p>Structures -Pavilions</p>	

Art and Design		<b>Art and design skills</b> -optical illusion print		<b>Formal element of art</b> -texture and pattern		<b>Every picture tells a story</b> -collage, abstract art
	Create sketchbooks to record observations					
Music	<b>Musical structures</b>	Exploring feelings when you play	Compose with friends	Feelings through music	Express and improvisation	The show must go on
		Learn to play the recorder	Learn to play the recorder	Learn to play the recorder	Learn to play the recorder	Learn to play the recorder
MFL	Countries, transport, weather and Christmas		Shopping, money, games and Easter		Body parts, sports and hobbies	
P.E.	Swimming	Swimming	Dance	Gymnastics	Dance	Orienteering
	Net and Ball	Gymnastics	On the attack	Arc Rounders	Faster, Higher, Further	Communication challenge Safely across
PSHE	TP1 – What’s that feeling I have? TP2 – What do I do when my friend is cross? TP3 – How do I compromise?	TP4 – How do I do emergency first aid? TP 5 – Am I at risk? TP6 – How do I stay safe?	TP7 – Am I safe on my mobile phone? TP8 – What can I do about negative thoughts? TP9 – Should I own up?	TP10 – Is it ok to hug? TP11 – What’s an aspiration? TP12 – What is enterprise?	TP13 – What worries me in the world? TP14 – What is discrimination? TP15 – What does it mean to be antisocial?	TP16 – How do I support my community? TP17 - What’s a volunteer? TP18 – Can I volunteer or help others?
R.E.	What do we know about the Bible and why is it important to Christians?  How and why is Advent important to Christians? <i>Article 30: you have the right to learn and use the traditions, religion and language of your family.</i>  <i>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</i>		What do Christians believe about Jesus?  What do Christians remember on Palm Sunday? <i>Article 14 (freedom of thought and religion)</i>  <i>Article 29 (Goals of education)</i>  <i>Article 13 (Freedom of expression) – Article 24 (Health and Health care)</i>		How and why do people show care for others?  <b>Why do people visit Durham Cathedral today?</b> <i>Article 20: you must be looked after by people who respect your religion, traditions and language</i>  <i>Article 14: You have the right to choose your own beliefs.</i>  <i>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</i>	
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools					