

YEAR 4 CURRICULUM MAP 2023-2024

		Autumn	Spring	Summer			
Reading	Word reading	Secure decoding of unfamiliar words					
	Comprehension	<p>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</p> <p>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</p>					
Writing	Transcription	<p>Spelling programme 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.</p>					
	Composition	<p>Writing - narrative and non-narrative</p> <p>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</p> <p>Non-fiction - Persuasion/explanation Narrative with clear sequential structure, paragraphed accurately- imaginary, historical, science fiction</p> <p>-Also a wide range of other writing opportunities</p>					
	VGP	<p>Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity</p> <p>Use & punctuate direct speech. Use commas after front adverbials</p>					
Speaking and listening		<p>Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners</p> <p>Performing poetry Present learning to an audience</p>					
Mathematics		<p>Number/Calculation 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.</p> <p>Geometry Compare 2-d shapes, including quadrilaterals & triangles. Identify acute, obtuse & right angles. Identify symmetry Use first quadrant coordinates. Introduce simple translations</p> <p>Measures Find area by counting squares. Calculate rectangle perimeters. Estimate & calculate measures</p> <p>Statistics/Data Use bar charts, pictograms & line graphs</p>					
Science		<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>					
		What is electricity?	What happens to the food we eat?	What is sound and how is it made?	How can materials change?	What living things can we find in our local environment?	
Computing		Digital skills General Pages Keynote	Coding Animate a character	Digital skills iMovie GarageBand	Coding Create a story	Digital skills Clips Numbers	Coding Create a story
E-Safety		I can explain how my online identity can be different to my offline identity.	I can explain how someone's feelings can be hurt by what is said or written online.	I can explain who someone can ask if they are unsure about putting something online. I can recognise when someone is upset, hurt or angry online.	I can explain what autocomplete is and how to choose the best suggestion.	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can describe strategies for keeping personal information private, depending on context. I can assess and justify when it is acceptable to use the work of others

History		<i>Who were the Anglo-Saxons and what influence do they have on our life today?</i>		How did Britain change between the end of the iron age and end of the Roman occupation?		How has crime and punishment changed over the ages?
Geography	How are mountains formed and where are they situated in the world and UK?		What causes Volcanoes, earthquakes?		Why do so many people choose to go to the Mediterranean for their holidays?	
Geographical skills and fieldwork –on going across the year						
Design and technology		Electrical systems -Torches		Mechanical systems -Making a slingshot car		Structures -Pavilions
Art and Design	Art and design skills -optical illusion print		Formal element of art -texture and pattern		Every picture tells a story -collage, abstract art	
Create sketchbooks to record observations						
Music	Musical structures	Exploring feelings when you play Learn to play the recorder	Compose with friends Learn to play the recorder	Feelings through music Learn to play the recorder	Express and improvisation Learn to play the recorder	The show must go on Learn to play the recorder
MFL	Dates and Pets		Weather and ordering in a cafe		Celebrations and rainforests	
P.E.	Dance Net and Ball	Arc rounders Gymnastics	Dance On the attack	Gymnastics Arc Rounders	Swimming Faster, Higher, Further	Orienteering 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.	<p>What do we know about the Bible and why is it important to Christians?</p> <p>How and why is Advent important to Christians?</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>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</p>		<p>What do Christians believe about Jesus?</p> <p>What do Christians remember on Palm Sunday?</p> <p>Article 14 (freedom of thought and religion)</p> <p>Article 29 (Goals of education)</p> <p>Article 13 (Freedom of expression) – Article 24 (Health and Health care)</p>		<p>How and why do people show care for others?</p> <p>Why do people visit Durham Cathedral today?</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>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</p>	

