



Year 4 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Setting description Formal letter Joseph Coelho Poetry Travel blog Character prediction and description, non-chronological report <u>Grammar and Punctuation</u> Capital letters, full stops, commas, noun phrases, fronted adverbials, adverbs, nouns, conjunctions, present perfect, poetry features	Myths and legends, Instructions, Newspaper Reports, Recount <u>Grammar and Punctuation</u> Capital letters, full stops, commas, noun phrases, fronted adverbials, adverbs, nouns, conjunctions, present perfect, poetry features, Inverted commas, Paragraphs, Verb inflections, Apostrophes, Prepositions	Reports and Explanations, Allotment Diary Writing, Persuasive, Letters <u>Grammar and Punctuation</u> Capital letters, full stops, commas, noun phrases, fronted adverbials, adverbs, nouns, conjunctions, present perfect, Inverted commas, Paragraphs, Verb inflections, Apostrophes, Prepositions, poetry features			
Reading	<u>The Girl Who Stole an Elephant</u> asking questions to improve their understanding of a text using dictionaries to check the meaning of words that they have read drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction discussing words and phrases that capture the reader's interest and imagination participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<u>Roman Invasion</u> asking questions to improve their understanding of a text using dictionaries to check the meaning of words that they have read drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction discussing words and phrases that capture the reader's interest and imagination participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<u>Charlotte's Web</u> asking questions to improve their understanding of a text using dictionaries to check the meaning of words that they have read drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction discussing words and phrases that capture the reader's interest and imagination participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			



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Educational visits/ speakers Science	Robin Hood's Bay Gurdwara visit		Murton Park – Invaders and Settlers		Rainforest Explorer talk	
	<p>Rocks Different types of rock, identifying rocks, how is soil made? rocks changing over time, fossils, how fossils are made, <u>Can I compare, describe and recognise rocks, soils and fossils?</u></p> <p><u>States of matter</u></p> <p>Allotment visit – observe seasonal changes - Autumn</p>	<p>Electricity How does electricity work? Can you light a bulb? Circuits, switches, conductors and insulators. How are conductors and insulators used? <u>Can I identify, construct name a circuit?</u></p>	<p>Allotment visit – observe seasonal changes - Winter</p>	<p>Sound How are sounds made? How do sounds travel? How can we make a sound louder or quieter? How can we change the pitch of a plucked note? How do sounds change as we move away from the source? How can we use air to make music? <u>Can I identify, recognise and find patterns of different sounds?</u></p>	<p>Allotment visit – observe seasonal changes - Spring</p>	<p>Animals including humans Where does the food go inside our bodies? What sort of teeth do we have? Why do we have different types of teeth? How can we look after our teeth? What do animals eat? What do animals teeth tell us? How is food broken down? Food chains (prey, predators and producers) <u>Can I describe the digestive system, identify different types of teeth and construct a food chain?</u></p> <p>Allotment visit – observe seasonal changes – Summer</p>



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Computing	Scratch slug trail (de-bug, predict, run, investigate, modify and make) <u>Can I programme a game on scratch?</u>	Microbits What is a microbit? How does a microbit work? What will I need to programme my microbit? How do I code my microbit? How do I improve my microbit programme? <u>Can I programme a microbit?</u>	Dazzle History of how Roman mosaics were made, patterns and colours they used. Create an authentic Roman mosaic using Dazzle <u>Can I create a Roman mosaic using dazzle?</u>	Information Technology Microsoft Word Murton Park report Importing and formatting digital images linked to Murton Park Text layout skills including text wrapping Insert result table <u>Can I type, format images and insert a table on Microsoft Word?</u>	Computer networks and systems – the internet Connecting networks, what is the internet made from? Sharing information, What is a website? Who owns the web? Can I believe what I read? <u>Do I understand how the internet works?</u>	Crab maze (de-bug, predict, run, investigate, modify, make and extend) <u>Can I programme and extend a game on scratch?</u>
	Online Safety	Rings of responsibility <u>Do I know how to be responsible online?</u>	Private and personal information- <u>Is it ok to share my private and personal information with anyone?</u>	The power of words (cyberbullying) <u>Do I know the affect my digital footprint can have on others?</u>	Key to key words – what is reliable? <u>Do I know the importance of using key words online?</u>	Plagiarism – Who’s is it anyway? <u>Do I understand the importance of plagiarism online?</u>
History			Romans Who were the Celts? Why did the Romans want to invade Britain? Map work, where would you put a	Anglo Saxons/Vikings Who were the Anglo-Saxons? Why did they come to Britain? Where did they settle? What were places called? What were their settlements like? What were their houses like?		



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		<p>Celtic village and why? Why did the Romans build Hadrian's Wall? Top secret spy report The Roman Army- Why was the Roman Army so successful? Boudicca and her rebellion, Legacy of the Romans- Roman Road Map work</p> <p><u>Can I explain what life was like as a Roman?</u></p>	<p>Art and religion Who were the Vikings and where did they come from? Who was Alfred the Great? Viking raids Resistance of Athelstan How did they travel about and where did they travel to?</p> <p><u>Theme Life for Children in Viking Times – Murton Park Day</u></p> <p>Handling artefacts – How do we know about the past?</p> <p>Pottery candle holder activity – can you explain why a Viking child might need a candle holder?</p> <p>Battle re-enactment – can you explain why a Viking child would prepare for battle?</p> <p><u>Can I reflect on, and compare the life of a Viking child with the life of a child I have studied in the past?</u></p>		
<p>Geography</p>	<p>Robin Hood's Bay Compass rose locations What are the points on a compass? How many points are there on a compass? Use a map to locate RHB in the UK (map comparison on Digi maps.) Comparing features of a village, town or a city? How are these population centres different? Physical features of coastlines inc topographical features of the coast. What would I find at a coastline? What do the features look like? Erosion and sea defences. Occupations in RHB</p>			<p>Rainforests On a digital world map, identify and locate rainforests around the world to include the equator, and the two tropical lines. Understand the climate of the biome Mr Galbraith visit Identifying different layers of the rainforest Understand the rainforest biome is home to different plants and animals. Key topographical features of the Amazon River, inc. Length Know about the different layers of the rainforest and the vegetation and animals that exist within them. Know about human characteristics of a rainforest. Learn about farmers, native tribesmen, tourist and environmentalist. The rainforest in danger – deforestation!</p>	



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Art	<p>Village Study Features of a coastline village. (RHB) Human characteristics</p> <p><u>Can I explain the human and physical features of Robin Hood's Bay?</u></p>				<p>Protection of animals in the rainforest.</p> <p><u>Can I understand the importance and key features of rainforests?</u></p>	
	<p>Rita Readman Research and analyse Rita's artwork Practice and study key skills: 2B pencil charcoal pattern and shading water colour Plan and design own art piece</p> <p><u>Can I draw using a 2B pencil and use watercolour to paint in the style of Rita Readman?</u></p>		<p>Collage Roman soldiers Skill: Embossing, collage <u>Can I use embossing to enhance my artwork?</u></p> <p>Create a Roman mosaic using paper collage</p> <p>Dazzle History of how Roman mosaics were made, patterns and colours they used. Create an authentic Roman mosaic using Dazzle <u>Can I create a Roman mosaic using dazzle?</u></p>	<p>Anglo Saxon Illuminated letter Understand the history of illuminated letters Create own version inspired by Anglo Saxons</p> <p><u>Do I understand what an Anglo Saxon illuminated letter is?</u></p>	<p>Rainforest Rainforest collage leaves Create collage leaves and foliage Skills: painting, drawing, colour, design, layout Animal close-ups Using oil pastels a focused detail of part of an animal, e.g. eyes, fur pattern. Beak etc. highlighting details. Toucan art (watercolour and oil pastels) Draw a toucan in mixed media using oil pastels and water colours Bird feathers using water colours skills: painting, drawing, colour, design, layout)</p> <p><u>Can I use my knowledge of the rainforest to create an artistic representation of</u></p>	<p>Look at the work of Okuda San Miguel. How has he used colour in his work? Which shapes can you see in his work? What does he use in the background? Create a piece of work in the style of San Miguel, using</p> <p><u>Can I create a piece of artwork in the style of Okuda San Miguel?</u></p>



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		<u>Can I use my understanding of Roman mosaic techniques to create my own?</u>		<u>local flora and fauna?</u>	
DT	<p>Electrical lighthouse Key vocabulary Plan and design Make switch Design, create and light a cardboard lighthouse Evaluate</p> <p><u>Can I light my lighthouse using a circuit and a microbit?</u></p> <p>Baking Christmas spicy biscuits <u>Can I explain the steps I need to follow to make and decorate biscuits?</u></p>	<p>Clay candle holders (Murton Park)</p>	<p>Wooden Siege Machines Vocabulary Design and make Cut using specific equipment (drill and saw) Fire the siege machines Evaluate</p> <p><u>Can I design, make and evaluate my own siege machine (trebuchet) using a lever mechanism?</u></p>	<p>Allotment Harvesting Crops - Potato Salad Packaging</p> <p><u>Can I explain how to make a 3D box using cardboard?</u> Make a potato salad</p> <p><u>Can I explain seasonality and know when and how a variety of ingredients are grown, reared, caught and processed?</u> <u>Can I explain how to use a range of techniques such as peeling, chopping, slicing and mixing?</u></p>	
	RE	<p>Sikhism Why are the Gurus at the heart of Sikh belief? Locate countries on the map The story of Guru Nanak The story of Bhai Lalo and Malik Bhago and who they were Why did Guru Gobind Singh form the Khalsa The 5 Ks</p>	<p>Inspirational People Which people have had an inspirational influence around the World and why? Inspirational people, Florence Nightingale, Louis Braille, Thomas Barnado, Greta Thunberg, Marcus Rashford, Kevin Sinfield, Katherine Johnson. Do I know how Chinese New Year and Easter are celebrated?</p>	<p>Non-religious approaches to life Humanism What is the Humanist approach to life? Beliefs, the Golden rule, life's journey, naming ceremonies and weddings. How do celebrations compare between religious and non-religious ways of life? Births and Weddings. What are our shared British values? What does it mean to be British?</p>	



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PHSE	10 Sikh Gurus Diwali Guru Granth Sahib Inside a Gurdwara Visit the Sikh Temple, Leeds <u>Do I understand the traditions and history of the Sikh religion?</u>					
	<u>Mental Health and Emotional Wellbeing - Mindmate</u> Feeling good and being me, friends and family, life changes, strong emotions, being the same and being different, solving problems.	<u>Keeping Safe and Managing Risk</u> How do we play safe online? How do we keep safe near roads, water and around fireworks? Emergencies, 999 calls, basic first aid and emergency planning <u>How do we stay physically safe?</u>	<u>Identity, society and Equality</u> Democratic society <u>What is democracy?</u>	<u>Drug, alcohol and tobacco education</u> What are the effects and risks of drinking alcohol? Which drugs are common in everyday life and why do people choose them? <u>Do I understand the effects of legal drugs?</u>	<u>Careers, financial capability and economic wellbeing</u> What influences people's decisions about careers? <u>How do people decide on their career?</u>	<u>Physical health and wellbeing</u> What is important to me? How can the media and food adverts affect people's choices? Staying fit, healthy and clean <u>Can I make healthy choices?</u>
PE	Invasion games Dynamic Balance Balance ATHLETICS I can understand about pacing and maintain	Invasion games Dynamic Balance ATHLETICS I can understand about pacing and maintain quality of my actions- summative assessment of number	Swimming (Class A) ATHLETICS I can understand about pacing and maintain quality of my actions-	Co-ordination with equipment Swimming (Class B) ATHLETICS I can understand about pacing and maintain quality of my actions- summative assessment of number of	Agility reaction/response ATHLETICS I can understand about pacing and maintain quality of my actions- summative assessment of	Agility-ball chasing Athletics Outdoor and Adventurous activities- Fit week- Highfield Scavenger Hunt ATHLETICS I can understand about pacing and maintain quality of my actions-



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	quality of my actions-summative assessment of number of laps completed-running track.	of laps completed-running track.	summative assessment of number of laps completed-running track. Swimming (Group A) Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?	laps completed- running track. Swimming (Group A) Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?	number of laps completed-running track. Swimming (Group B) Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?	summative assessment of number of laps completed- running track. Swimming (Group B) Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?
French	<u>Phonics</u> <u>Seasons</u> <u>What is your favourite season and Why?</u>	<u>Vegetables</u> <u>Can you name 10 common vegetables in plural form?</u>	<u>Presenting myself</u> <u>How do I greet someone in French?</u>	<u>My Family</u> <u>How do I tell somebody the members, names and various ages of either their own or a fictional family in French?</u>	<u>In the classroom</u> <u>What is in your rucksack? What is in your pencil case?</u>	<u>At the Tea Room</u> <u>Can I use my skills in French to create a role-play?</u>
Music	<u>Recorders</u> <i>Do I understand the history of the recorder? Can I hold a recorder correctly? Can I play the note 'B'?</i>	<u>Songs from the Seaside Production</u> <u>Sounds of the Sea composition</u> <i>Can I create my own notation to show how to play my composition?</i> <u>Can I create the sounds of the seaside</u>	<u>Recorders</u> <i>Can I play a semibreve and a semibreve rest? Can I play the note 'D'? Can I play a slur?</i>	<u>How do instruments produce sound? (link to Science)</u> <i>How does sound change if distance is changed? Can I find patterns between the volume of the sound and the strength of the vibrations?</i>	<u>Recorders</u> <i>Can I play staccato notes and the 'upper C' learn what D.C. means?</i> <u>Can I explain specific musical terminology?</u>	<u>Composition – sounds of the rainforest</u> <i>Can I create my own notation to show how to play my composition?</i> <u>Can I create the sounds of the rainforest using a range of percussion instruments?</u>



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<p><u>How do I make music using a recorder?</u></p> <p><u>Robin Hood's Bay Concert</u> <u>Can I sing as part of an ensemble in front of an audience?</u></p>	<p><u>using a range of percussion instruments?</u></p> <p>Can I create my own notation to show how to play my composition?</p>		<p>Are there patterns between the pitch of the sound and the features of the object? How are sounds made? Can I show how different sounds are made and reach the ear?</p> <p>Recorders</p> <p>Can I play a semibreve and a semibreve rest, joined quavers, crochet rests? Can I play tied notes and crotchet notes?</p>		
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Mathematics

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000
- Count backwards through zero to include negative numbers
- Recognise place value to four-digits
- Order/compare numbers beyond 1000
- Identify, represent and estimate numbers
- Round any number to nearest 10, 100 or 1000
- Solve larger number and practical problems**
- Read Roman numerals to 100 and the changing of the system to include zero
- Add and subtract with up to four digits using formal written methods (column) where appropriate
- Estimate an answer and use inverse operations to check answers
- Solve two-step addition and subtraction problems in contexts, deciding methods/operations to use and why
- Recall multiplication and division facts for times tables up to 12 x 12
- Use place value and known facts to multiply and divide mentally including; multiply by 0 and 1, divide by 0 and 1, multiply together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout
- Solve problems including the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and correspondence problems (n objects related to m objects)
- Recognise and show using diagrams families of common equivalent fractions



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- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Solve problems involving harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions and whole-number answers
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents for tenths and hundredths
- Recognise and write decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Find the effect of dividing a one or two-digit number by 10 or 100 and their value
- Round decimals with one decimal place to the nearest whole number
- Compare decimals up to two decimal places
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Convert between different units of measure
- Measure and calculate the perimeter of rectilinear figures in cm and m
- Find the area of rectilinear figures by counting squares
- Estimate, compare and calculate different measures, including money in £ and p
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Compare and classify geometric shapes including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

**End of Topic
Piece**

Robin Hood's Bay Concert

Siege Machines

Rainforest in the Classroom with musical composition