

## YEAR 4 CURRICULUM MAP 23-24

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>					
<p>Text for reading: <b>Leon and the Place Between</b></p> <p>Text for writing: <b>Small's Big Dream</b></p> <p>Grammar concepts: <b>Use paragraphs to organise ideas around a theme building from Y3</b></p> <p>Extended writing: Paragraphs about dreams for life and school</p> <p><i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core texts &amp; other subjects</i></p>	<p>Poetry text: <b>How to Write Poems by Joseph Coelho</b></p> <p>Text for reading: <b>The Rhythm of the Rain</b></p> <p>Text for writing: <b>Marcy and the Riddle of the Sphinx</b></p> <p>Grammar concepts: <b>Use fronted adverbials with commas after building from Y2 &amp; Y3</b></p> <p>Extended writing: Poem; Narrative including a dilemma</p>	<p>Text for reading: <b>Empire's End, a Roman Story</b></p> <p>Text for writing: <b>Non-fiction books about the Romans</b></p> <p>Grammar concept: <b>Use a mixture of pronouns and nouns to aid continuity and avoid repetition; use organisational devices</b></p> <p>Extended writing: Information text with comparison</p>	<p>Poetry text: <b>The Hypnotiser</b></p> <p>Text for reading: <b>The Tear Thief</b></p> <p>Text for writing: <b>Lost Happy Endings</b></p> <p>Grammar concept: <b>Use inverted commas and other punctuation to indicate direct speech building from Y3</b></p> <p>Extended writing: Beginning of a fantasy narrative including dialogue</p>	<p>Text for reading: <b>Martha Maps it Out</b></p> <p>Text for writing: <b>What is a River?</b></p> <p>Grammar concept: <b>Use noun phrases expanded by modifying adjectives, nouns and preposition phrases building from Y3</b></p> <p>Extended writing: Lyrical report of a river's journey</p>	<p>Poetry text: <b>Earth verse</b></p> <p>Text for reading: <b>Noah Barleywater Runs Away</b></p> <p>Text for writing: <b>Journey</b></p> <p>Grammar concept: <b>Understand the difference between plural (Y1) and possessive 's'; use apostrophes to mark plural possession</b></p> <p>Extended writing: Narrative (part of a whole-class story)</p>
<b>MATHS</b>					
(White Rose scheme of learning; <b>all topics include recap from previous years</b> )					
Number & place value Addition & subtraction	Measurement: Length & perimeter Multiplication & division	Multiplication & division Measurement: Area Fractions	Fractions & decimals	Decimals Measurement: Money & time	Statistics Geometry: Properties of shape; position & direction
<b>SCIENCE</b>					
<p><b>Working Scientifically</b></p> <p>Identifying and exploring the steps in the scientific method – generating enquiry question, creating a hypothesis, conducting a comparative fair test and drawing conclusions</p> <p><b>building from Y3 Andrew</b></p>	<p><b>Physics - Electricity</b></p> <p>Uses of electricity Simple circuits &amp; switches Conductors &amp; insulators</p>	<p><b>Chemistry - States of matter</b></p> <p>Compare &amp; group materials <b>building from comparing &amp; grouping rocks in Y3</b></p> <p>Solids, liquids &amp; gases Changing states processes – evaporation, condensation, cooling,</p>	<p><b>Biology - Animals including humans</b></p> <p>Digestive system <b>building from skeletons in Y3</b></p> <p>Teeth Food chains</p>	<p><b>Biology - Living things and their habitats</b></p> <p>Grouping living things Classification keys Adaptation of living things <b>building from habitats in Y3</b></p>	<p><b>Physics - Sound</b></p> <p>How sounds are made Sound vibrations Pitch &amp; volume <b>Building on music</b></p>

heating; water cycle [Link to geography and English](#)

## GEOGRAPHY

**Human & physical knowledge**  
 Distribution of natural resources, ie. water  
 Rivers and the water cycle – follow the course of the Nile and the Thames from source to sea. UK regions.  
[Link to 'What is a River?' and Ancient Egyptians](#)

**Place knowledge - regional comparison**  
 Europe focus on **The Mediterranean** compared with local settlement & land use through fieldwork, maps of local area, digimaps & atlases [Link to English](#)  
**Focus on latitude, longitude**

## HISTORY

**Ancient civilizations with a focus on Ancient Egypt**  
 Advanced societies 3000 years ago including Ancient Egypt  
 Features of Ancient Egypt including the Nile  
[Link to Marcy and the Riddle of the Sphinx](#)

**The Roman Empire and its impact on Britain**  
 Know how Britain changed from the Iron Age to the end of the Roman occupation.  
 Local study in relation to legacy of Romans  
[building on Iron Age in Y3](#)  
[Link to Empire's End, a Roman Tale](#)

## RE

**Beliefs and practises**  
 Sikhism  
 - Gurdwara  
 - Birth celebrations  
 - Marriage  
 Christianity  
 - Marriage  
 - Prayers  
 - Saint Alban

**Sources of Wisdom**  
 Sikhism  
 - Divali  
 - Holy Book  
 - Stories  
 Christianity  
 - The Holy Trinity  
 - Stories

**Easter focus (from Beliefs and practises and symbols and actions)**  
 Christianity  
 - Pentecost  
 - Jesus' crucifixion  
 - Incarnation  
 Sikhism  
 - Langar

**Identify and belonging Symbols and actions**  
 Religious commitments  
 Religious leaders  
 Sikhism  
 - 5 K's

**Human Responsibilities and values**  
 Sikhism  
 - New Year  
 Christianity  
 - Forgiveness  
 - 10 commandments  
 Humanism

**Justice and Fairness Ultimate Questions**  
 Religious charities  
 Stories of justice  
 Creation stories (continued from Year 3)

## ART

**Drawing & proportions**  
 Use a range of mark-making techniques including texture [building from shading in Y3](#); draw

**Printing**  
 Printing on fabrics using batik using specific tools and techniques [building from printing in Y3](#)

**Painting & watercolour**  
 Create different effects by using a variety of tools and techniques in watercolours such as bleeds, washes, scratches and splashes; experiment with creating

**Textiles & colour**  
 Weave paper, fabric and natural materials to represent an image  
[building from collage in](#)

**Techniques**  
 Marbling techniques  
 Artists:  
 Hayrettin Kozanoglu

familiar objects with correct proportions; look at patterns from historical periods (Egyptian) Artist: Henry Moore <a href="#">Link to Egypt</a>	Artists: Wendy Evans & Yinka Shonibare	mood, feeling, movement <a href="#">building from colour-mixing in Y3</a> Artists: Georgia O'Keefe & Turner	Y2; think about colour and textures in their design; use colour theory - reinforce primary, secondary and tertiary colours Artists: Sheila Hicks & Deidre Scherer		
<b>D&amp;T</b>					
	<b>Mechanism</b> Simple circuits and switches – electrical Christmas card <a href="#">Linking to science</a> <b>Block teaching</b>		<b>Food</b> Healthy and varied diet - making bread <a href="#">building from healthy lunches in Y3 and linking to Romans</a> <b>Block teaching</b>		<b>Structure</b> Shell structures – designing <a href="#">building from photo frame structures in Y3 and linking to the Mediterranean</a> <b>Block teaching</b>
<b>PE</b> GetSet4PE scheme of learning					
Tag rugby Gymnastics <a href="#">building on from Y3 throughout the year →</a>	Basketball Dance	OAA Fitness	Hockey Yoga	Athletics Swimming	Tennis Swimming
<b>COMPUTING</b>					
Computing systems and networks – The Internet  E-safety: Self-image and identity	Creating media - Audio production  E-safety: Online relationships – Online bullying (anti-bullying week)	Programming A – Repetition in Shapes <a href="#">Link to prior learning: sequences in programming; algorithms;</a>  E-safety: Online reputation	Digital Media – Photo Editing <a href="#">Link to prior learning: capture photographs and how to edit and improve photos from Year 3</a>  E-safety: Managing online information	Programming B – Repetition in Games  E-safety: Privacy and security	Data and Information – Data Logging  E-safety: Copyright and ownership
<b>MFL</b> Language Angels scheme of learning					
<a href="#">Los Colores (Colours)</a> <a href="#">Salutations</a>		<a href="#">Los Números (Numbers)</a> <a href="#">Days of Week</a>		In the classroom (Intermediate) Revision	

Presenting myself <b>recap</b> Family (Intermediate)	<b>Months of Year</b> The Weather (Intermediate)	
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MUSIC					
Music Express					
<b>Ancient worlds</b> Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Develop an understanding of the history of music	<b>Poetry</b> Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the interrelated dimensions of music; Listen with attention to details and recall sounds with increasing aural memory	<b>Keyboards</b> Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the interrelated dimensions of music; Use and understand staff and other musical notations	<b>Around the world</b> Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<b>Sounds</b> Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to details and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
PSHE					
Jigsaw scheme of learning					
<b>Being me in my world</b> Being part of a class team Being a school citizen	<b>Celebrating differences</b> Challenging assumptions Judging by appearance Accepting self and others	<b>Dreams and goals</b> Hopes and dreams Overcoming disappointment	<b>Healthy me</b> Healthier friendships Group dynamics Smoking	<b>Relationships</b> Jealousy Love and loss Memories of loved ones	<b>Changing me</b> Being unique Having a baby Girls and puberty

Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Alcohol Assertiveness Peer pressure Celebrating inner strength	Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Confidence in change Accepting change Preparing for transition Environmental change
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