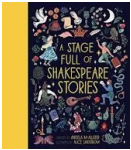
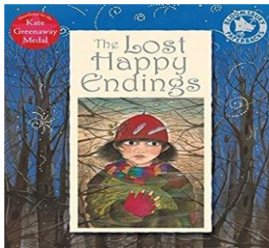
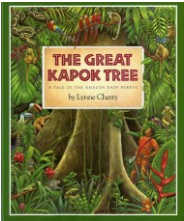




# Dovedale Primary School

## YEAR 4 CURRICULUM MAP 2026 - 2027

| SUBJECT     | Autumn 1                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                     |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English     | <p><b>The Tempest</b><br/>By William Shakespeare.</p>  <p><b>Summoning Narrative</b><br/>To write a summoning narrative.</p> | <p><b>Leaf</b><br/>By Sandra Dieckmann</p>  <p><b>Narrative</b><br/>To write an alternative outside narrative.</p>  | <p><b>Arthur and the Golden Rope</b><br/>By Joe Todd-Stanton</p>  <p><b>Myth Narrative</b><br/>To write a myth narrative.</p> | <p><b>The Lost Happy Endings</b><br/>By Carol Ann Duffy</p>  <p><b>Twisted Narrative</b><br/>To write a twisted narrative ending.</p> | <p><b>The Journey</b><br/>By Francesca Senna</p>  <p><b>Refugee Narrative</b><br/>To write a third person narrative.</p> | <p><b>Manfish</b><br/>by Jennifer Berne</p>  <p><b>Narrative</b><br/>To write an invention narrative.</p> |
|             | <p><b>The Great Kapok Tree</b><br/>By Lynne Cherry</p>  <p><b>Persuasive Letter</b><br/>To write a persuasive letter.</p>    | <p><b>Information Report</b><br/>To produce an information reform.</p>                                                                                                                               | <p><b>Inform</b><br/>Write an instructional guide - how to defeat a Viking monster.</p>                                                                                                                         | <p><b>Persuasion</b><br/>To write a persuasive letter.</p>                                                                                                                                                               | <p><b>Diary/recount</b><br/>To write a diary.</p>                                                                                                                                                           | <p><b>Biography</b><br/>To write a biography about Jacques Cousteau.</p>                                                                                                                     |
| Mathematics | <p><b>Column addition</b></p> <p><b>Relationships to 1,000</b></p> <p><b>Addition and Subtraction</b></p> <p><b>Rounding</b></p> <p><b>Scales</b></p> <p><b>Perimeter</b></p>                                 | <p><b>Area</b></p> <p><b>Multiplying by 3 and 6</b></p> <p><b>Relationships between 3s and 6s</b></p> <p><b>Multiplying by 9</b></p> <p><b>Divisibility rules</b></p> <p><b>Multiplying by 7</b></p> | <p><b>Multiplying by 7</b></p> <p><b>Multiplying and dividing</b></p> <p><b>Using distributive law</b></p> <p><b>Multiplying by 10</b></p> <p><b>Multiplying by 100</b></p>                                     | <p><b>Different ways to multiply and divide by 100</b></p> <p><b>Making a factor 100 times bigger</b></p> <p><b>Fractions (1)</b></p> <p><b>Improper fractions and converting</b></p>                                    | <p><b>Division with remainders</b></p> <p><b>Division bus stop with word problems</b></p> <p><b>Fractions (2)</b></p> <p><b>Time</b></p>                                                                    | <p><b>Symmetry</b></p> <p><b>Co-ordinates</b></p> <p><b>Reflecting polygons</b></p> <p><b>Time</b></p> <p><b>Converting and reading timetables</b></p>                                       |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science</b>   | <p><b>Electricity</b></p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit, some common conductors and insulators, and associate metal conductors.</p>                                                                                     | <p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> | <p><b>Animals including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators, and prey.</p> | <p><b>States of matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> | <p><b>Living things and their habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>                                          |
| <b>History</b>   | <p><b>Ancient Greece</b></p> <p>What did the Greeks do for us?</p>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                           | <p><b>The Maya Civilisation (Classic period)</b></p> <p>What was life for The Maya like at the height its civilization?</p>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            | <p><b>The Roman Empire and its impact on Britain</b></p> <p>What was the Roman impact on Britain?</p>                                                                                                                                                                                                                                                                                                                 |
| <b>Geography</b> | <p><b>Tectonic Plates, Earthquakes and Volcanoes</b></p> <p>To understand the structure of the earth.</p> <p>To understand how earthquakes are caused.</p> <p>To compare an active and dormant volcano.</p> <p>Know that volcanoes and earthquakes impact settlement, land use and economic activity</p> <p>Know why most volcanic eruptions and earthquakes occur in the 'Ring of Fire'.</p> <p>Create a volcano and make a set of instructions.</p> |                                                                                                                                                                                                                                                                                           | <p><b>Europe</b></p> <p>To know where Europe is.</p> <p>To know why Europe doesn't look the same everywhere.</p> <p>To know why the geography of a place influences how people live.</p> <p>To know why Europe is such a popular place to visit.</p> <p>To understand why Europe is such a diverse continent.</p>       |                                                                                                                                                                                                                                                                                                            | <p><b>North America</b></p> <p>(Climate Zones and Biomes)</p> <p>To know that North America is a continent made up of 23 countries.</p> <p>Use maps to identify different climate zones in one country.</p> <p>Know different places have different biomes.</p> <p>Discuss ways climate impacts vegetation belts, settlement and land use.</p> <p>Compare the climate and biome between the UK and North America.</p> |
| <b>Art</b>       | <p><b>Drawing Skills</b></p> <p>Linear drawings using a viewfinder.</p> <p>Experiment with size and colour to show mood.</p> <p>Artist—Hilma Af Klint and Kandinsky (Science— sound)</p>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           | <p><b>Painting Skills</b></p> <p>Experiment painting with different paint brush sizes/thickness of paint and surfaces.</p> <p>Produce a seascape/landscape using photographs of The Mersey - inspired by Turner/Harrison.</p> <p>Acrylic paint.</p> <p>Artist – Sheila Fell and Ted Harrison</p>                        |                                                                                                                                                                                                                                                                                                            | <p><b>Textiles</b></p> <p>Weaving with fabric and paper</p> <p>Looking at repeating patterns.</p> <p>Key artwork: based on inspiration from Maya culture.</p>                                                                                                                                                                                                                                                         |

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| DT                   | Electrical Systems & Electrical Circuits.<br>Making a torch with a working electrical circuit and switch                                                                     |                                      |                                                                                   | Mechanisms / Mechanical Systems<br>Launch mechanism.<br>Making a slingshot car that reduces air resistance.                                                                                |                                                                      | Cooking and nutrition<br>Adapting a recipe.<br>Biscuit Bake Off.                                                                                                                                                                                               |                                                                               |
| Computing            | Typing skills<br>Developing typing skills                                                                                                                                    | Networks<br>Network and the Internet | Presentations and PC Basics<br>Understanding computers                            | Coding (& Book Creator)<br>Advanced coding in Scratch Jr                                                                                                                                   | Programming<br>Scratch 3.0<br>Introduction to Scratch 3.0            | Apple Pencil<br>Introduction to Apple Pencils and Apple Notes                                                                                                                                                                                                  | Quizzes (in Scratch 3.0 & Kahoot!)<br>Creating digital quizzes in Scratch 3.0 |
| Online safety        | Digital wellbeing                                                                                                                                                            |                                      |                                                                                   | Be Internet Alert<br>Check it's for real                                                                                                                                                   |                                                                      | Cyberbullying<br>Staying SMART online                                                                                                                                                                                                                          |                                                                               |
| PSHE                 | Being part of a team                                                                                                                                                         |                                      | Challenging assumptions                                                           | Overcoming difficulties                                                                                                                                                                    | Healthy friendships                                                  | Getting on and falling out                                                                                                                                                                                                                                     | Emotional and physical changes                                                |
| PE / Skills sessions | Tennis<br><br>Hitting and returning the ball using a forehand. the ball using a forehand.<br>To develop the backhand and to know when to use it.                             |                                      | Dance<br><br>Create a disco dance sequence inspired by visual stimuli.<br>(DDMIX) | Basketball<br><br>Develop the attacking skill of dribbling and to use protective dribbling against an opponent. Develop the bounce and chest pass and begin to recognise when to use them. | Gymnastics<br><br>To create a partner sequence to include apparatus. | Athletics<br><br>Develop stamina and an understanding of speed and pace in relation to distance.<br>Develop technique when jumping for distance.<br>Develop power and technique when throwing for distance.<br>Develop a pull throw for distance and accuracy. |                                                                               |
| RE                   | Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious (e.g., Humanist). |                                      |                                                                                   | Why is Jesus inspiring to some people?<br>Christians                                                                                                                                       |                                                                      | What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious (e.g., Humanist)                                                                                                                          |                                                                               |
| Music                | Musical Structures                                                                                                                                                           | Exploring Feelings When You Play     |                                                                                   | Compose with your Friends                                                                                                                                                                  | Feelings Through Music                                               | Expression and Improvisation                                                                                                                                                                                                                                   | The Show Must Go On                                                           |
| French               | KS2 Unit 4<br>My Friends                                                                                                                                                     |                                      |                                                                                   | KS2 Unit 5<br>My School                                                                                                                                                                    |                                                                      | KS2 Unit 6<br>Time & Dates                                                                                                                                                                                                                                     |                                                                               |