



Stanley Primary School Curriculum map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<u>Fizzlebert Stump (The boy that ran away from the circus and joined the library) - A.F. Harold</u> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - expanded noun phrases and fronted adverbials - organising paragraphs around a theme in narratives, creating settings, characters and plot <u>The Lion, the Witch and the Wardrobe - C.S. Lewis</u> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot (diary writing, longer - planned 'chapter' narrative writing, explanation, report)		<u>How to Train Your Dragon - Cressida Cowell</u> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot <u>Wonka/Charlie and The Chocolate Factory</u> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot (diary writing, narrative writing, explanation, recount, newspaper article / journalistic writing)		<u>Poetry -</u> - The Year 4 poetry objectives typically include: Expanding Poetry Range: Students will explore different styles of poetry, building on previous knowledge. - Reading and Understanding: Developing the ability to read and comprehend poetry, identifying poetic devices such as rhyme and rhythm. - Performance: Performing and reciting poetry, becoming more comfortable with reading poetry aloud. - Creative Writing: Using poetic devices in their own writing, encouraging creativity and expression.	

GPS	Place Value of Punctuation ad Grammar Year 4/ Revision of Year 3 Grammar	Noun focus Common and proper nouns Noun focus Collective/partitive nouns Noun focus Collective/partitive nouns Nouns review Verb focus Being verbs + 'to have' Verb focus Regular action verbs & verb phrases Verb focus Irregular action verbs & verb phrases Verbs review Subject focus What is a subject? Subject/verb focus Stage 1: Building single-clause sentences Subject/verb focus (pronouns) Stage 1: Building single-clause sentences Subject/verb focus Stage 2: Building single-clause sentences Subject/verb focus (pronouns) Stage 2: Building single-clause sentences Subject/verb focus Stage 3: Building single-clause sentences Subject/verb focus (pronouns) Stage 3: Building single-clause sentences Subject/verb focus Application Subject/verb focus Application Subject/verb focus Co-ordinating conjunctions to join clauses Subject/verb focus Co-ordinating conjunctions to join clauses and compound subjects																																																				
Spelling	Spelling rules followed from the National Curriculum Spelling rules from previous years revisited and practised Y3/4 statutory spelling words and related words also covered. Spelling Shed and weekly spelling tests																																																					
Maths	Following the updated White Rose Scheme of work and overview, supported by other resources and documents, including NCETM.	<table><tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td><td>Week 11</td><td>Week 12</td></tr><tr><td>Autumn</td><td colspan="4">Number Place value</td><td colspan="3">Number Addition and subtraction</td><td>Measurement Area</td><td colspan="3">Number Multiplication and division A</td><td>Consolidation</td></tr><tr><td>Spring</td><td colspan="3">Number Multiplication and division B</td><td colspan="2">Measurement Length and perimeter</td><td colspan="3">Number Fractions</td><td colspan="4">Number Decimals A</td></tr><tr><td>Summer</td><td colspan="2">Number Decimals B</td><td colspan="2">Measurement Money</td><td colspan="2">Measurement Time</td><td>Consolidation</td><td colspan="2">Geometry Shape</td><td>Statistics</td><td colspan="2">Geometry Position and direction</td></tr></table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation	Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A				Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12																																										
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation																																										
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A																																													
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction																																											

Science	<u>Animals including humans</u> - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey Writing Opportunity - Explanation	<u>Electricity</u> - 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 - 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 - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors. Writing Opportunity - Instructions	<u>States of Matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases - 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) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Writing Opportunity - water cycle explanation	<u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from a sound travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases. Writing Opportunity - Non-chronological report	<u>Habitats</u> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things Writing Opportunity - Persuasive Letter	<u>Making Connections</u> -Bringing together pupils' learning from multiple Science units, helping them to make connections between key concepts and skills.
Computing	Computing systems and networks: the internet e-safety	Creating media: audio production e-safety	Programming A: repetition in shapes e-safety	Data and Information: data logging e-safety	Creating media: photo editing e-safety	Programming B: repetition in games e-safety
History	<u>Ancient Egyptians</u> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.		<u>Anglo-Saxons, Scots and Vikings (the effect of their settlement in Britain)</u> <u>Focusing on 4 key enquiry questions:</u> What happened to Britain when the Romans left? How well did the Saxons and Vikings get on with each other?			

	Writing Opportunities: recount, speech, historical narrative		Was life better in Anglo Saxon or Roman Britain? What did the Anglo Saxon and Vikings leave behind? Covering: - - Anglo Saxon invasions, settlements and kingdoms, place names and village life - Anglo Saxon art and culture - The Viking raids + invasion - resistance by Alfred the Great and Athelstan - Viking invasions and Danegald - laws and justice - Edward the Confessor - 1066 Writing Opportunities: diary, information text, formal report			
Geography	<u>Comparing the North West with Campania in Italy.</u> -learn about the world and how it is represented on maps. -Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. -Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. -Children will then use their knowledge to compare the North west in England with Campania and establish similarities and differences between the two.		<u>The Amazing Amazon</u> Describe and understand key aspects of physical geography and human geography Identify and describe what places are like and describe how places differ in size around the world. Use weather maps to find information, recognise key features of the rainforest and describe why places are like they are.		<u>Food for thought</u> -learn about food and farming. -recognise that in some countries farmers encounter many difficulties in cultivating their land and in some cases are unable to produce enough food to live on. -explain global diversity in types of food production. -understand that physical conditions such as the weather, landscape and soil type have a negative impact on food production. -use a range of resources to investigate aspects of farming around the world.	
Art	<u>Drawing & sketchbooks</u> - Storytelling through drawing		<u>Surface and Colour</u> -Still Life		Working in three dimensions - Sculpture, structure, inventiveness and determination	
DT		<u>'Lighting a House'</u> - designing and making our own nightlights - using research and developing design criteria - selecting and using tools and equipment carefully - understanding and using electrical systems (link to Y4 Science)		<u>Viking Purses</u> - researching Viking purses / pouches - developing design criteria and carefully designing a purse - learning and practising running, back and blanket stitches (and choosing		<u>Making a healthy lunch</u> - recall the main messages from each of the <i>The eatwell plate</i> food groups. -identify and classify ingredients in composite dishes (e.g. sandwiches)

				these for specific purposes) - evaluating a finished product		-name and explain some of the reasons that can affect food choice. - top a savoury cracker safely and hygienically using spreading, slicing and arranging skills. -carryout research about a selection of different sandwiches. -design a sandwich based on their research and design criteria. -perform food preparation skills safely and hygienically to make their sandwich. -evaluate their sandwich and suggest ways it could be improved.
RE	<u>Hinduism</u> Hindu Dharma: what makes a Hindu learn from celebrating Diwali? This unit gives pupils the opportunity to revisit the story of Rama and Sita and to explore the theme of good overcoming evil. Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. Pupils should know that Diwali is a popular Hindu festival and be able to explain	<u>Christianity (God)</u> How and why might Christians use the Bible? This unit enables pupils to examine the belief in Jesus as the perfect expression of God; he is 'The Christ'; Son of God; Saviour. The focus is on sacrifice. Opportunities are provided for pupils to explore the focus as it is exemplified in the life of Jesus and other Christians. Pupils are encouraged to relate the beliefs and issued raised to matters of importance	<u>Sikhism</u> Sikh Dharma: what is expected of a person following a religion or belief? This unit enables pupils to examine the significance of Sikh initiation and membership practices. The content focus is on God, Principles for Living and The Community. Opportunities are provided to explore the Amrit ceremony, the Khalsa and the significance of the Five K's.	<u>Christianity (Jesus)</u> What are we prepared to sacrifice / never sacrifice? This unit enables pupils to examine the belief in Jesus as the perfect expression of God; he is 'The Christ'; Son of God; Saviour. The focus is on sacrifice. Opportunities are provided for pupils to explore the focus as it is exemplified in the life of Jesus and other Christians. Pupils are encouraged to relate the beliefs and issued raised to matters of importance in their lives and to	<u>Islam</u> Why do Muslims fast during Ramadan? This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of	<u>Christianity (church)</u> Why are some occasions sacred to believers? This unit enables pupils to examine the role of the Church as a community of believers from all races and nationalities who are committed to life lived in the Spirit of Jesus. The focus is on how the Church supports its members in living the faith. Opportunities are provided for pupils to consider examples that support life in the community and in The Church through the

	the deeper meaning of festival celebrations such as the lighting of diva lamps, fireworks, decorating homes with Rangoli patterns. They should reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope. Writing Opportunity: retelling of a story	in their lives and to consider what influences their behaviour. Writing Opportunity: letter	Pupils are encouraged to consider how their identity might be linked to that which they value. Writing Opportunity: diary	consider what influences their behaviour. Writing Opportunity: information text	religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives. Writing Opportunity: recount	celebration of The Eucharist. Pupils will be encouraged to reflect on events in their lives that are shared and celebrated. Writing Opportunity: explanation
Music	Mama Mia from Charanga Scheme Children listen to a range of pop music and identify stylistic features. Children learn to sing Mama Mia. Children learn to improvise a pattern on 5 notes to play in an instrumental break. Children compose a four bar melodic phrase and record it using staff notation. Brass Lessons - Class 1	Performing Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch. Brass Lessons - Class 2	This Little Light of Mine Children will learn to improvise melodically using a pentatonic scale. They will create a rhythmic ostinato and learn to play a bass line. Brass Lessons - Class 3	Recorder Through learning to play the recorder, children learn to play A and B and to identify where they are on the stave and to identify crotchets, minims and corresponding rests.	Drumming Children learn to play simple patterns on the drums.	Music technology Children will use yumu sound studio to compose a piece of grime music.
PE	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres.	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres.	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres.	<u>Creative games - Tag and target</u> Play games which require skills through dodging and starting to think about dodging and positions.	<u>Athletics</u> Focus on how their techniques can be improved to improve their performances. Test out different body positions and actions to	<u>Striking and fielding games</u> Work on close control and change of movement drills. Develop skills to be used in small sided games.

	-use a range of strokes effectively - perform safe self-rescue in different water situations <u>Gymnastics</u> Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed. Can include springing and landing with rotation.	-use a range of strokes effectively - perform safe self-rescue in different water situations <u>Fit2Go with BFCCT</u> Working with BFCCT, who provide a 6-week course, 1 hr practical and 1 hr theory each week - looking at healthy living and covering a range of multi-skill sports.	-use a range of strokes effectively - perform safe self-rescue in different water situations <u>Dance - Superheroes</u> Exploring movement through character. Working in a group to create simple choreography and create sequences.		<u>Gymnastics</u> Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed. Can include springing and landing with rotation.	develop an efficient style.	Work on finding space and movement. Discuss attack and defence changes.	
	<u>Multi-skills</u> Controlling a ball or shuttlecock. To include, directional hitting, predicting and estimating. As well as underarm and overarm throwing and catching skills for accuracy. Children to learn how to strike a ball with a bat and fielding skills.							
MFL-Spanish	Phonetics 1-2 (X) & I Am Able ...(Fr) I Know How...(It/Sp) (E)	Fruits (E)	Vegetables (E)	Presenting Myself (I)	My Family (I)	Consolidation and review		
PSHCE	Cycle Safety	Healthy Living	Appropriate Touch Internet Safety	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking down Barriers - A world without judgement First Aid