



Stanley Primary School Curriculum Map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<u>Place Value of Punctuation and Grammar</u> <u>Year 4 PVP objectives</u> <u>Nouns</u> - Identify and use collective and partitive nouns. - Review and consolidate noun knowledge. - Recognise and use being verbs and the verb <i>to have</i>. - Use regular and irregular action verbs and verb phrases. - Review verb forms and functions. <u>Sentence Structure</u> - Identify the subject in a sentence. - Build secure single-clause sentences. - Use co-ordinating conjunctions to join clauses. - Use compound subjects correctly. <u>Punctuation</u> - Use capital letters and full stops accurately. - Use commas in lists. - Use apostrophes for possession and contraction. - Use question marks and exclamation marks appropriately. - Begin to use punctuation accurately when combining clauses. <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		<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 - organising paragraphs around a theme in narratives, creating settings, characters and plot <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 – Midnight Feasts by A.F. Harold</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.	

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 – tbc	<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> In Year 4, children journey back in time to explore the fascinating civilisation of Ancient Egypt. They learn about where and when the Ancient Egyptians lived, the importance of the River Nile, and how this helped		<u>Anglo-Saxons, Scots and Vikings (the effect of their settlement in Britain)</u> Focusing on 4 key enquiry questions: What happened to Britain when the Romans left? How well did the Saxons and Vikings get on with each other? Was life better in Anglo Saxon or Roman Britain?			

	settlements to thrive. Pupils investigate the lives of pharaohs, including Tutankhamun, and discover the beliefs, gods and goddesses that shaped Egyptian society. Through the study of artefacts, historical sources and archaeological discoveries, children develop their understanding of mummification, pyramids, hieroglyphics and daily life in Ancient Egypt. They will ask historical questions, compare the past with the present, and consider how evidence helps us learn about one of the world's most influential ancient civilisations. This topic encourages curiosity, critical thinking and an appreciation of how Ancient Egypt has influenced the modern world.	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>My region and Campania, Italy</u> - learn about the world and how it is represented on maps. -discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. -specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. -use their knowledge to compare their own region 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 - Understand some ways in which the rainforests are linked to people in the UK - Understand that groups of people have similar wants and needs but meet them in different ways - Recognize and describe the structure and diversity of the rainforest - Recognize and describe how environments and communities may change over time - Explain their views using evidence about controversial rainforest issues Writing Opportunities: diary, balanced argument	<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 - That we can tell stories through drawing. - That we can use text within our drawings to add meaning. - That we can sequence drawings to help viewers respond to our story.	<u>Exploring Still Life</u> - That when artists make work in response to static objects around them it is called still life. - That still life has been a genre for many hundreds of years, and is it still relevant today. - That when artists work with still life, they bring their own comments and meaning to the objects they portray. - That we can make a still life creative response in many media: drawing, painting, collage, relief...	<u>Festival feasts</u> - That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. - That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.

	- That we can use line, shape, colour and composition to develop evocative and characterful imagery. In this pathway children explore how we can create sequenced imagery to share and tell stories. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artist's work. Explore the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories. Artists: Laura Carlin, Shaun Tan		- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. In this pathway children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life. Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work. Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato		- That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. - That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. In this pathway children are enabled to begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork. As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers. The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience. Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer	
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>Purses</u> - researching purses / pouches - developing design criteria and carefully designing a purse - learning and practising running, back and blanket stitches (and choosing these for specific purposes) - evaluating a finished product		<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) -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 make 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 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	<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 in their lives and to consider what influences their behaviour. Writing Opportunity: letter	<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. Pupils are encouraged to consider how their identity might be linked to that which they value. Writing Opportunity: diary	<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 consider what influences their behaviour. Writing Opportunity: information text	<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 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	<u>Christianity (church)</u> What does 'love your neighbour' really mean? This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

	how light might be a universal symbol of goodness and hope. Writing Opportunity: retelling of a story				these have a positive impact on their lives. Writing Opportunity: recount	
Music	<u>Mamma Mia from Charanga Scheme</u> 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 and learn a short phrase to play in an instrumental break.	<u>Performing</u> Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.	<u>Recorder</u> 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 the corresponding rests.	<u>Recorder</u> Children continue to develop their recorder playing and move on to learning to play G too.	<u>Recorder</u> Children continue to learn the recorder. The most able will learn to play E or C. All children will prepare two pieces to play in a performance to parents.	<u>Music Technology</u> Children will use Yumu sound studio to compose a piece of Hip Hop music.
PE	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations <u>Gymnastics</u> Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed.	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations <u>Net and wall games</u> Through ball work on balance, agility and co-ordination. Work on throwing and catching to allow children to take	<u>Swimming and Water Safety</u> -swim competently, confidently and proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations <u>Dance – Superheroes</u> Exploring movement through character. Working in group to create simple	<u>Creative games – Tag and target</u> Play games which require skills through dodging and starting to think about dodging and positions. <u>Gymnastics</u> Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed.	<u>Athletics</u> Focus on how their techniques can be improved to improve their performances. Test out differing body positions and actions to develop an efficient style. <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	<u>Handball</u> Work on close control and change of movement drills. Develop skills to be used in small sided games. 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

	Can include springing and landing with rotation.	part in games. Hitting a bat effectively.	chorography and create sequences.	Can include springing and landing with rotation.	healthy living and covering a range of multi-skill sports.	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	Seasons	Vegetables	Presenting myself	My family	In the classroom		
<u>PSHCE: Cycle Safety</u> Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults Statutory RSHE Links Families and people who care for me; Being safe; Personal safety	<u>PSHCE: Healthy Living</u> In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing. They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future. Pupils also begin to interpret nutritional information on food packaging and consider	<u>PSHCE: Appropriate Touch</u> In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people. Statutory RSHE Links Developing bodies; Respectful, kind	<u>PSHCE: Coming Home on Time</u> In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time	<u>PSHCE: Jealousy</u> In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time	<u>PSHCE: Online Bullying</u> In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning. They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.	<u>PSHCE: The Working World: Chores at Home</u> In Year 4, children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning. They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community. Pupils begin to	<u>PSHCE: Breaking down Barriers First Aid</u> In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning. They revisit how communities include people with different strengths, goals and experiences. Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion. Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links Careers education: aspirations, learning and work

	how everyday choices support long-term health and wellbeing. Curriculum Link Statutory RSHE Links General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating	relationships; Being safe; Families and people who care for me; Caring friendships	matters. Through discussion and activities, they develop their understanding of sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me	sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me	Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe	develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future jobs. Statutory RSHE Links Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links Careers education: aspirations, learning and work; Economic wellbeing	
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