Stanley Primary School Curriculum map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**National Curriculum - Vocabulary, Grammar and Punctuation** • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • **Fronted adverbials** [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • **Apostrophes** to mark **plural** possession • Use of commas after **fronted adverbials**					
	Spelling					
	• Baseline assessments • Vowels and consonants • Compound words • Suffixes (-ous/-ate/-ion/-an) • Prefixes (per-/sub-) • Base (tract)		• Suffixes (-ic/-al/-ible/-able/-ive/-ty) • Base (kilo/gram/mill(i)/cent)		• Suffixes (-en/-ise-hood/-ship) • Prefixes (en-/em-) • Base (act/rupt/fy/fic/fice/aud/phone)	
	Composition - Focus Texts					
	Place, Value of Punctuation and grammar Fizzlebert Stump (The boy that ran away from the circus and joined the library) – A.F. Harold The Lion, the Witch and the Wardrobe – C.S. Lewis		Wonka/Charlie and The Chocolate Factory How to Train Your Dragon – Cressida Cowell Poetry – Werewolf Club Rules – by Joseph Coelho		A Place Called Perfect – Helena Duggan Poetry – The Lost Words	
	• 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-drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure • Organising paragraphs around a theme In narratives, creating settings, characters and plot (diary writing, longer - planned 'chapter' narrative writing, explanation, report)		• 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) • 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-discussing writing similar to that which they are planning		• 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, non-chronological report, speech)	

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			to write in order to understand and learn from its structure, vocabulary and grammar (in poem form, style of the poet) • Discussing and recording ideas.			
Maths	**Fluency, problem solving & Reasoning**					
	• Numbers and the Number System (numbers to 10,000) • Counting and comparing (numbers to 10,000) • Visualising and Constructing (numbers to 10,000) • Roman numerals • Number: Addition and Subtraction (working with numbers with 4-digits)	• Number: Addition and Subtraction (working with numbers with 4-digits) • Area • Number: Multiplication and Division (3,6,9,7,11 and 12 times tables and related division facts) • Multiply 3 numbers • Consolidation	• Number: Multiplication and Division (multiply & divide 2 and 3-digit numbers by a single digit) • Measurement: Length and perimeter	• Number: Fractions • Decimals	• Decimals • Measurement: Money • Measurement: Time	• Geometry – Properties of Shapes • Statistics • Position and Direction • Consolidation
Science	**Working Scientifically.** *Children will:* • Ask relevant questions, using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings.					
	Animals including humans • 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	**Electricity** • 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	**States of Matter** • 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.	**Sound** • 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.	**Habitats** • 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	**Making Connections** • Bringing together pupils' learning from multiple Science units, helping them to make connections between key concepts and skills.

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		• Recognise some common conductors and insulators, and associate metals with being good conductors. • Writing Opportunity – Instructions		• Writing Opportunity – Non-chronological report		
History	**Ancient Egyptians** • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians. • Writing Opportunities: recount, speech, historical narrative			**Anglo-Saxons, Scots and Vikings (the effect of their settlement in Britain)** **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? • 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	**Investigating the UK and who we are** • Identify and compare some similarities and differences between people, places and environments in the UK and wider world and understand some ways that they are linked • Understand that the different ways in which people live sometimes have consequences for the environment and the lives of others • Recognize and describe how significant events, such as migration, have affected the UK and the world in the recent and distant past • Explain their views about current and future issues affecting the UK • Recognize and describe how identities, communities and cultures are changing over time • Writing Opportunities: Poem, informal letter		**My region and Campania, Italy** • 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.		**The Amazing Amazon** • 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	
Computing	**Online Safety** Children will explore the following strands over the course of the year: self-image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security, copyright and ownership					
	Computing systems and networks: the internet *e-safety*	Creating media: audio production *e-safety*	Programming A: repetition in shapes *e-safety*	Creating media: photo editing *e-safety*	Data and Information: data logging *e-safety*	Programming B: repetition in games *e-safety*
Art	**Drawing & sketchbooks** • Storytelling through drawing		**Exploring Still Life**		**Working in three dimensions** • Sculpture, structure, inventiveness and determination	
DT		**'Lighting a House'**		**Purses**		**Making a healthy lunch**

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		• 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)		• 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		• Recall the main messages from each of the *The eatwell plate* 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.
R.E	**How should we live our lives?**					
	Hinduism *Children will investigate the question: What make a Hindu learn from celebrating Diwali?* Pupils will: • Revisit the story of Rama and Sita and to explore the theme of good overcoming evil. • Deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. • 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	**Christianity (God)** *Children will investigate the question: How and why might Christians use the Bible?* Pupils will: • Examine the belief in Jesus as the perfect expression of God; he is 'The Christ'; Son of God; Saviour. The focus is on sacrifice. • 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	**Sikhism** *Children will investigate the question: What is expected of a person following a religion or belief?* Pupils will: • Examine the significance of Sikh initiation and membership practices. The content focus is on God, Principles for Living and The Community. • 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	**Christianity (Jesus)** *Children will investigate the question: What are we prepared to sacrifice / never sacrifice?* Pupils will: • Examine the belief in Jesus as the perfect expression of God; he is 'The Christ'; Son of God; Saviour. The focus is on sacrifice. • 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.	**Islam** *Children will investigate the question: Why do Muslims fast during Ramadan?* Pupils will: • 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. • Consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to	**Christianity (church)** *Children will investigate the question: Why are some occasions sacred to believers?* Pupils will: • 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. Consider examples that support life in the community and in The Church through the celebration of The Eucharist. • Be encouraged to reflect on events in their lives that are shared and celebrated.

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	homes with Rangoli patterns. • 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			• Writing Opportunity: information text	self-improvement or to other people. • Have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives. • Writing Opportunity: recount	•Writing Opportunity: explanation
Music	**Mamma 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 and learn a short phrase to play in an instrumental break.	**Performing** • Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.	**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 the corresponding rests.	**Recorder** • Children continue to develop their recorder playing and move on to learning to play G too.	**Recorder** • 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.	**Music Technology** •Children will use Yumu sound studio to compose a piece of Hip Hop music.
P.E	**Swimming and Water Safety** • 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 **Gymnastics** • Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed. • Can include springing and landing with rotation.	**Swimming and Water Safety** • 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 **Net and wall games** • Through ball work on balance, agility and co-ordination. Work on throwing and catching to allow children to take part in games. Hitting a bat effectively.	**Swimming and Water Safety** • 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 **Dance – Superheroes** • Exploring movement through character. Working in group to create simple chorography and create sequences.	**Creative games – Tag and target** • Play games which require skills through dodging and starting to think about dodging and positions. **Gymnastics** • Travelling, jumping and rolling. Children to achieve a variety of movements using body shape and speed. • Can include springing and landing with rotation.	**Athletics** • Focus on how their techniques can be improved to improve their performances. • Test out differing body positions and actions to develop an efficient style. **Fit2Go with BFCCT** • 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.	**Handball** • Work on close control and change of movement drills. Develop skills to be drills to be used in small sided games. • Work on finding space and movement. • Discuss attack and defence changes. **Multi-skills** • 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.

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PSHE & RSE	**Cycle Safety** **Healthy Living**	Appropriate Touch Coming Home on Time	Jealousy	Online Bullying	Chores At Home	Breaking Down Barrier
MFL - Spanish	**Seasons** Pupils will: • Learn the 4 seasons of the year along with 2 phrases for each season in Spanish. • have the skills and knowledge to say which is their favourite season and describe it in an extended sentence.	**Vegetables** Pupils will: • learn 10 common vegetables in their plural form with their definite articles. • Learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	**Presenting Myself** Pupils will: • have the knowledge and skills to present themselves both orally and in written form in Spanish. • Focus on asking questions as well as providing accurate replies. • Demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	**My Family** Pupils will: • have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. • Start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. • Demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	**In the classroom** Pupils will: • Have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. • Focus on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	**Consolidation Unit**