



Stanley Primary School Curriculum map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><u>Fizzlebert Stump (The boy that ran away from the circus and joined the library) - A.F. Harold</u></p> <ul style="list-style-type: none"> - 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 <p><u>The Lion, the Witch and the Wardrobe - C.S. Lewis</u></p> <ul style="list-style-type: none"> - 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 <p>(diary writing, longer - planned 'chapter' narrative writing, explanation, report)</p> <p><u>Poetry - Werewolf Club Rules - by Joseph Coelho</u></p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning 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. 		<p><u>How to Train Your Dragon - Cressida Cowell</u></p> <ul style="list-style-type: none"> - 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 <p><u>The Last Firefox - Lee Newbery</u></p> <ul style="list-style-type: none"> - 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 <p>(diary writing, narrative writing, explanation, recount, newspaper article / journalistic writing)</p>		<p><u>A Place Called Perfect - Helena Duggan</u></p> <ul style="list-style-type: none"> - 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 <p>(diary writing, narrative writing, explanation, non-chronological report, speech)</p> <p><u>Poetry - The Lost Words</u></p>	

GPS	Revision of Year 2 and 3 Grammar	Word The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i> , <i>I did</i> instead of <i>I done</i>)	Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <i>Later, that day, I heard the bad news.</i>)	Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Punctuation Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>] The use of commas after fronted adverbials	Terminology for pupils Determiner pronoun, possessive pronoun adverbial
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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.

Maths

Following the updated White Rose Scheme of work and overview, supported by other resources and documents, including NCETM.

	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	

<p>Science</p>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - 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 <p>Writing Opportunity - Explanation</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - 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. <p>Writing Opportunity - Instructions</p>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> - 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. <p>Writing Opportunity - tbc</p>	<p><u>Sound</u></p> <ul style="list-style-type: none"> - 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. <p>Writing Opportunity - Non-chronological report</p>	<p><u>Habitats</u></p> <ul style="list-style-type: none"> - 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 <p>Writing Opportunity - Persuasive Letter</p>	<p><u>Making Connections</u></p> <ul style="list-style-type: none"> -Bringing together pupils' learning from multiple Science units, helping them to make connections between key concepts and skills.
<p>Computing</p>	<p>Computing systems and networks: the internet</p> <p>e-safety</p>	<p>Creating media: audio production</p> <p>e-safety</p>	<p>Programming A: repetition in shapes</p> <p>e-safety</p>	<p>Data and Information: data logging</p> <p>e-safety</p>	<p>Creating media: photo editing</p> <p>e-safety</p>	<p>Programming B: repetition in games</p> <p>e-safety</p>
<p>History</p>	<p><u>Ancient Egyptians</u></p>		<p><u>Anglo-Saxons, Scots and Vikings (the effect of their settlement in Britain)</u></p> <p><u>Focusing on 4 key enquiry questions:</u></p> <p>What happened to Britain when the Romans left?</p>			

	<p>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.</p> <p>Writing Opportunities: recount, speech, historical narrative</p>	<p>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</p> <p>Writing Opportunities: diary, information text, formal report</p>		
Geography	<p><u>Investigating the UK and who we are</u></p> <ul style="list-style-type: none"> - 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 <p>Writing Opportunities: Poem, informal letter</p>	<p><u>Guadalajara</u></p> <ul style="list-style-type: none"> -Exploring physical similarities and differences through the studies of human and physical knowledge of a region in a European country. - Collecting data on how people live in Guadalajara, including: jobs, houses and schools. <p>Writing Opportunities: non-chronological report, discursive piece</p>	<p><u>The Amazing Amazon</u></p> <ul style="list-style-type: none"> -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 <p>Writing Opportunities: diary, balanced argument</p>	
Art	<p><u>Drawing & sketchbooks</u></p> <ul style="list-style-type: none"> - Storytelling through drawing 	<p><u>Surface and Colour</u></p> <ul style="list-style-type: none"> -Exploring pattern 		<p>Working in three dimensions</p> <ul style="list-style-type: none"> - Sculpture, structure, inventiveness and determination
DT	<p><u>'Lighting a House'</u></p> <ul style="list-style-type: none"> - designing and making our own nightlights 	<p><u>Viking Purses</u></p> <ul style="list-style-type: none"> - researching Viking purses / pouches 	<p><u>Making a healthy lunch</u></p> <ul style="list-style-type: none"> - recall the main messages from each of 	

		<ul style="list-style-type: none"> - using research and developing design criteria - selecting and using tools and equipment carefully - understanding and using electrical systems (link to Y4 Science) 		<ul style="list-style-type: none"> - 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 		<p>the <i>The eatwell plate</i> food groups.</p> <ul style="list-style-type: none"> -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	<p><u>Hinduism</u> Hindu Dharma: what make a Hindu learn from celebrating Diwali?</p> <p>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</p>	<p><u>Christianity (God)</u> How and why might Christians use the Bible?</p> <p>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</p>	<p><u>Sikhism</u> Sikh Dharma: what is expected of a person following a religion or belief?</p> <p>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</p>	<p><u>Christianity (Jesus)</u> What are we prepared to sacrifice / never sacrifice?</p> <p>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</p>	<p><u>Islam</u> Why do Muslims fast during Ramadan?</p> <p>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</p>	<p><u>Christianity (church)</u> Why are some occasions sacred to believers?</p> <p>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</p>

	<p>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 how light might be a universal symbol of goodness and hope.</p> <p>Writing Opportunity: retelling of a story</p>	<p>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.</p> <p>Writing Opportunity: letter</p>	<p>Amrit ceremony, the Khalsa and the significance of the Five K's.</p> <p>Pupils are encouraged to consider how their identity might be linked to that which they value.</p> <p>Writing Opportunity: diary</p>	<p>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.</p> <p>Writing Opportunity: information text</p>	<p>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 these have a positive impact on their lives.</p> <p>Writing Opportunity: recount</p>	<p>faith. Opportunities are provided for pupils to consider examples that support life in the community and in The Church through the celebration of The Eucharist.</p> <p>Pupils will be encouraged to reflect on events in their lives that are shared and celebrated.</p> <p>Writing Opportunity: explanation</p>
Music	<p><u>Mamma Mia from Charanga Scheme</u></p> <p>Children listen to a range of pop music and identify stylistic features.</p> <p>Children learn to sing Mama Mia.</p> <p>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.</p>	<p><u>Performing</u></p> <p>Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.</p>	<p><u>Recorder</u></p> <p>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.</p>	<p><u>Recorder</u></p> <p>Children continue to develop their recorder playing and move on to learning to play G too.</p>	<p><u>Recorder</u></p> <p>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.</p>	<p><u>Music Technology</u></p> <p>Children will use Yumu sound studio to compose a piece of Hip Hop music.</p>
PE	<p><u>Swimming and Water Safety</u></p> <p>-swim competently, confidently and</p>	<p><u>Swimming and Water Safety</u></p> <p>-swim competently, confidently and</p>	<p><u>Swimming and Water Safety</u></p> <p>-swim competently, confidently and</p>	<p><u>Creative games - Tag and target</u></p>	<p><u>Athletics</u></p> <p>Focus on how their techniques can be</p>	<p><u>Handball</u></p> <p>Work on close control and change of movement drills. Develop skills to be</p>

	<p>proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations</p> <p><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.</p>	<p>proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations</p> <p><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 part in games. Hitting a bat effectively.</p>	<p>proficiently over a distance of at least 25 metres. -use a range of strokes effectively - perform safe self-recue in different water situations</p> <p><u>Dance - Superheroes</u> Exploring movement through character. Working in group to create simple chorography and create sequences.</p>	<p>Play games which require skills through dodging and starting to think about dodging and positions.</p> <p><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.</p>	<p>improved to improve their performances. Test out differing body positions and actions to develop an efficient style.</p> <p><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.</p>	<p>drills to be used in small sided games. Work on finding space and movement. Discuss attack and defence changes.</p> <p><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.</p>
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MFL-Spanish	<p>AUTUMN TERM YEAR 4 SPANISH</p> <p>SPANISH STORIES AND POETRY</p> <p>The children will be studying a variety of stories and poems in Spanish – Oso Pardo (Brown Bear by Eric Carle) and revisiting El artista que pintó un caballo azul.</p> <p>They will rewrite their own version of their story using different animals and colours.</p> <p>Children will focus on writing sentences using adjectives and nouns in both singular and plural forms.</p> <p>Verbs focus: es=is, son=are, tengo=I have got, no tengo= I haven't got.</p> <p>Aim of the Autumn unit is for children to have a SOLID understanding of the words for 'the' and 'a' in Spanish and how to make nouns and adjectives 'agree.'</p> <p>Children will continue learning Spanish phonics by looking at Trabalenguas – Spanish tongue Twisters</p> <p>Children will learn a Christmas carol in Spanish which will be performed in the carol concert.</p>			<p>SPRING JOAN MIRO SPANISH ARTIST</p> <p>Vocabulary</p> <p>Las formas-the shapes <i>un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral), una estrella (a star) Italics vocab from Year 2 shapes</i></p> <p><i>arriba- above -prepositions encima de on -prepositions</i></p> <p>GRAMMAR: sort the words into masculine and feminine, noun and adjective agreement for singular nouns and then plural, practise making nouns plural.</p> <p>VERBS:Es-it no es-it is not tiene it has got and no tiene – it hasn't got</p> <p>CONNECTIVES:pero=but y=and ademas=furthermore, Tambien=also</p> <p>JOAN MIRO – looking at the Spanish artist, learn the vocabulary associated with his paintings, describe his paintings and then recreate their own version of Joan Miro's art work. Describe <i>orally, in written form and then from memory.</i> Display.</p> <p>Write own poetry based on 'The Sound Collector' but replace the sounds with shapes.</p> <p>Phonics: ga gu go gi ge new sounds</p>			<p>SUMMER</p> <p>THE BODY -EL CUERPO, DESCRIPTIONS OF SELF AND OTHERS PLAY HUMAN GUESS WHO?</p> <p>THE BODY- LEARN the parts of the body</p> <p>To make the adjective and noun agree in both singular and plural nouns THE BODY</p> <p>PLAY Guess who?</p> <p>To be able to describe the characters using third person singular</p> <p>Tiene= he has got She has got No tiene= he has not got She has not got</p> <p>FAMILY LEARN names of family members</p> <p>To be able to talk about who is in your family and who is not</p> <p>To write sentences about aboveFAMILY</p> <p>TO describe what family members look like consolidating years work</p> <p>End of year writing piece</p> <p>Record the children speaking about their family</p>		
	<p>CONSOLIDATION OF NOUNS AND ADJECTIVE AGREEMENT</p>								
PSHCE	Cycle Safety	Healthy Living	Appropriate Touch	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking down Barriers	