



# Stanley Primary School Curriculum map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6										
English	A Place Called Perfect - Helena Duggan  'The DreamSnatcher' - Abi Elphinstone		'Nevermoor' - Jessica Townsend  Poetry - Werewolf School Rules		'The Explorer' - Katherine Rundell  Varmints - Helen Ward and Marc Craste											
GPS	Revision of all Y3 Grammar for consolidation		<table border="1"> <thead> <tr> <th>Word</th> <th>Sentence</th> <th>Text</th> <th>Punctuation</th> <th>Terminology for pupils</th> </tr> </thead> <tbody> <tr> <td>The grammatical difference between <b>plural</b> and <b>possessive</b> –s  Standard English forms for <b>verb inflections</b> 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>)</td> <td>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>)  <b>Fronted adverbials</b> (e.g. <u>Later that day</u>, <i>I heard the bad news.</i>)</td> <td>Use of paragraphs to organise ideas around a theme  Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid cohesion and avoid repetition</td> <td>Use of inverted commas and other <b>punctuation</b> to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]  <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i>, <i>the girls' name</i>]  The use of commas after <b>fronted adverbials</b></td> <td>Determiner pronoun, possessive pronoun adverbial</td> </tr> </tbody> </table>				Word	Sentence	Text	Punctuation	Terminology for pupils	The grammatical difference between <b>plural</b> and <b>possessive</b> –s  Standard English forms for <b>verb inflections</b> 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> )	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> )  <b>Fronted adverbials</b> (e.g. <u>Later that day</u> , <i>I heard the bad news.</i> )	Use of paragraphs to organise ideas around a theme  Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid cohesion and avoid repetition	Use of inverted commas and other <b>punctuation</b> to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i> ]  <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' name</i> ]  The use of commas after <b>fronted adverbials</b>	Determiner pronoun, possessive pronoun adverbial
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Spelling	<p>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.</p>															

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Science	Habitats		Electricity			Sound			States of Matter			Animals including humans																																																				
Computing	Coding					e-Safety					Spheros																																																					
History	<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? 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																																																								
Geography	<u>Investigating the UK and who we are</u> - Looking at migration, immigration and our society				<u>The Mediterranean</u> - Investigating Europe and the Mediterranean with a particular focus on Italy and Bologna				<u>The Amazing Amazon</u> - describe and understand key aspects of physical geography and human geography																																																							
Art	Gustav Klimt - a focus on pattern					Viking jewellery					Weaving		Carnival Masks																																																			

DT		'Lighting a House'	Viking Purses		Making a healthy lunch	
RE	Hindu Dharma	Christianity (God)	Sikhism	Christianity (Jesus)	Islam	Christianity (Church)
Music	Mamma Mia from Charanga Scheme	Ongoing Skills	WOPPS recorder	WOPPS recorder	WOPPS recorder	Lean On Me from Charanga-performing, reading music, composing and improvising.
PE	Fit2Go Cricket	Dance Football	Hockey Handball	Swimming? Team Games / Cooperation	Swimming? Rugby	Swimming? Athletics
MFL-Spanish	Shapes The artist - Joan Miro Plural Nouns	Autumn 2 NUMBERS 31 TO 50 Cancion de Navidad: Mi Burrito Sabanero Phonics	THE BODY -PARTS OF THE FACE + PICASSO	Spring 2 The Body Picasso  Describing their own Picasso painting	Summer 1 Family Description of members of family The Simpsons Family	Summer 2 describe family members Phonics Numbers 1 to 100
PSHCE	New Beginnings: SEAL	Getting on and falling out: SEAL	Right and Wrong		Choices	SEAL: Changes
Additional				Book Week		Sports day