



## 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  The Angel of Nitshill Road		'Nevermoor' - Jessica Townsend  Poetry - Werewolf School Rules  Viking Myths		'The Explorer' - Katherine Rundell  Varmints - Helen Ward and Marc Craste											
GPS	Revision of all Y3 Grammar for consolidation		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Word</th> <th style="width: 15%;">Sentence</th> <th style="width: 15%;">Text</th> <th style="width: 20%;">Punctuation</th> <th style="width: 35%;">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</u>, <u>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</u> , <u>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	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 White overview, supported documents.		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Rose Scheme of work and by other resources and
		Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division		Consolidation		
		Spring	Number- Multiplication and Division		Measurement - Area	Fractions				Decimals		Consolidation			
		Summer	Decimals	Measurement- Money		Time	Statistics	Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation				
Science	Habitats	Electricity			Sound			States of Matter		Animals including humans					
Computing	Coding e-safety				Pro-bots e-safety				Spheros e-safety						
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>Pole to Pole</u> - Learning about the polar regions, recognising physical and human features, and how events in the past such as explorations have affected the present				<u>The Amazing Amazon</u> - describe and understand key aspects of physical geography and human geography						

Art	Sussex Art unit: drawing	Gustav Klimt - a focus on pattern (linking to Sussex Art unit on collage)		Sussex Art Unit -	Viking jewellery - linking to Sussex Art unit on clay / modelling	Sussex Art Unit - printing	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	Numbers 1-31 Months and dates/birthdays	Celebrations including birthdays and Spanish Christmas		Shapes Prepositions Using familiar vocabulary to describe pictures	Shapes Prepositions Using familiar vocabulary to describe pictures	Family Description of members of family Re-tell the story 'The Enormous turnip'	Family Description of members of family Using adjectives to describe personality and physical descriptions.	
PSHCE	Cycle Safety	Healthy Living	Appropriate Touch	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking down Barriers
Additional					Book Week		Sports day	