



## Stanley Primary School Curriculum Map: Year 4 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6										
English	<p><u>The Creakers</u> - Tom Fletcher</p> <p><u>Charlie and the Chocolate Factory</u> - Roald Dahl</p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot <b>(diary writing, longer - planned 'chapter' narrative writing, explanation, report)</b></li> </ul> <p><u>Poetry - Werewolf Club Rules</u> - by Joseph Coelho</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- discussing and recording ideas.</li> </ul>		<p><u>How to Train Your Dragon</u> - Cressida Cowell</p> <p><u>The Last Firefox</u> - Lee Newbery</p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot <b>(diary writing, narrative writing, explanation, recount, newspaper article / journalistic writing)</b></li> </ul> <p><u>Viking Myths</u></p> <ul style="list-style-type: none"> <li>- link to History, storytelling from Viking times</li> <li>- practising writing skills based around these stories, including dialogue work, descriptions of settings and characters</li> </ul>		<p><u>A Place Called Perfect</u> - Helena Duggan</p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot <b>(diary writing, narrative writing, explanation, non-chronological report, speech)</b></li> </ul> <p><u>Poems on a Theme</u> (tbc)</p>											
GPS	Revision of Year 1, 2 and 3 Grammar				<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: 15%;">Punctuation</th> <th style="width: 15%;">Terminology for pupils</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">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 (we were instead of we was, I did instead of I done)</td> <td style="font-size: small;">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. <i>Later that day, I heard the bad news.</i>)</td> <td style="font-size: small;">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 style="font-size: small;">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, the girls' name</i>]  The use of commas after <b>fronted adverbials</b></td> <td style="font-size: small;">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 (we were instead of we was, I did instead of I done)	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. <i>Later that day, 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, 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
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	

Rose Scheme of work and by other resources and

**Science**

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

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  
 - Recognise some common conductors and insulators, and

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.

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.

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

		associate metals with being good conductors.			
Computing	The Internet / Creating Media Audio Editing		Coding		Coding
	e-safety		e-safety		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> - 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	<u>Pole to Pole</u> - use appropriate geographical vocabulary to describe some of the physical & human features of the polar regions - make connections between their own lives and the wider world - recognise the impact that people have on their environment in both positive and negative ways - understand how and why flora and fauna live in certain parts of the world - select and use a range of images, atlases, maps and globes to ask and respond questions about places and environments. - Find the longitude and latitude of a place - Identify patterns in climate changes - Explore the relationship between latitude and climate - Calculate time differences - To explain the relationship between longitude and time zones - To present information clearly	<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		

Art	<u>Suffolk Art unit: drawing</u>	<u>Gustav Klimt - a focus on pattern (linking to Suffolk Art unit on collage)</u>	<u>Suffolk Art Unit - 3D (linked to Dragon Eyes / English curriculum link)</u>		<u>Suffolk Art Unit - painting</u> - to select, construct and work on a multi-textured surface - to mix colours and experiment with their application - to make practical responses to the work of Georgia O'Keefe - to compare ideas and approaches, adapting sketchbook work to make practical responses to the work of J.M.W. Turner -to review, evaluate and develop ideas	
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>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. - explain what a healthy lunch should include and give examples of ways to make a sandwich healthier. - 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.	

					<p>-perform food preparation skills safely and hygienically to make their sandwich.          -evaluate their sandwich and suggest ways it could be improved.</p>	
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 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><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 Jesus and other Christians. Pupils are encouraged to relate the beliefs and issues raised to matters of importance in their lives and to consider what influences their behaviour.</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 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.</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 Christians. Pupils are encouraged to relate the beliefs and issues raised to matters of importance in their lives and to consider what influences their behaviour.</p>		
Music	<p><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.</p>	<p><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.</p>	<p><u>Lean On Me from Charanga-</u>  <u>performing, reading music, composing and improvising.</u>          Children listen to a range of gospel music and identify stylistic features.</p>	<p><u>Recorder</u>          Through learning to play the recorder, children learn to play A and B and to identify where they are on the staff and to identify</p>	<p><u>Recorder</u>          Children continue to develop their recorder playing and move on to learning to play G too.</p>	<p><u>Recorder</u>          Children continue to learn the recorder. The most able will learn to play E or C. All children will prepare two</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.		Children learn to sing Lean on Me. Children learn to compose a pattern to play in an instrumental break, and to write it down, and learn a short phrase to play in an instrumental break.	crotchets, minims and the corresponding rests.		pieces to play in a performance to parents.
PE	<u>Multi-skills</u> Travelling with a ball changing direction and speed, estimating, passing receiving and passing. Guarding and keeping possession in small sided games.	<u>Tennis</u> Through tennis work on balance, agility and co-ordination. Work on tennis strokes to allow children to take part in games.	<u>Pilates</u> Work through Pilates exercises to gain control and understanding of the body, breathing and a calm mind. Understand how this can help maintain a healthy lifestyle.	<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.	<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>Handball</u> 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.
	<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.	<u>Cricket</u> Chance to shine Year Four resources.	<u>Multiskills</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.	<u>Commando Joe</u> Levison Wood - Children will undertake a survival style mission.	<u>Sports day practice and rounders</u> Decision making during game situations. Positioning their body feet, trunk, legs, arms, head, eyes and hands in co-ordination to perform skills required with action and follow through.	<u>Commando Joe</u> Leif Erikson- Viking explorer. Children will learn: To be self-controlled when under pressure. Use self-discipline to control behaviour.
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	Cycle Safety	Healthy Living	Appropriate Touch	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking down Barriers
Additional					Book Week			Sports day