



Stanley Primary School Curriculum Map: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><u>Little Badman</u> - Humza Arshad + Henry White</p> <p><u>Charlie and the Chocolate Factory</u> - Roald Dahl</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</u> - by Joseph Coelho</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</u> - Cressida Cowell</p> <p><u>The Last Firefox</u> - Lee Newbery</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>Viking Myths</u></p> <ul style="list-style-type: none"> - link to History, storytelling from Viking times - practising writing skills based around these stories, including dialogue work, descriptions of settings and characters 	<p><u>A Place Called Perfect</u> - Helena Duggan</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>(possibly)</u></p> <p><u>Nevermoor</u> - Jessica Townsend</p> <p><u>Poems on a Theme</u> (tbc)</p> <p><u>Varmints</u> - Helen Ward</p>			

GPS	Revision of Year 1, 2 and 3 Grammar
-----	-------------------------------------

Word	Sentence	Text	Punctuation	Terminology for pupils
The grammatical difference between plural and possessive -s	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>)	Use of paragraphs to organise ideas around a theme	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>]	Determiner pronoun, possessive pronoun adverbial
Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Fronted adverbials (e.g. <u>Later</u> , <u>that day</u> , I heard the bad news.)	Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]	
			The use of commas after fronted adverbials	

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	

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

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

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

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)

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

	and that this can sometimes pose dangers to living things	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.	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.	- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		
	Writing Opportunity - Persuasive Letter	Writing Opportunity - Instructions	Writing Opportunity - Non-chronological report	Writing Opportunity - tbc	Writing Opportunity - Explanation	
Computing	Computing systems and networks: the internet e-safety	Creating media: audio production e-safety	Programming A: repetition in shapes e-safety	Data and Information: data logging e-safety	Creating media: photo editing e-safety	Programming B: repetition in games 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? Writing Opportunities: recount, speech, historical narrative			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	<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	<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		<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		

	<ul style="list-style-type: none"> - 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>	<ul style="list-style-type: none"> - 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 <p>Writing Opportunities: non-chronological report, discursive piece</p>	<ul style="list-style-type: none"> - 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	Gustav Klimt - a focus on pattern (linking to Suffolk Art unit on collage) (linking skills to Suffolk Art unit on collage)	Suffolk Art unit: drawing	Suffolk Art Unit - 3D (linked to Dragon Eyes / English curriculum link)	Suffolk Art Unit - painting	Suffolk Art Unit - printing	Suffolk Art Unit - textiles
DT		<u>'Lighting a House'</u> <ul style="list-style-type: none"> - 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>Viking Purses</u> <ul style="list-style-type: none"> - researching Viking 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 		<u>Making a healthy lunch</u> <ul style="list-style-type: none"> - 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.

						<ul style="list-style-type: none"> - 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 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</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</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.</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</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 service to</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 faith.</p>

	<p>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>lives and to consider what influences their behaviour.</p> <p>Writing Opportunity: letter</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>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>Writing Opportunity: information text</p>	<p>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>Opportunities are provided for pupils to consider examples that support life in the community and in The Church through the celebration of The Eucharist. Pupils will be encouraged to reflect on events in their lives that are shared and celebrated.</p> <p>Writing Opportunity: explanation</p>
<p>Music</p>	<p>WOPPS Brass Children learn to play and read music. They find out about Brass instruments and how they fit into the orchestra. (SingUp Fantasy Football Team)</p>	<p>WOPPS Brass and Performing Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.</p>	<p>WOPPS Brass Children learn to play and read music. They find out about Brass instruments and how they fit into the orchestra.</p>	<p>WOPPS Brass Children learn to play and read music. They find out about Brass instruments and how they fit into the orchestra.</p>	<p>Mama 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.</p>	

PE	<p><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.</p>	<p><u>Tennis</u> Through tennis work on balance, agility and co-ordination. Work on tennis strokes to allow children to take part in games.</p>	<p><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.</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><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.</p>	<p><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.</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><u>Cricket</u> Chance to shine Year Four resources.</p>	<p><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.</p>	<p><u>Commando Joe</u> Levison Wood - Children will undertake a survival style mission.</p>	<p><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.</p>	<p><u>Commando Joe</u> Leif Erikson- Viking explorer. Children will learn: To be self-controlled when under pressure. Use self-discipline to control behaviour.</p>

MFL-Spanish	AUTUMN ANIMALS /PETS Vocabulary un caballo un elefante un oso polar un león soy un gato una araña un perro una tortuga una rana una jirafa El artista que pintó un caballo azul story Part 1 rewrite story using the following colours: naranja, azul, verde, rosa, gris, same for both masculine and feminine nouns Part 2 adjectives ending in 'o' rojo, amarillo, blanco, negro, morado Part 3 make the nouns plural add page to story: I painted: lions,etc GRAMMAR: Writing sentences En mi tienda de mascota, tengo un conejo rosa pero no tengo perros. Children rewrite their own version of the story changing the colours and adding new animals of their choice. Phonics:qu,gi Revise and recap all Spanish taught and fill in gaps throughout the year. Son=they are Making plurals Doing a pet survey – asking questions what the children have got in their story book. ¿Tienes.....?Eg have you got lions/dogs/rabbits etc children answer yes or no. Recycle Tengo/no tengo AIMS: To have a SOLID understanding of the indefinite and definite articles To have a SOLID understanding of how to agree adjectives and nouns			SPRING JOAN MIRO SPANISH ARTIST Vocabulary 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> <i>arriba- above -prepositions encima de on -prepositions</i> GRAMMAR: sort the words into masculine and feminine, noun and adjective agreement for singular nouns and then plural, practise making nouns plural. VERBS:Es-it no es-it is not tiene it has got and no tiene - it hasn't got CONNECTIVES:pero=but y=and ademas=furthermore, Tambien=also 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 orally, in written form and then from memory. Display. Write own poetry based on 'The Sound Collector' but replace the sounds with shapes. Phonics: ga gu go gi ge new sounds CONSOLIDATION OF NOUNS AND ADJECTIVE AGREEMENT			SUMMER THE BODY -EL CUERPO, DESCRIPTIONS OF SELF AND OTHERS PLAY HUMAN GUESS WHO? THE BODY- LEARN the parts of the body To make the adjective and noun agree in both singular and plural nouns THE BODY PLAY Guess who? To be able to describe the characters using third person singular Tiene= he has got She has got No tiene= he has not got She has not got FAMILY LEARN names of family members To be able to talk about who is in your family and who is not To write sentences about aboveFAMILY TO describe what family members look like consolidating years work End of year writing piece Record the children speaking about their family		
	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	