



## Year 4 Curriculum Map 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Recounts - diary entry/newspaper report Fables</p> <p>Non chronological report</p> <p>Stories from other cultures Fly Eagle Fly (4 weeks)</p> <p>Stories with humour Fantasy stories Stories in familiar settings</p> <p>Stories by the same author</p> <p>The Day I Swapped my Dad for a Goldfish</p> <p>Image poems Syllabic Poems</p> <p><b>Catch up grammar</b></p> <p>Apostrophes/Present perfect/Inverted commas</p>	<p>Stories with humour Fantasy stories Stories in familiar settings</p> <p>Stories by the same author</p> <p>Instructions and explanations</p> <p>The Wolves in the Wall. (3 weeks)</p> <p>Persuasive writing</p> <p>Chronological reports</p> <p>Stories in familiar settings</p> <p>Stories from other cultures</p> <p>Way Home (3 weeks)</p> <p>Possessive apostrophe/present perfect/prepositions/pu</p>	<p>List poems and Kennings</p> <p>Performance poetry</p> <p>Poetry book Joan's cupboard (2 week)</p> <p>Stories from other cultures</p> <p>Persuasive writing</p> <p>Non-chronological reports</p> <p>The Shaman's Apprentice (6 weeks)</p> <p><b>Grammar</b> Clauses and conjunction/ present perfect/nouns and pronouns/conjunctions/adverbs</p>	<p>Recounts Poems to perform</p> <p>Iron Man (4 weeks)</p> <p>World Book Weeks - 2 weeks</p> <p><b>Grammar</b> Fronted adverbials/commas/possessive apostrophe/punctuating speech/</p>	<p>Fiction with an element of fantasy</p> <p>The Lion the Witch and the Wardrobe (4 weeks)</p> <p>Nonsense Poetry (1 week) Narrative poems</p> <p>Myths and Legends -Egyptian Creation Story in History</p> <p><b>Grammar</b> Using and punctuating direct speech Using the first and third person Using adverbs and adverbials Fronted adverbials Using more than one clause Revising grammar terminology- from years 2 to 4.</p>	<p>Fairy stories and playscripts</p> <p>Into the Forest - 3 weeks</p> <p>Stories from other cultures Information texts (International week link)</p> <p>Oracy weeks - 2 weeks</p> <p><b>Grammar</b> Apostrophes for contractions Possessive apostrophe for singular and plural nouns. Nouns and pronouns for clarity and cohesion Expanded noun phrases Noun and preposition phrases</p>



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	<b>Objectives grammar</b>  nouns/pronouns/ fronted adverbials/ conjunctions adverbs/clauses	nctuating speech				
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li> <li>• Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>• Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li> <li>• Terminology: determiner, pronoun, possessive pronoun, adverbial.</li> </ul>					
<b>PinPoint comprehension</b>	Biography- Amelia Earhart - Unit 1 School Tomorrow- Excuse for mum Poetry- Unit 3 The Lion's share- unit 20 Making room for biikes- unit 19 Poetry-Who has Seen the Wind-Unit 17(link to St. Francis Feast Day 4.10.)	The Jungle Book- Rudyard Kipling Unit 4  Mountains - link to Europe in Geography Mount Everest-Unit 18 Natural Measures-Unit 13 My Lemonade Stand- Unit 14 My Dad's a Birdman- Unit 11	Star Gazing Unit 7 Taking the shot-unit 9 Poetry-I Like To Stay Up-Unit 10	Monarch butterflies- Information texts- Unit 5  The Secret Garden- Unit 16	Alice's adventures in wonderland- Unit 8 Hitting the Slopes-Unit 2	Heart song- Unit 6  Sleeping For Survival-Unit 15-Link to Science  The Merry Adventures of Robin Hood-Unit 12



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<p><b>Maths</b></p>	<p><b>Wb 5.9.22</b></p> <p>1. mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p>2. mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p>3. using multiplication and division facts in solving more</p>	<p>6. fractions and decimals, and end by using place value in formal addition.</p> <p>7. fractions and decimals, and end by using place value in formal addition.</p> <p>8. SI units in measuring, reading scales and collecting, interpreting and recording data.</p> <p>9. using place value to underpin an understanding of different methods in subtraction and to choose between these</p>	<p>WB 02/01/23 - 3 days closing the gaps focusing on KPIs from previous year</p> <p><b>WB 09/01/23</b></p> <p>12. written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems involving money.</p> <p>13. mental multiplication and division strategies, which underpin the work on proper fractions that follows, including</p>	<p>16. ensuring a robust understanding of that place value in decimal numbers.</p> <p>17. using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.</p> <p>18. time-telling and the 24-hour clock, including calculating time intervals; the week ends with some practice in finding missing lengths in rectilinear shapes.</p>	<p>21. consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.</p> <p>22. consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.</p> <p>23. extending knowledge of times tables, using</p>	<p>26. adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.</p> <p>27. addition and subtraction using written column methods.</p> <p>28. using coordinate grids; and developing that understanding to draw line graphs and know that intermediate points have meaning.</p> <p>29. focus on enhancing mental and written strategies for multiplication and division; and link this to</p>
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	<p>advanced problems.</p> <p>4. telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.</p> <p>5. understanding and using formal written methods of addition and subtraction.</p> <p><b>Wb 17.10.22 closing the gaps</b></p>	<p><b>Wb 5.12.22 assessment week - closing the gaps</b></p> <p>10. developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.</p> <p>11. ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction.</p>	<p>finding non-unit fractions of amounts, equivalent fractions and simplifying.</p> <p>14. properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry.</p> <p>15. the relationship between the operations, particularly multiplication and division, and then between addition and subtraction; these important inverse relationships are linked to mental calculation.</p> <p><b>Wb 6.2.23 closing the gaps</b></p>	<p><b>Wb 20.3.23 assessment week - closing the gaps</b></p> <p>19. using understanding of place value to solve subtraction problems using appropriate methods.</p> <p>20. developing a good understanding of the processes involved in more complex written algorithms for multiplication and division.</p>	<p>this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication.</p> <p>24. calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes.</p> <p><b>25. developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents.</b></p> <p><b>Wb 22.5.23 closing the gaps</b></p>	<p>unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p> <p><b>Wb 3.7.23 assessment week - closing the gaps</b></p> <p>30. focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p> <p>Wb 10.7.23 closing the gaps</p>
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<p>RE</p>	<p><b>Our Mission Statement and Gospel Values</b>  <u>5<sup>th</sup> Sept- 9<sup>th</sup> Sept</u>  <i>How our Mission Statement directs our 'Mission in life'</i>  <b>Year 4</b>          -Write prayers of Praise and Thanksgiving using the key vocabulary from the mission statement.          -Know the gospel values and make links to the scriptures providing examples of when they live these values  <b>New School Year Mass: 9<sup>th</sup> September</b>  <b>Domestic Church</b>  <u>12<sup>th</sup> Sept. -30<sup>th</sup> Oct..</u>  <b>Year 4 - PEOPLE</b> - The family of God in Scripture</p> <p><b>Feast of St Francis</b>  <u>3<sup>rd</sup> Oct. - 7<sup>th</sup> Oct</u>  <b>New School Year Mass: 6<sup>th</sup> September</b>          Extended Writing-St. Francis  <b>Baptism/Confirmation</b>  <u>10<sup>th</sup> Oct. -11<sup>th</sup> Nov.</u>  <b>Year 4 - CALLED</b> - Confirmation: a call to witness</p> <p><b>Judaism</b>  <u>14<sup>th</sup> Nov. -18<sup>th</sup> Nov.</u>  <b>Year 4 - Torah</b></p> <p><b>School Mass: All Saints' Day</b>          1<sup>st</sup> Nov.  <b>Advent/Christmas</b>  <u>21<sup>nd</sup> Nov. - End of Term</u>  <b>Year 4 - GIFT</b> - God's gift of love and friendship in Jesus</p>	<p><b>Citizenship Fortnight</b>  <u>8<sup>th</sup> Jan -21<sup>st</sup> Jan</u>  <b>School Mass: Citizenship Mass 20<sup>th</sup> Jan.</b>          Extended writing- Non-fiction  <b>Local Church</b>  <i>This could possibly be switched with the Universal Church Topic, depending on the topic for Citizenship Weeks</i>  <b>Local Church</b>  <i>This could possibly be switched with the Universal Church Topic, depending on the topic for Citizenship Weeks</i>  <u>6<sup>th</sup> Jan. - 20<sup>th</sup> January</u>  <b>Year 4 - COMMUNITY</b> - Life in the local Christian community and ministries in the parish  <b>Citizenship Fortnight</b>  <u>9<sup>th</sup> January -20<sup>th</sup> January</u>  <b>School Mass: Citizenship Mass 19<sup>th</sup> January</b></p> <p><b>Other Religions(Islam)</b>  <u>30<sup>th</sup> January-3<sup>rd</sup> February</u>  <b>Year 4 - Holy Books</b></p> <p><b>Eucharist</b>  <u>5<sup>th</sup> Feb-3<sup>rd</sup> March</u>  <b>Year 4 - GIVING &amp; RECEIVING</b> - Living in communion  <b>Ash Wednesday Service: Distribution of Ash in school</b>          22<sup>nd</sup> February  <b>Lent/Easter</b>  <u>4<sup>th</sup> Mar- End of Term</u>  <b>Year 4 - SELF DISCIPLINE</b> - Celebrating growth to new life  <b>School Mass: Ascension Thursday 18<sup>th</sup> May</b></p>	<p><b>Pentecost</b>  <u>24<sup>th</sup> April - 19<sup>th</sup> May</u>  <b>Year 4 - NEW LIFE</b> - To hear and live the Easter message</p> <p><b>Reconciliation/Anointing of the sick</b>  <u>22<sup>nd</sup> May-16<sup>th</sup> June</u>  <b>Year 4 - BUILDING BRIDGES</b> - Admitting wrong, being reconciled with God and each other          Extended writing- Non-Fiction  <b>Journey In Love</b>  <u>19<sup>th</sup> June - 23<sup>rd</sup> June</u>  <b>Year 4 - God loves</b> us in our differences</p> <p><b>Universal Church</b>  <u>26<sup>th</sup> June- End of Term</u>  <b>Year 4 - GOD'S PEOPLE</b> - Different saints show people what God is like</p> <p><b>School Mass: St Peter &amp; Paul and International Day Mass</b>          29<sup>th</sup> June  <b>School Mass: End of Year 18<sup>th</sup> July</b></p>
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	<b>School Mass: End of Term Christmas Mass 20<sup>th</sup> Dec.</b>		<b>Reconciliation Service: Celebrated in school date TBC</b>			
<b>Science</b>	<b>What's that sound?</b> (Sound) Circuits	<b>Teeth &amp; Eating</b>  (Animals including humans)  Extended writing -Reports on digestion	<b>Power it Up</b>  (Electricity) Circuits	<b>Looking at States</b>  (States of Matter)	<b>The Big Build</b>  (Materials)  Extended writing- write instructions for building bridges and towers.	<b>Living things</b>  (Living things and their habitats)
<b>Computing</b>	<b>Word processing skills-</b> <b>Use Typing ebook:</b> <a href="https://docs.google.com/presentation/d/1QrzB6LsWvdbVkFcMUdnoCHQ2YOXKoB-OutxEzjM_5TQ/edit?usp=sharing">https://docs.google.com/presentation/d/1QrzB6LsWvdbVkFcMUdnoCHQ2YOXKoB-OutxEzjM_5TQ/edit?usp=sharing</a> <b>and</b> <a href="https://www.twinkl.co.uk/resource/t2-i-146-computing-word-processing-year-4-unit-pack">https://www.twinkl.co.uk/resource/t2-i-146-computing-word-processing-year-4-unit-pack</a>	Twinkl <b>Year 4 Online Safety</b> <a href="#">Year 4 Online safety unit</a>	Twinkl <b>Year 4 animation</b> <a href="https://www.twinkl.co.uk/resource/tp2-i-018-planit-computing-year-4-scratch-questions-and-quizzes-unit-pack">https://www.twinkl.co.uk/resource/tp2-i-018-planit-computing-year-4-scratch-questions-and-quizzes-unit-pack</a>	<b>We are toy makers</b> <b>Switched On</b>  Creating an interactive toy. (Computational Thinking)	Plans in Year 4 2021/2022 folder <b>Year 4 - creating Vlogs using iMovie</b>	<b>We are musicians</b> <b>Switched On -Garage band</b> Producing digital music. (Creativity)



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<p><b>Art/Design &amp; Technology</b></p>	<p><b>Black History</b> Use line drawing skills to represent the culture of study.</p>	<p><b>LO: To use blending and layering.</b> *Chn to look at some images of the rainforest. Discuss colours, shading. *Show chn oil pastels and model blending and layering (have examples ready for chn to see). *Give chn some time to explore both techniques using their sketchbooks. *On paper (A4 or A5), chn to use blending and layering techniques to create a rainforest scene. Focus on foliage, MA to add animals.</p>	<p><b>LO: To create a Roman relief.</b> *Explore pictures of Roman reliefs with the chn. *Discuss images that were typically represented, where they were used. *What would a Roman relief about St. Francis' School look like? Use sketchbooks to sketch ideas. *Chn to work in pairs to choose a design and create a relief. Use card base, crumpled-up paper to create images. Cover with tissue to create a smooth surface to paint (discuss stone colours).</p>	<p><b>International</b>  Use paint to represent the culture of study.</p>
<p><b>History</b></p>	<p><u><b>Black History, Ancient African Civilizations.</b></u>  <b>Great Zimbabwe</b> <u><b>D+T History Projects</b></u>  Egypt  <a href="http://wiki.dtonline.org/index.php/Egyptian_Shaduf">http://wiki.dtonline.org/index.php/Egyptian_Shaduf</a></p>	<p><u><b>Rome and Roman Britain</b></u> The unit includes the following enquiries: Enquiry 1: When did the Romans invade and why? Enquiry 2: Did the native Britons welcome or resist the Romans, and why? Enquiry 3: How did the Romans influence the culture of the people already here?</p>	<p><u><b>Ancient Egyptian Civilization</b></u> This teaching toolkit takes a fresh new look at this much-taught topic and provides the basis for a rigorous enquiry led approach for children in key stage 2. Packed full of ideas and links to resources, this toolkit provides a step by step guide to teaching the Egyptians from why they</p>	



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	Roman <a href="http://wiki.dtonline.org/index.php/Testudo_(mode_1)">http://wiki.dtonline.org/index.php/Testudo_(mode_1)</a> <u>Extended writing-Non fiction</u>				built pyramids, why they traded, to how interpretations of pharaohs and queens and their actions have been influenced over time and how ancient Egyptian culture came to be fused with ancient Greek .Extended writing-Ancient Egyptian Civilization	
<b>Geography</b>		<b>Modern Europe</b>		<b>Rainforest</b> Saving the Rainforest Extended writing Report		<b>International Day</b> Non-European society provide contrast to British history
<b>PE</b>	Keep Fit	Dance	Gymnastics	Striking and fielding	Game	Striking and fielding





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<b>Music</b>	<p><b>Mamma Mia</b> ABBA's music.</p> <p><i>MAV: Step 1, Warm Up Games - start with bronze, then silver and gold if possible. Showing chn's awareness of rhythm and pitch.</i></p>	<p><b>Stop!*</b> Writing lyrics linked to a theme.</p> <p><i>MAV: Focus on group and part singing - Christmas preparation.</i></p>	<p><b>Glockenspiel 2*</b> Exploring and developing playing skills using the glockenspiel.</p> <p><i>MAV: Step 3, Learn to Play Flea, Fly, Mosquito.</i></p>	<p><b>Lean On Me</b> Soul/Gospel music and helping one another.</p> <p><i>MAV: Focus on group, individual and part singing - Easter performance.</i></p>	<p><b>Blackbird</b> The Beatles, equality and civil rights.</p> <p><i>MAV: Step 2, Play Your Instruments with the Song (Glockenspiels).</i></p>	<p><b>Reflect, Rewind and Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<b>PSHE</b>	<p>Exploring the Mission Statement</p>	<p>Anti- bullying</p>	<p>Citizenship Online Safety</p>	<p>Online Safety</p>	<p>International Cultures</p>	<p>RSHE / Journey in Love</p>
<b>Modern Foreign Language - French</b>	<p>Playtime</p> <p>Basic commands (imperatives)</p> <p>Saying what's in the playground</p> <p>How to say a variety of playground games</p>	<p>Playtime</p> <ul style="list-style-type: none"> <li>• Using "j'aime" with another verb</li> <li>• Saying what and where they like to play</li> </ul>	<p>Food</p> <ul style="list-style-type: none"> <li>• Naming common foods</li> <li>• Expressing likes and dislikes</li> <li>• Saying what they are eating</li> </ul>	<p>Food</p> <ul style="list-style-type: none"> <li>• Naming cutlery</li> <li>• Saying what they would like to have</li> <li>• Understanding cooking instructions</li> </ul>	<p>My home</p> <ul style="list-style-type: none"> <li>• Saying where they live</li> <li>• Identifying a variety of rooms and types of furniture</li> </ul>	<p>My home</p> <ul style="list-style-type: none"> <li>• Saying what there is in the kitchen</li> <li>• Describing their daily routine</li> </ul>