



Year 4 Curriculum Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<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>Catch up grammar</p> <p>Apostrophes/Present perfect/Inverted commas</p>	<p>Using quick knowledge quizzes to recall sentence types</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</p>	<p>List poems and Kennings</p> <p>Performance poetry (2 week)</p> <p>Stories from other cultures</p> <p>Persuasive writing</p> <p>Speak like an expert</p> <p>Non-chronological reports</p> <p>The Shaman's Apprentice (6 weeks)</p> <p>Grammar 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>Grammar 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>Grammar 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>Grammar 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>



Year 4 Curriculum Map 2023-2024

	<p>Objectives grammar</p> <p>nouns/pronouns/fronted adverbials/conjunctions/adverbs/clauses</p> <p>Using quick knowledge quizzes</p>	<p>apostrophe/present perfect/prepositions/punctuating speech</p>				
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases; fronted adverbials. 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. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
<p>PinPoint comprehension</p>	<p>Biography- Amelia Earhart. Unit 1</p> <p>School Tomorrow- Excuse for mum</p> <p>Poetry- Unit 3</p> <p>The Lion's share- unit 20</p> <p>Making room for bikes- unit 19</p> <p>Poetry-Who has Seen the Wind-Unit 17(link to St. Francis Feast Day 4.10.)</p>	<p>The Jungle Book- Rudyard Kipling Unit 4</p> <p>Mountains - link to Europe in Geography</p> <p>Mount Everest-Unit 18</p> <p>Natural Measures-Unit 13</p> <p>My Lemonade Stand- Unit 14</p> <p>My Dad's a Birdman- Unit 11</p>	<p>Star Gazing Unit 7</p> <p>Taking the shot-unit 9</p> <p>Poetry-I Like To Stay Up-Unit 10</p>	<p>Monarch butterflies- Information texts- Unit 5</p> <p>The Secret Garden- Unit 16</p>	<p>Alice's adventures in wonderland- Unit 8</p> <p>Hitting the Slopes-Unit 2</p>	<p>Heartsong- Unit 6</p> <p>Sleeping For Survival-Unit 15-Link to Science</p> <p>The Merry Adventures of Robin Hood-Unit 12</p>
<p>Maths</p>	<p>WB 4.9.23</p> <p>Closing the gaps from the previous year group summer</p>	<p>6. fractions and decimals, and end by using place value in</p>	<p>11. ensuring a robust understanding of place value and</p>	<p>16. ensuring a robust understanding of that place value in</p>	<p>20. developing a good understanding of the processes involved in</p>	<p>26. adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of</p>



Year 4 Curriculum Map 2023-2024

<p>term ARE</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 advanced problems.</p>	<p>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>10. developing a knowledge and understanding of multiplication and division to enable</p>	<p>numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction.</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 finding non-unit</p>	<p>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>Wb 11.03.24 assessment week -</p>	<p>more complex written algorithms for multiplication and division.</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</p>	<p>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 unit and non-unit fractions y 10 and 100.</p>
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Year 4 Curriculum Map 2023-2024

<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>Wb 16.10.23 closing the gaps</p>	<p>children to tackle harder problems.</p> <p>WB 04.12.23</p> <p>Assessment Week & closing the gaps</p> <p>WB 11.12.23</p> <p>Closing the gaps from Autumn ARE</p>	<p>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>closing the gaps</p> <p>19. using understanding of place value to solve subtraction problems using appropriate methods.</p>	<p>powers of 10.</p> <p>23. extending knowledge of times tables, using 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>25. developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents.</p> <p>Wb 20.5.24 closing the gaps</p>	<p>Wb 01.07.24 assessment week and closing the gaps from Summer ARE</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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Year 4 Curriculum Map 2023-2024

<p>RE</p>	<p>Our Mission Statement and Gospel Values <u>5th Sept- 9th Sept</u> <i>How our Mission Statement directs our 'Mission in life'</i> Year 4 -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 New School Year Mass: 7th September Domestic Church <u>11th Sept.-29th Sept.</u> Year 4 - PEOPLE - The family of God in Scripture</p> <p>Feast of St Francis Mass <u>Wednesday 4th October</u> New School Year Mass: 7th September Extended Writing-St. Francis Baptism/Confirmation <u>9th Oct.-10thNov.</u> Year 4 - CALLED - Confirmation: a call to witness</p> <p>Judaism <u>13thNov.-17thNov.</u> Year 4 - Torah</p> <p>School Mass: All Saints' Day 1st Nov. Advent/Christmas 20th Nov. - <i>End of Term</i> Year 4 - GIFT - God's gift of love and friendship in Jesus School Mass: End of Term Christmas Mass 19th Dec.</p>	<p>Citizenship Fortnight 4th Jan -26th Jan School Mass: Citizenship Mass 20th Jan. Extended writing- Non-fiction</p> <p><u>6th Jan. - 20th January</u> Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish Citizenship Fortnight 8th January -19thJanuary School Mass: Citizenship Mass 19th January</p> <p>Eucharist <u>29th Jan-1st March</u> Year 4 - GIVING & RECEIVING - Living in communion</p> <p>Lent/Easter <u>4th Mar- 19th April</u> Year 4 - SELF DISCIPLINE - Celebrating growth to new life</p> <p>Reconciliation Service: Celebrated in school date TBC</p>	<p>Pentecost <u>22nd April - 17th May</u> Year 4 - NEW LIFE - To hear and live the Easter message</p> <p>Reconciliation/Anointing of the sick <u>22nd May-16th June</u> Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other Extended writing- Non-Fiction Journey In Love <u>19thJune - 23rd June</u> Year 4 - God loves us in our differences</p> <p>Universal Church <u>26th June- End of Term</u> Year 4 - GOD'S PEOPLE - Different saints show people what God is like</p> <p>School Mass: St Peter & Paul and International Day Mass 29th June School Mass: End of Year 18th July</p>
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Year 4 Curriculum Map 2023-2024

<p>Science</p>	<p>What's that sound? (Sound) Circuits X3 weeks 6 lessons BHM</p>	<p>Use flashcards for retrieval information on Sound Teeth & Eating</p> <p>(Animals including humans)</p> <p>Extended writing -Reports on digestion</p> <p>Trip- Natural history museum - Teeth</p>	<p>Power it Up (Electricity) Circuits</p> <p>Analysing and connecting images on teeth(fact retrieval)</p>	<p>Looking at States (States of Matter)</p> <p>Trip- Science museum (wonderlab), Whitechapel hospital Centre of Cell.</p>	<p>The Big Build (Materials)</p> <p>Extended writing- write instructions for building bridges and towers.</p> <p>Trip- Tower bridge</p>	<p>Living things (Living things and their habitats)</p>
<p>Computing</p> <p>Computing systems and networks</p>	<p>Year 4 Computing systems and networks -The Internet Lesson 1 - Online safety from Project Evolve</p> <p>Health, wellbeing and lifestyle.</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to</p>	<p>Twinkl Creating Media</p> <p>Lesson 1 - Online safety from Project Evolve</p> <p>Online bullying Year 4 Online Safety Year 4 Online safety unit Week 1 Year 4 Creating Media - audio production</p> <p>Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright</p>	<p>Twinkl Programming</p> <p>Safer Internet Day Project Evolve</p> <p>Online relationships and Self image and identity Year 4 Programming A - Repetition in shapes</p> <p>Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<p>Year 4</p> <p>Data and Information</p> <p>Lesson 1 - Online safety from Project Evolve</p> <p>Online reputation Data and information Data logging</p> <p>In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners</p>	<p>Plans in Year 4 2021/2022 folder Creating media</p> <p>Lesson 1 - Online safety from Project Evolve</p> <p>Managing online information</p> <p>Creating media - Photo editing</p> <p>This unit progresses students' knowledge and understanding of digital photography and using digital devices to create media. Following this unit, learners will further develop their image editing skills in Year 5 - Vector drawing.</p>	<p>Programming B - Repetition in shapes Programming</p> <p>Lesson 1 - Online safety from Project Evolve</p> <p>Copyright and ownership</p> <p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and</p>



Year 4 Curriculum Map 2023-2024

	<p>explore the World Wide Web to learn about who owns content and what they can access, add, and create. They will evaluate online content to decide how honest, accurate, or reliable it is.</p>	<p>implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>		<p>will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to answer those questions.</p>		<p>games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p>Art/Design & Technology</p>	<p>Black History Use line drawing skills to represent the culture of study.</p>	<p>LO: To use blending and layering. *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>LO: To create a Roman relief. *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, scrunched-up paper to create images. Cover with tissue to create a smooth surface to paint (discuss stone colours).</p>	<p>International Use paint to represent the culture of study.</p>		
<p>History</p>	<p><u>Black History</u> <u>Windrush 75</u></p>	<p><u>Ancient Egyptian Civilization</u> This teaching toolkit takes a fresh new look at</p>	<p><u>Rome and Roman Britain</u></p>			



Year 4 Curriculum Map 2023-2024

	<p><u>Working life</u> What jobs did the Windrush generation do? Did their jobs match their former professions in the Caribbean? How easy was it to gain employment? What challenges did they face? What have been the biggest contributions of the Windrush generation to the British economy?</p> <p style="text-align: center;"><u>Extended writing-Non fiction</u></p>		<p>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 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.</p>	<p>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>.Extended writing-Roman Britain</p>		
Geography		Modern Europe		Rainforest Saving the Rainforest Extended writing Report		International Day Non-European society provide contrast to British history
PE	Keep Fit	Dance	Gymnastics	Striking and fielding	Game	Striking and fielding



Year 4 Curriculum Map 2023-2024

Music	<p>Mamma Mia ABBA's music.</p> <p><i>MAV: Step 1, Warm Up Games - start with bronze, then silver and gold if possible. Showing children's awareness of rhythm and pitch.</i></p>	<p>Stop!* Writing lyrics linked to a theme.</p> <p><i>MAV: Focus on group and part singing - Christmas preparation.</i></p>	<p>Glockenspiel 2* Exploring and developing playing skills using the glockenspiel.</p> <p><i>MAV: Step 3, Learn to Play Flea, Fly, Mosquito.</i></p>	<p>Lean On Me Soul/Gospel music and helping one another.</p> <p><i>MAV: Focus on group, individual and part singing - Easter performance.</i></p>	<p>Blackbird The Beatles, equality and civil rights.</p> <p><i>MAV: Step 2, Play Your Instruments with the Song (Glockenspiels).</i></p>	<p>Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music.</p>
PSHE	<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>
<p>Modern Foreign Language - French</p>	<p><u>Food (Year 3)</u></p> <ul style="list-style-type: none"> • Naming common foods • Expressing likes and dislikes • Saying what they are eating • (3 lessons and 3 oral ones) 	<p><u>Food (Year3)</u></p> <ul style="list-style-type: none"> • Naming cutlery • Saying what they would like to have • Understanding cooking instructions • (2 lessons and 3 oral ones) 	<p><u>Playtime</u></p> <ul style="list-style-type: none"> • Basic commands (imperatives) • Saying what's in the playground • How to say a variety of playground games 	<p><u>Playtime</u></p> <ul style="list-style-type: none"> • Using "j'aime" with another verb • Saying what and where they like to play 	<p><u>My home</u></p> <ul style="list-style-type: none"> • Saying where they live • Identifying a variety of rooms and types of furniture 	<p><u>My home</u></p> <ul style="list-style-type: none"> • Saying what there is in the kitchen • Describing their daily routine



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Design and Technology	Mechanical Systems <u>Focus</u> Pneumatics Children can design, make and evaluate a shop window display of the Holy Family	Structure <u>Focus</u> Shell Structure Pyramids and Sarcophagus	Food <u>FOCUS</u> Link to International Topic Country
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