



Year 4 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place Value</p> <ul style="list-style-type: none"> - Numbers to 1000 - Rounding to 10, 100 and 1000 - Counting in 1000s – Partitioning - 1, 10, 100, 1000 more or less - Compare and order 4- digit numbers - Count in 25s - Negative Numbers - Roman Numerals <p>Addition & Subtraction</p> <ul style="list-style-type: none"> - Add and subtract 1s, 10s, 100s and 1000s - Add two 3-digit (crossing and not crossing 10 or 100) - Add two 4-digit numbers (no exchange) 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Subtract two 4-digit numbers (no exchange then with exchange) - Efficient subtraction - Estimate answers - Checking strategies <p>Area</p> <ul style="list-style-type: none"> - Counting squares - Making shapes - Comparing area <p>Multiplication and Division</p> <ul style="list-style-type: none"> - Multiply and divide by 10 and 100 - Multiply by 1 and 0 - Divide by 1 and itself - The 3, 6, 7 and 9 times-table 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> - The 11 and 12 times tables - Multiply 3 numbers - Factor pairs - Efficient multiplication - Written methods - Multiply and Divide 2- digits and 3-digits by 1- digit <p>Length and Perimeter</p> <ul style="list-style-type: none"> - Equivalent lengths - Add and subtract lengths - Measure perimeter - Perimeter of a rectangle - Perimeter of rectilinear shapes <p>Fractions</p> <ul style="list-style-type: none"> - Unit and non-unit fractions - Tenths - Count in tenths - Equivalent fractions 	<p>Fractions cont</p> <ul style="list-style-type: none"> - Add and subtract fractions - Subtract from whole amounts - Fractions of a set of objects - Calculate fractions of a quantity <p>Decimals</p> <ul style="list-style-type: none"> - Tenths and hundredths - Tenths as decimals - Divide 1-digit and 2- digits by 10 - Hundredths - Hundredths as decimals - Divide 1 or 2-digits by 100 	<p>Decimals</p> <ul style="list-style-type: none"> - Make a whole - Write, order and compare decimals - Round decimals - Halves and quarters <p>Money</p> <ul style="list-style-type: none"> - Ordering and estimating money - Convert pounds to pence - Adding and subtracting money - Give change - Four operations <p>Time</p> <ul style="list-style-type: none"> - Telling the time to the nearest minute - Using a.m. and p.m. - 24-hour clock - Hours, minutes, seconds - Years, months, weeks, days - Analogue to digital 12-and 24-hour 	<p>Shape</p> <ul style="list-style-type: none"> - Properties of a shape - Turns and angles - Identify and compare angles - Recognise and describe 2D shapes - Triangles - Quadrilaterals - Symmetry - Horizontal and vertical - Lines of symmetry <p>Statistics –</p> <ul style="list-style-type: none"> - Interpret charts - Comparison, sum and difference - Line graphs <p>Position and direction</p> <ul style="list-style-type: none"> - Describe position - Draw on a grid - Move on a grid - Describe movement on a grid

	then with exchange) - Subtract a 3-digit number from a 3-digit number no exchange		- Fractions greater than 1 - Counting in fractions			
Literacy	Poetry – Anglo-Saxon Kenning poem Character description- characters from guided reading text.	Narrative- Quest story – Linked to guided reading text Letters/Diaries – character from guided reading text	Instructions- How to Train a Dragon Newspaper report – Vikings	Narrative- Adventure story- Linked to guided reading text Explanation text- Where food comes from.	Non-Chronological Report- animals of the Amazon Rainforest Persuasive text – deforestation	Narrative- guided reading text- new chapter Poetry – The Mayans link
Guided Reading	Sir Gawain and the Green Knight	Sir Gawain and the Green Knight	How to Train Your Dragon	How to Train Your Dragon	The Explorer (Katherine Rundell)	The Explorer (Katherine Rundell)
History/ Geography	Anglo Saxons Britain's settlement by Anglo-Saxons and Scots Skills: I use dates and historical period terms accurately. I can describe changes within and between periods and	UK Name and locate counties and cities of the United Kingdom, and their geographical regions. Identifying human and physical characteristics, And key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;	Were the Vikings raiders, traders or settlers? Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where	Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's	How did the Achievements of the Ancient Maya impact their society and beyond? Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the

	<p>societies I have learned about.</p> <p>I can suggest which people and causes and consequences of change are more important</p>	<p>Understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local</p>	<p>deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p> 	<p>the food for the children's school dinners comes from and the argument of 'local versus global'.</p>	<p>resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p>observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p> 
--	---	---	---	---	---	---

		<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the school grounds to undertake weather surveys, record changes and observations using a method of choice.</p>				
<p>Art/ DT</p>	<p>Drawing – Story telling through drawing (Laura Carlin, Shaun Tan)</p> <p>Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. •</p>	<p>Aspect: Electrical systems Focus: Simple programming and switches or simple programming and control Link: Electricity</p>	<p>Surface and colour – Exploring pattern or exploring still life</p> <p>Exploring pattern (drawing collage sketchbooks)</p> <p>Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources,</p>	<p>Aspect: Mechanical systems Focus: pneumatics Link: How to Train a Dragon (dragon)</p>	<p>Working in three dimensions – the art of display or sculpture, structure, inventiveness and determination, festival feasts (link to Brazilian festivals?)</p> <p>The art of display or sculpture, structure, inventiveness and determination,</p> <p>Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. •</p>	<p>Aspect: Textiles Focus: 2D shape to 3D product Link:</p>

	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Exploring and developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>		<p>describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist</p> <p>See also drawing statements from out 1</p> <p>Exploring still life (drawing painting collage sketchbooks)</p> <p>Painting - Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity</p>		<p>Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.</p> <p>See also drawing statements from out 1</p> <p>Festival feasts Painting</p> <p>Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process</p>	
--	--	--	--	--	---	--

	<p>Evaluating and developing work (ONGOING) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further</p>		<p>with the painting process See also drawing statements from aut 1 And collage statements above.</p> <p>Exploring and developing ideas (ONGOING) aut 1</p> <p>Evaluating and developing work (ONGOING) aut 1</p>		<p>See also drawing statements from aut 1</p> <p>Exploring and developing ideas (ONGOING) aut 1</p> <p>Evaluating and developing work (ONGOING) aut 1</p>	
<p>DT</p>		<p>Aspect: Electrical systems Focus: Simple programming and switches or simple programming and control Link: Electricity</p> <p>Designing • Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. • Program a</p>		<p>Aspect: Mechanical systems Focus: pneumatics Link: How to Train a Dragon (dragon)</p> <p>Designing • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the</p>		<p>Aspect: Textiles Focus: 2D shape to 3D product Link:</p> <p>Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • Investigate a range of 3-D</p>

		<p>standalone control box, microcontroller or interface box to enhance the way the product works.</p> <p>Evaluating • Investigate and analyse a range of existing battery-powered products, including preprogrammed and programmable products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project.</p>		<p>product they are creating.</p> <p>Evaluating • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project.</p>		<p>textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.</p>
Science	<p>Animals including Humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Working scientifically Make careful observations and identify similarities and differences Make predictions using evidence and observations Use a thermometer to take accurate measurements</p>	<p>Living Things and Habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group.</p> <p>Identify and name a variety of living things in the environment.</p> <p>Recognise that environments can change and this can sometimes pose dangers to living things.</p> <p>Working scientifically</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance</p>	

	<p>Working scientifically Observe the similarities and differences in human/animal teeth Interpret and present learning of the digestive system through models Set up tests to see the effects of different liquids on tooth decay Make predictions based on knowledge of liquids to decay teeth Record results in a table and bar graph Ask questions to find out what animals eat Evaluate learning</p>	<p>whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working scientifically Record work using labelled drawings Make predictions using scientific language Interpret results using scientific knowledge Identify properties of different materials Pose scientific questions Record and explain how electricity can help people</p>	<p>Interpret what has been observed using scientific knowledge Set up tests to answer questions Record using diagrams</p>	<p>Observe characteristics of living things Identify similarities and differences in characteristics Gather and record data in a table Record observations from scientific enquiry Ask relevant questions to classify things Use evidence to answer questions and present findings Record findings about endangered species</p>	<p>from the sound source increases.</p> <p>Working scientifically Observe vibrations which cause sound and measure distance to nearest cm Set up tests and record results Record results in a table and spot patterns Record sound heard in a table and produce a line graph Evaluate musical instruments based on sound and knowledge of pitch Observe how sounds are created Set up tests based on questions asked.</p>
--	---	---	---	---	---

<p>Computing</p>	<p>Unit 4.1 Coding</p> <ul style="list-style-type: none"> • Explain the stages of the design, code, test, debug coding process. • What does selection mean in coding and how can you achieve this in 2Code? • How can variables and if/else statements be useful when coding programs with selection? • What is the difference between the different object types in 2Code Gibbon level? 	<p>Unit 4.2 Online safety</p> <ul style="list-style-type: none"> • What is meant by a digital footprint? • What is SPAM? • What is meant by plagiarism? <p>Unit 4.8 Hardware Investigators</p> <ul style="list-style-type: none"> • What is the difference between hardware and software? 	<p>Unit 4.10 Artificial Intelligence</p> <ul style="list-style-type: none"> • What is artificial intelligence? • How is artificial intelligence used in our lives? <p>Unit 4.11 micro:bits</p> <ul style="list-style-type: none"> • How can sensors, code and outputs work together? • What examples can you think of a good use for variables when programming micro:bits? 	<p>Unit 4.4 Writing for different audiences</p> <ul style="list-style-type: none"> • Why should I change the font when I am writing? 	<p>Unit 4.5 Logo</p> <ul style="list-style-type: none"> • What is Logo? <p>Unit 4.6 Animation</p> <ul style="list-style-type: none"> • What is an animation? • What is meant by onion skinning? • What is meant by stop motion animation? 	<p>Unit 4.7 Effective Search</p> <ul style="list-style-type: none"> • What is a search engine? <p>Unit 4.9 Making Music</p> <ul style="list-style-type: none"> • What is the difference between melody and rhythm?
-------------------------	---	---	---	--	---	--

PSHE	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Medicines and household products; drugs common to everyday life.	Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities How data is shared and used?	Making decisions about money; using and keeping money safe.
RE	Christianity: What did God promise his people?	Humanism: How do non-religious people celebrate new life?	Christianity: What did Jesus say about God's kingdom? And why is it 'good news'?	Christianity: Is communion a celebration or an act of remembrance?	Islam: How does Ibadah (worship) show what is important to Muslims?	Thematic: Are words more important than actions?
PE	Ball skills Netball	Dance Football	Tag rugby OAA	Gymnastics Golf	Rounders Athletics	Tennis Cricket
Music	Mamma Mia 70's Pop To know 5 songs from memory, who sang them or wrote them. To identify style indicators of that song (musical characteristics that give the song it's style) To identify musical dimensions (texture, dynamics, tempo, rhythm and pitch) and musical instruments used in a song. Talk about the music and how it makes them feel. To confidently identify and move the pulse. To follow a leader when singing.		Glockenspiel Stage 2 Exploring & developing playing skills <ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. To improvise and make up tunes on the sport using 2-5 notes. To choose what to perform, presenting a musical performance that captures the audience. To record the performance and say how they were feeling, what 		Lean On Me Soul/Gospel <ul style="list-style-type: none"> To talk about music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing a song in unison and in simple two-parts. To sing with awareness of being in-tune. To know other instruments that might be played in a band or orchestra or by their friends. To record the performance and say how they were feeling, what 	

	To listen to the group when singing and rejoin the song if lost. To rehearse and perform their part within the context of the unit song.		they were pleased with and what they would change and why.		they were pleased with and what they would change and why.	
French	<p>Au Café</p> <ul style="list-style-type: none"> - Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. - Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye' 	<p>Au Salon de the</p> <ul style="list-style-type: none"> - Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks, and drinks in a typical French salon de thé, improving our cultural knowledge of France. - Understand better how to make nouns plural in French. - Improve our knowledge of French currency. - Order in French what we would like to eat and drink in a role-play. 	<p>Vikings</p> <p>Les Vetements</p> <ul style="list-style-type: none"> - Recognise and recall from memory 21 items of clothing. - Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. - Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. 	<p>Quels temps fait il?</p> <ul style="list-style-type: none"> - Recognise and recall the 9 weather expressions in French from memory. - Ask what the weather is today and give a reply in French. - Describe the weather in France, in French using a weather map with symbols. 	<p>Les Habitats</p> <ul style="list-style-type: none"> - Say and write the key elements that animals and plants need to survive. - Name the 5 most common types of habitats. - Name an animal and a plant that live and grow in each type of habitat 	<p>En Classe</p> <ul style="list-style-type: none"> - Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. - Learn how to use the negative in French. - Describe what we have and do not have in our pencil case/rucksack.
Trips/Visitors		<p>Geography – visitors from different countries in the UK</p> <p>Geography – Visit to London</p>	<p>History - Portals to the past – Vikings</p> <p>Art – Tate Britain (Art gallery)</p>	<p>Visit to supermarket to look at food labels and variety of food</p>	<p>Science / Music - Yehudi Menuhin school / Samba drumming</p>	<p>History / R.E. - Mosque</p>

<i>Opportunities for outdoor learning and maximising locality</i>	Trip	Solar energy/kinetic energy/hydro etc.	Wildflower (bees/bee association)	Habitats (badgers)	Carnival	States of Matter-temperature study
How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?		Visit to Parliament Sustainability		Conservation	Community	Diversity