

Curriculum Map 2023-2024 Year 4

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	TELLING TALES		REACH FOR THE STARS		WONDERFUL WORLD	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global& Whole school events	International Day of Democracy Black History Month National Poetry Day United Nations Day World Food Day	Road Safety Week Remembrance Day Anti-Bullying Week Stories Around the Campfire Children in Need Human Rights Day Winter Bazaar	National Storytelling Week Big Garden Birdwatch Mental Health Week TT Rockstar Day Safer Internet Day	Women’s History Month World Book Day Science Week Comic Relief World Poetry Day	Earth Day Saint George’s Day One World Week Walk to School Week VE Day Shakespeare’s Birthday	Clean Air Day Sports Day Summer Fayre
Curriculum Topic – So What?	Why do we have extreme weather and natural disasters in different places and at certain times? Geography	What can we learn about the settlements of Anglo-Saxons and Scots? History	Where do we observe changes of state? Science	What did the Viking and Anglo-Saxon struggle for England look like? History	How has culture influenced artists over time? Arts	How and why do we hear sound? Science
Suggested quality texts for English Class reader author focus: William Shakespeare and Michael Morpurgo	<i>Wreck of the Zanzibar</i> by Michael Morpurgo <i>Tuesday</i> by David Weisner (P4C)	<i>Anglo-Saxon Boy</i> by Tony Bradman <i>Beowulf</i> (children’s version)	<i>Variety of non-fiction books linked to topic</i> <i>Until I Met Dudley</i> by Roger McGough	<i>The Snow Walker’s Son</i> by Catherine Fisher	<i>A selection of Shakespeare Plays with a study of one in more depth</i>	<i>The Firework Maker’s Daughter</i> by Philip Pullman
English - extended writing opportunities	Writing to inform through newspaper reports linked to current events involving extreme weather. Writing to inform and discuss through diary writing in role linked to extreme weather.	Writing to entertain through the study of stories from other cultures, and including setting and character descriptions, and 1 st /3 rd person perspectives. Writing to inform and persuade through formal letter	Writing to explain ‘how something works’ linked to topic. Writing to inform and explain through writing a non-chronological report linked to science topic, written for a specific target audience.	Writing to entertain through narratives with a historical setting (including setting and character descriptions, and dialogue). Writing to explain and persuade through speeches written from key individual’s	Writing to entertain through the study of Shakespeare, focusing on one of his plays. Writing to discuss and explain through letter writing and diary entries in the role of a character from a Shakespeare play. Poetry – focus on the poetic language and	Writing to inform through instructional writing linked to science. Writing to entertain through narrative writing (including dialogue and alternative endings) linked to sound. Writing to inform through science experiment write up.

	Poetry – structure focus (Tetractys, Haiku and Tanka)	writing linked to the Staffordshire Hoard. Writing to inform through non-chronological reports about Anglo Saxons or Scots.	Writing to inform through book reviews of studied non-fiction texts. Poetry – Vocabulary building focus around metaphors and similes.	perspectives during the time period. Writing to inform through a comparative study between Anglo Saxons and Vikings.	form (From a Shakespeare play or poems from different cultures)	
Mathematics	<p>Number: Place value Represent numbers to 1000 100, 10s, 1s Number line to 1000 Round the nearest 10/100 Count in 1000s, 100s, 10s, 1s Partitioning Number line to 10,000 Find 1, 10, 100, 1000 more/less Compare and order numbers Round to nearest 1000 Count in 25s Negative numbers Roman numerals to 100</p> <p>Number: Addition and subtraction Add/subtract 1, 10s, 100s & 1000s Add two 3 and 4 digit numbers (not crossing 10/100 - no exchange) Add two 3 and 4 digit numbers crossing 10/100 (1</p>	<p>Measurement: area What is area? Counting squares Making shapes Comparing area</p> <p>Number: Multiplication and division Multiply by 10/100 Divide by 10/100 Multiply by 1/0 Divide by 1 and itself Multiply and divide by 3, 6, 9, 7 The 3, 6, 9, 7 times table and division facts</p>	<p>Number: Multiplication and division 11 and 12 times tables Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2 and 3 digits by 1 digit Divide 2 and 3 digits by 1 digit Correspondence problems</p> <p>Measurement: Length and perimeter Equivalent lengths m and cm & cm/mm Kilometres Add/subtract lengths Measure perimeter Perimeter on a grid Perimeter of rectangle Perimeter of rectilinear shapes</p> <p>Number: Fractions Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions</p>	<p>Number: Fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract whole amounts Fractions of set of objects Calculate fractions of a quantity Problem solving</p> <p>Number: Decimals Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1 digit by 0 Divide 2 digits by 10 Hundredths as decimals Hundredths on place value grid Divide 1 and 2 digits by 100</p>	<p>Number: Decimals Bonds to 100 and 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters</p> <p>Measurement: Money Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Four operations</p> <p>Measurement: Time Telling time to 5 minutes Telling time to minute Using am and pm 24 hour clock Hours minutes and seconds Years months weeks and days Analogue to digital 12hr/24 hour</p>	<p>Statistics Interpret charts Comparison sum and difference Introducing line graphs Line graphs</p> <p>Geometry: Properties of shape Turns and angles Right angles Compare angles Identify angles Compare and order angles Recognise and describe 2D Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete symmetric figure</p> <p>Geometry: Position and direction Describe position Draw on a grid Move on a grid Describe movement on a grid</p>

	exchange/more than one) Subtract 3 and 4 digit from 3 and 4 digit - inc exchange					
Extended Maths Opportunities and investigations	Ordering negative numbers in terms of temperature of different locations (extreme weather) The thousands game. Fifteen cards.	Twice as big. Zios and zepts.	Use Venn diagrams for states of matter. Multiples grid. Fractional wall.	Measure Viking Long Boats Bryony's triangle. Andy's marbles.	Repeating patterns for art Round the dice. 5 on the clock.	Comparing how loud something is in DB. Let us reflect. Four triangles puzzle. Coordinate challenge.
Science	Living Things and Their Habitats Use classification keys to identify and group living things. Recognise that environment changes can pose dangers to living things.	Animals including Humans Describe functions of parts of the human digestive system. Identify types of teeth and their different functions. Construct and interpret food chains (producers, predators, prey).	States of Matter Compare and group materials by state of matter. Observe that changes of state occur through heating or cooling (measure temperatures). Identify the roles of evaporation (linked to temp) and condensation in the water cycle.		Electricity Construct a simple series circuit identifying its basic parts. Identify whether or not a lamp will light in a simple circuit. Recognise how a switch works. Recognise common conductors and insulators.	Sound Recognise that sound comes from something vibrating – vibrations travel through medium to the ear. Find patterns around pitch and volume and how these can be changed.
R.E.	Living by rules Understand that all rules do not always apply to everyone Creating Inclusion Identity and Belonging Understand that the 'External' signs of group identity often signify a deeper sense of belonging	Being Reflective and Self Critical Understand that in some traditions the journey to perfection is an entirely inward, reflective experience. Experiential RE – Buddhism (Meditation) Being Curious and Valuing	Being Modest and Listening to Others Understand that we have two ears and one mouth indicating that listening is more important than expressing our own opinions Expressing Joy Expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities. Experiential RE- Hinduism- (Diwali)	Being Merciful and Forgiving Forgiveness is the restoration of relationship despite hurt caused. Responding to suffering An exploration of the strong motivations within traditions for the relief of prima facie suffering e.g. poverty	Being Temperate, Self-Disciplined and Seeking Contentment Understand the impact of any and every 'audience' upon behaviour Being Thankful Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.	Being Imaginative and Exploratory/Appreciating Beauty The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.

		<p>Knowledge Understand that most religious traditions base their understanding of God upon the writings in their own Scriptures. This unit helps to raise pupils' awareness of the range of religious writing and viewpoints.</p>	<p><i>Diwali – story and celebration</i></p>			
<p>History</p>		<p>Chronological Understanding Use names, places & dates of significant events on a timeline. <u>Divide recent history into present e.g. 21st Century and past 17th Century.</u></p> <p>Range & Depth of Knowledge Record features of past periods, beliefs, buildings, experiences of men, women & children. How these have impacted life today.</p> <p>Historical Enquiry Suggest sources of evidence from a selection provided to help answer Q's about the past.</p>		<p>Chronological Understanding Use names, places & dates of significant events on a timeline.</p> <p>Range & Depth of Knowledge Record features of past societies, beliefs, experiences of men, women & children. <u>How these have impacted life today.</u></p> <p>Historical Enquiry Understand the difference between primary and secondary sources of evidence. Use these to collect information about the past. Ask & answer Q's based on these sources.</p> <p>Historical Interpretation Be able to give reasons why there are different accounts of history.</p>		

<p>Geography</p>	<p>Human and physical Geography Describe and understand physical geography- including climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes and the water cycle.</p>					
<p>Art and Design</p>	<p>ART FOCUS DAY PRINTING</p> <p>Use acetate monoprinting Use polystyrene relief printing.</p> <p><i>Suggested artists: Clare Maria Wood, Elizabeth Peyton</i></p>	<p>ART FOCUS DAY SCULPTURE</p> <p>Use papier mache to make a 3D form.</p> <p><i>Link to Vikings (history topic).</i></p> <p><i>Artists: Anthony Gormley, Salvador Dali</i></p>			<p>ART TOPIC PAINTING</p> <p>Show understanding of complimentary colours. Recap mixing secondary colours. Change the colours by adding a little paint at a time. Create skin tones. Paint a self-portrait using skin tones. Experiment with creating mood with colour (use colour theory). Explore colour matching. Begin to learn acrylic paint techniques. Apply acrylic paint techniques in a painting. Use light and dark within painting. Start to develop a painting from a drawing. Start to look at working in the style of a selected artist (not copying).</p>	<p>ART FOCUS DAY DRAWING</p> <p>Line and Tone RECAP - Make different types of line in pencil. Cross hatching. Make different lines in charcoal. RECAP and EXTEND – Make different tones with charcoal. Make different marks with charcoal. Draw with chalk and charcoal.</p> <p>Texture and Pattern Draw different textures. Make patterns with line and shape. Use line patterns in a doodle.</p> <p>Looking Focused looking through talking. Talk about the subject before drawing. Draw using three-dimensional and two-dimensional shapes. Recognise and draw right angles and parallel lines (draw geometrical shapes).</p>

					<p><i>Suggested artists: Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper, Frida Kahlo</i></p>	<p>Use a pencil to check angles (sighting). See relationships between line and shape when drawing. Look and draw from different viewpoints.</p> <p><i>Suggested artists: Shania Mcdonagh, Paul Cezanne</i></p>
Design Technology					<p>Architects – structures (buildings and building projects linked to our locality)</p> <p>Design: Use research and develop design criteria to inform their designs of innovative, functional and appealing products that are fit for purpose, aimed at a particular individual/group.</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, prototypes and computer-aided design.</p> <p>Make: <i>Select and use wide range of materials including construction materials.</i></p> <p><i>NOT JUNK MODELLING – focus on computer-aided element.</i></p> <p>Evaluate:</p>	

					<p>Understand how key events and individuals in D&T have helped shape the world.</p> <p>Technical Knowledge: <i>Apply knowledge of how to strengthen, stiffen and reinforce complex structures.</i></p>	
Music	<p>Mamma Mia - Timeless pop Music from the 70s Explore and create rhythmic patterns that begin after a rest. Experiment with starting on different beats. Create rhythm grids which include silent beats. Learn how to perform rhythms as rounds, experimenting with start points.</p>	<p>Glockenspiel Stage 2 Play and read 5 notes on the glockenspiel. Explore pitch, rhythm and pulse. Read notated music and learn note names. Follow notation to play a simple tune. Begin to improvise using these notes. Perform and evaluate.</p>	<p>Stop! - a Song/Rap on the theme of Bullying Identify the structure in raps and the use of digital/electronic sounds. Learn how to perform the song as a rap with a sung chorus in unison and in parts. Write own rapped lyrics and compose. Perform and evaluate.</p>	<p>Lean On Me! - Soul/Gospel Music Learn about this style of music. Identify changes in tempo, dynamics and texture. Explore pulse, rhythm and pitch through games and activities. Play instrumental parts within the song. Improvise using voices and instruments. Write and compose own song and music. Perform and evaluate.</p>	<p>Blackbird – Pop Music by the Beatles Identify common themes in songs. Learn about The Beatles and The Civil Rights Movement. Explore and invent rhythmic and melodic patterns. Play instruments with the song. Improvise parts of the song using voices and instruments. Compose own music. Perform and evaluate.</p>	<p>Reflect, Rewind and Replay Listen and appraise a variety of western Classical music, revisiting different music types from the year. Participate in various musical activities which embed the interrelated dimensions of music using voices and instruments. Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.</p>
Computing	<p>4.2 Online Safety To recognise acceptable and unacceptable behaviour (identity theft, risk and benefits of software & apps, plagiarism & screen time)</p>	<p>4.1 Coding Use sketch or storyboard to represent a program design. Set/change the variable using 'If/else' statements. Use Repeat/Until command, timers and counting machines and know what decomposition and abstraction.</p>	<p>4.3 Spreadsheets Use formulae, tools and a series of data to create line graphs. Use spreadsheets for budgeting and place value</p>	<p>4.4 Writing for Different Audiences Formatting text font size and style to create news reports and letters. Using 'Desktop Publishing' Module from Teach Computing</p>	<p>4.5 Logo Use Logo to input instructions to create letters and shapes of increasing complexity.</p> <p>4.6 Animation Use 2Animate to create stop motion animations</p>	<p>4.7 Effective Search To locate and analyse information from the web for clues about credibility and reliability of the content.</p> <p>4.8 Hardware Investigators Understand and recall the different parts that make up a computer.</p>
MFL – French	What is the weather?	Presenting myself	My family	Core Vocabulary	Do you have a pet?	In the classroom

	<p>Repeat and recognise weather vocabulary.</p> <p>Ask and explain what the weather is like today.</p> <p>Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Understand and speak basic statements about myself (e.g. age, where I live).</p> <p>Ask and answer basic questions e.g. how they are feeling.</p> <p>Understand the concept of gender agreement.</p>	<p>Tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>Understand the concept of mon, ma and mes (my).</p> <p>Use 1st person singular and 3rd person singular for the two verbs: s'appeler (to be called) and avoir (to have).</p>	<p>Phonetics lesson 2: I, IN, IQUE, ILLE</p> <p>Read, understand and say numbers 1-20, days of the week and months.</p> <p>Revise and consolidate colours and salutations.</p> <p>Cultural lesson: Learn about and build a model of The Eiffel Tower.</p>	<p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>Ask and say in French if they have a pet.</p> <p>Tell somebody in French the name of their pet.</p> <p>Attempt to create a longer phrase using the conjunctions et (and) or mais (but).</p>	<p>Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>Speak simple sentences for I have/I do not have.</p> <p>Recognise and respond to simple classroom commands and praise.</p> <p>Learn how to replace an indefinite article with a possessive adjective e.g. 'a' to 'my'.</p>
<p>PSHE</p>	<p>Being Me in My World</p> <p>Talk about being part of a team. Talk about attitudes and actions and their effects on the whole class. Learn about their school and its community, who all the different people are and what their roles are.</p> <p>Discuss democracy and link this to their own School Council, what its purpose is and how it works. Talk about group work, the different roles people can have, how to make positive</p>	<p>Relationships</p> <p>Focus on the emotional aspects of relationships and friendships. Explore jealousy and loss/ bereavement. Identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. Learn that change is natural in relationships and they will experience some of these changes. Revisit skills of negotiation particularly to help</p>	<p>Celebrating Difference</p> <p>Talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. Talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Talk about their own uniqueness and what is special about themselves. Talk about first impressions and when their own first impressions of someone have changed.</p>	<p>Dreams and Goals</p> <p>Talk about their hopes and dreams. Discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. Talk about making new plans and setting new goals even if they have been disappointed. Talk about group work and overcoming challenges together. Reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>Healthy</p> <p>Look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. Reflect on their friendships, how different people make them feel and which friends they value the most. Look at smoking and alcohol and its effects on health. Look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>	<p>Changing Me</p> <p>Revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Look at the feelings associated with change and how to manage these. Introduce the 'circle of change' model as a strategy for managing future changes.</p>

	<p>contributions, how to make collective decisions and how to deal with conflict. Talk about considering other people's feelings.</p>	<p>manage a change in a relationship. Learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe and these relationship endings can be amicable</p>				
P.E.	<p>Dance – topic inspired (Eco Warrior) Compose a dance that reflects the chosen dance style.</p> <p>Demonstrate rhythm and spatial awareness. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Gymnastics – travelling and jumps Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.</p> <p>Explore: Straight jump Tuck jump</p>	<p>Hockey - (including intra-school competition) Use hand-eye coordination to strike a moving and a stationary ball. Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Gymnastics – sequences Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Gymnastics – rolls, shapes and balance Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Perform a range of rolls and balances.</p> <p>Football - (including intra-school competition) To identify and use tactics to help my team keep the ball and take it towards the opposition's goal.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Basketball - To pass, dribble, control, shoot and intercept a ball, with increasing accuracy during games</p> <p>To develop simple tactics for attacking and defending</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Dance (Samba) Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Compose longer dance sequences in a small group.</p>	<p>Swimming Travel 10 metres on front.</p> <p>Travel 10 metres on back.</p> <p>Fully submerge to pick up a sunken object.</p> <p>Tennis – To start a game with a bouncing serve or feed . To play a game attempting to use a range of shots.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Athletics - jumping To use measurements of time and length to help me assess my performance in athletics.</p> <p>Softball - (including intra-school competition) To use a range of fielding skills (catching, throwing, bowling, intercepting).</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Use hand-eye coordination to strike a moving ball.</p>

	<p>Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p>Use equipment to vault in a variety of ways.</p>					
SMSC	<p>Develop a fascination about weather around the world, focusing on the geographical reasoning behind extreme weather and the impact of such weather on the people who live in those places. They learn how this impacts people's lives around the world and how people have adapted to these extremes.</p>	<p>Learn about Anglo Saxons and Scots enabling children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others.</p>	<p>Learn about solids, liquids and gases, explore changes of states through heat and cooling, measure or research temperature in degree Celsius. Children will also learn about the water cycle to include evaporation, condensation in association with temperature.</p>	<p>Viking faith and beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons. Children are encouraged to think about why revenge may not be ethically acceptable in modern times, but also understand the viewpoint of the people of the time.</p>	<p>Study artwork from a range of different cultures. They produce artwork which is reflective of the beliefs of others and that inform their perspective on life, their interests in and respect for different people's feelings from those cultures.</p>	<p>Improve their understanding through identifying how sounds are made, associating some of them with something vibrating, recognising that vibrations from sound travel through a medium to the ear. Through their willingness to participate the children will need to recognise that sounds get fainter as the distance from the sound source increases.</p>
British Values	<p>Rule of Law Class charter Democracy Class election for school councillor & PSHE topic</p>	<p>Mutual Respect & Individual Liberty Anti-Bullying week</p>	<p>Mutual Respect & Tolerance PSHE – Explain why it is good to accept people for who they are.</p>	<p>Rule of Law Describe the impact of beliefs and practices on individuals</p>	<p>Individual Liberty Art Topic – how artists are free to express themselves</p>	<p>Mutual Respect & Tolerance RE – Understand different points of view and perspectives linked to different religious traditions, as well as scientific points of view.</p>
Character Education	<p>Gorilla In The Mist- Passion, Empathy I am curious and tackle different</p>		<p>Walking the Amazon- Self-aware, teamwork Remain controlled and focussed under pressure, I can take responsibility and</p>			

	ways of tackling tasks. I stay motivated. I care about my team members and appreciate that I need to work with them to get things done.		lead others so others can do their best.			
International Links opportunities	World Food Day	Christmas around the world/Christmas card project			International Evening One World Week Staff Link - Cultural art in Paris	
Enterprise Opportunities		Social Enterprise. To recognise the role of voluntary, community and pressure groups for Children in Need. This is through a bake sale. -about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; -to recognise the role of voluntary, community and pressure groups;			Fundraising Enterprise To recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious. To meet and talk with people. To develop relationships through work and play. Hold a pop-up museum to showcase the skills applied in art and invite parents/members of the local community.	
Visits & Visitors (Circumstances dependent)	Local visit to The Lapworth Museum			Professor McGinty		
Religious Festivals	Harvest	Diwali Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid	Vaisakhi	Eid