

# Year 4 2019-2020 Curriculum Map

	<b>Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives</b>	<b>Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives</b>	<b>Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives</b>
<b>Literacy</b>	<p><b>Robin Hood Science fiction (genre study) (legends, newspaper report, persuasive writing)</b>  <b>Non-fiction:</b> Legends – Robin Hood, narratives, newspaper report, ballads, persuasive texts; <b>Fiction:</b> Genre Study – Science Fiction. Narratives, reports and poetry</p> <p><b>READING</b>            Use phonics knowledge and range of strategies, including accurate decoding of text to read for meaning.            Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.            Deduce, infer and interpret information, events or ideas from texts.            Identify and comment on the structure and organisation of texts.            Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features.            Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader.            Respond imaginatively using different strategies to engage with texts.            Relate texts to their social, cultural and historical traditions.            Familiar with spelling patterns, including complex ones.            Using pauses, giving emphasis and keeping an appropriate pace and keep readers entertained</p> <p><b>COMPREHENSION</b>            Know which books to select for specific purposes, eg science, history and geography learning            Use dictionaries to check the meaning of unfamiliar words            Discuss and record words and phrases that writers use to engage and impact on the reader            Know and recognise some of the literary conversations in text types covered            Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action            Ask questions to improve understanding of a text            Explain the meaning of words in context</p>	<p><b>'The Suitcase Kid' (author study) (persuasive writing);</b> Narratives, poetry/stories with issues <b>Non-fiction:</b> 'Rainforests' – research, informational writing, narratives, diary and poems;</p> <p><b>READING</b>            Identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters.            Create a set of key notes to help you summarise what is read.            See why a character may hold a strong point of view about an issue.            Locate and use information from a range of source, both fiction and non-fiction.            See how people use bias in persuasive writing, including in articles and advertisements.            Carry out independent research.            See how the author may have used language precisely to get across a point of view.            See how, at times, issues presented in lists make a more compelling argument.            Understands how word order, punctuation and connectives can shape the meaning of sentences.</p> <p><b>COMPREHENSION</b>            Infer meanings and begin to justify them with evidence from the text deducted information            Identify how writer has used precise word choices for effect on the reader            Identify some text type features eg narrative, explanation, persuasion            Retrieve and record information from non-fiction            Make connections with prior knowledge and experience            Begin to build on others' ideas and opinions about a text in discussion            Explain why text types are organised in a certain way            Demonstrate broad understanding of text by including most of main points.            Use clues from action, dialogue and description to establish meaning            Infer meaning with reference to text, but also applying knowledge from own wider experience            Identify feature of different fiction genres</p>	<p><b>Dragons Anglo-Saxons (non-fiction) (narrative)</b>  <b>Fiction:</b> 'Dragons'. <b>How to Train Your Dragon – Cressida Cowell</b> Poetry, narratives; <b>Non-fiction:</b> 'Normans' – historical texts. Text interpretation and narratives; Explanations, informational texts</p> <p><b>READING</b>            Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.            Deduce, infer and interpret information, events or ideas from texts.            Identify and comment on the structure and organisation of texts.            Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features.            Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with text.            Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.            See how the author will have used commas or ellipses in order to create a better impact</p> <p><b>COMPREHENSION</b>            Retrieve and record information from non-fiction            Make connections with prior knowledge and experience            Begin to build on others' ideas and opinions about a text in discussion            Explain why text types are organised in a certain way            Demonstrate broad understanding of text by including most of main points in response with some general reference to the text            Locate information by beginning to use appropriate skills (e.g. <i>skimming, scanning, text marking, using ICT resources</i>)            Use clues from action, dialogue and description to establish meaning            Infer meaning with reference to text, but also applying knowledge from own wider experience)            Identify feature of different fiction genres</p>

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	<p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b>            Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian            Recognise and spell additional homophones, eg – accept and except, whose and who’s            Understand which letters are best left unjoined            Spell identified commonly misspelt words from Year 3 and 4 word list            Use the diagonal and horizontal strokes that are needed to join letters            Increase the lengthy, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p><b>COMPOSITION</b>            Compose sentences using a wider range of structures, linked to the grammar            Orally rehearse structured sentences or sequences of sentences            Begin to open paragraphs with topic sentences            Write a narrative with a clear structure, setting, characters and plot            Use a range of sentences with more than one clause            Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition            Use fronted adverbials, for example, ‘Later that day, I went shopping.’            Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. ‘The strict teacher with curly hair’            Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbial.</p>	<p>Identify structure and language features of non-fiction text types</p> <p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b>            Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian            Recognise and spell additional homophones, eg – accept and except, whose and who’s            Use the first two or three letters of a word to check its spelling in a dictionary            Understand which letters are best left unjoined            Spell identified commonly misspelt words from Year 3 and 4 word list            Use the diagonal and horizontal strokes that are needed to join letters            Increase the lengthy, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p><b>COMPOSITION</b>            Compose sentences using a wider range of structures, linked to the grammar            Begin to open paragraphs with topic sentences            Write a narrative with a clear structure, setting, characters and plot            Use a range of sentences with more than one clause            Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition            Use fronted adverbials            Use expanded noun phrases with modifying adjectives and prepositional phrases            Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbial.            Try different sentence lengths and types to create particular effects            Use the power of three to show action and short sentences to show pace            Clear introduction established with writing drawing a conclusion</p>	<p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b>            Increase the lengthy, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.            Correct use of apostrophe for omission            Spell most words correctly, including polysyllabic words            Spell most longer familiar words correctly            Spell words which require the doubling of consonants            Write from memory simple sentences dictated by the teacher            Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition            Clauses are joined by a variety of connectives (<i>because, which, although, however</i>) and <i>embed ed</i> and <i>ing</i> clauses            Tense choice is usually appropriate and consistently used accurately            Use of connectives to open sentences</p> <p><b>COMPOSITION</b>            Use a range of sentences with more than one clause            Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition            Use fronted adverbials            Use expanded noun phrases with modifying adjectives and prepositional phrases            Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbial.            Try different sentence lengths and types to create particular effects            Use the power of three to show action and short sentences to show pace            Clear introduction established with writing drawing a conclusion            Shift in time and place help shape story and guide reader through e.g. by introducing a new section to draw attention to the main event            More controlled use of paragraphs to group ideas; paragraphs has relevant opening but can be brief</p>
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<b>Numeracy</b>	<p><b>Number: four digit numbers</b>            Know the value of digit and explore place value through partitioning.            Count in multiples of 6, 7, 8, 9, 10, 25, 50, 100 and 1000 from a given number</p> <p><b>Number: Addition, subtraction, Multiplication and Division</b>            Add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.            Solve addition and subtraction two-step problems in contexts. Recall multiplication facts for multiplication and division tables up to <math>12 \times 12</math>.            Solve multiplication and division. Recognise and use factors. Multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p><b>Calculating, Patterns &amp; Algebra</b>            Round numbers to the nearest 10, 100 or 1000.            Decide best method to be most efficient to solve problems. Solve missing number problems.</p> <p><b>Statistics</b>            Interpret and present discrete and continuous data using appropriate methods, including bar charts and time graphs.</p> <p><b>Number: Fractions as numbers</b>            Know that fractions are equal parts of a whole and they represent a relationship between a whole and parts of a whole.            Understand that fractions that look very different in their notation may be equal.            Know that fractions can be added and subtracted with different denominators.            Can add or subtract 2 fractions with the same denominator.</p> <p><b>Measures</b>            Convert between different units of measure            Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.            To estimate, compare and calculate different measures, including money in pounds and pence.            Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p><b>Geometry:</b>            Compare and classify geometric shapes, including quadrilaterals and triangles. Identify lines of symmetry and describe positions using coordinates.</p>	<p><b>Number: Place Value</b>            Consolidate number and place value            Round any number to the nearest 10, 100 or 1000.            Solve number and practical problems that involve all of the above and with increasingly large positive numbers            Read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.</p> <p><b>Number: Addition, subtraction, multiplication and division</b>            Add and subtract numbers with up to four digits using written methods, estimate and use inverse operations to check answers to a calculation.            .Solve two-step problems, deciding which operations and methods to use and why.            Multiply and divide two-digit and three-digit numbers using formal written layout and solve problems involving multiplying and adding and harder multiplication problems</p> <p><b>Number: fractions and decimals</b>            Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities.            Recognise and write decimal equivalents of any number of tenths or hundredths and <math>1/4</math>; <math>1/2</math>; <math>3/4</math>.            Round decimals with one decimal place to the nearest whole number.            Compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Calculating, Patterns &amp; Algebra: X and ÷</b>            Ideas to be explored are partitioning, scaling and recombining formal multiplication.</p> <p><b>Measures</b>            Consolidate measure skills from Autumn term and work with time tables for problem solving.</p> <p><b>Statistics:</b>            Consolidate knowledge of charts from Autumn term and solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables.</p> <p><b>Geometry:</b>            Consolidate knowledge from Autumn term and describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.</p>	<p><b>Number: Place Value</b>            Consolidate skills and knowledge from previous terms.            Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers and solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><b>Number: Addition, subtraction, Multiplication and division</b>            Estimate and use inverse operations to check answers to a calculation.            To solve two-step problems in contexts, using formal written methods accurately. Recognise and use factors and solve missing number problems using the inverse operation.</p> <p><b>Number: fractions of numbers</b>            Consolidate prior learning and solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.            To recognise and show, using diagrams, families of common equivalent fractions.            To add and subtract fractions with the same denominator.</p> <p><b>Geometry and Measure:</b>            Consolidate geometry and measure knowledge from previous terms, and begin to use protractors to construct and measure given angles.            Children can translate shapes across quadrant form.            Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p><b>Statistics:</b>            Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</p>
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<p><b>Science</b></p>	<p><b>States of Matter (S) – Gas, Liquid &amp; Solids</b>            1. Compare and group materials together, according to whether they are solids, liquids or gas            2. Observe that some materials change state when they are heated or cooled, and measure or research the temperatures at which this happens in degrees Celsius            3. Explore the effect of temperature on substances and their change of state</p>	<p><b>States of Matter (S) – Water cycle</b>            1. Identify the part of played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature            2. Work scientifically to investigate and explain changes to the state of water and linking it to the water cycle.</p>	<p><b>Habitats (S) - Sayers Croft</b>            1. Recognise that living things can be grouped in a variety of ways            2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment            3. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Animals, including Humans (S)</b>            1. Describe the simple functions of the basic parts of the digestive system in humans            2. Identify the different types of teeth in humans and their simple functions            3. Construct and interpret a variety of food chains, identifying procedures, predators and prey</p>	<p><b>Electricity (S)</b>            1. Identify common appliances            2. Construct a simple series of electrical circuit, identifying and naming its basic parts: cells, wires, bulbs, switches and buzzers            3. Identify whether or not a lamp will light a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery            4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit            5. Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p><b>Sound (S)</b>            1. Identify how sounds are made, associating some of them with something vibrating            2. Recognise that vibrations from sounds travel through a medium to the ear            3. Find patterns between the pitch of a sound and features of the object that produced it            4. Find patterns between the volume of a sound and the strength of the vibrations that produced it            5. Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p><b>Computing</b></p>	<p><b>Online safety and spreadsheets</b>            Share knowledge of online safety            Create and share online safety presentation and information material            Use a spreadsheet to plan a budget            Explore Place value</p>	<p><b>Animation</b>            Learn how animations are created by hand            Learn about onion skinning in animation            Add backgrounds and sounds to animations            Introduced to stop motion animation</p>	<p><b>Coding</b>            Design and write a program that accomplishes a specific goal.            Use variables and if/else statements            Using repetition and user input            Debug a simple code</p>	<p><b>Creating Algorithms</b>            Input simple instructions            Use the repeat function to create shapes            Use and build procedures</p>	<p><b>Writing for different audiences</b>            Explore how font size and style can impact a text            Use a simulated scenario to create a news report            Use a scenario to create a community campaign</p>	<p><b>Effective searching and hardware investigation</b>            Locate information on the search results page            Use search effectively            Assess whether an information source is true or reliable            Recall and identify the different parts that make up a computer</p>

## Year 4 2019-2020 Curriculum Map

<b>History</b>		<b>Crime and punishment in the 20<sup>th</sup> Century</b> Describe / make links between main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes		<b>Roman Britain</b> Establish clear narratives within and across periods studied  Understand how knowledge of the past is constructed from a range of sources		<b>Anglo-Saxons and Scots</b> Note connections, contrasts and trends over time Understand that different versions of the past may exist, giving some reasons for this
<b>Geography</b>	<b>Settlements and Land Use Human and physical geography.</b> Describe and understand key aspects of rivers. Investigate different land uses and types of settlements.		<b>Understanding the World Locational knowledge</b> Identify the significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics and Antarctic and Arctic circles. Investigate Greenwich meantime.		<b>London Human and physical geography and geographical skills and fieldwork.</b> Mapping skills – including compass work and Ordnance Survey Maps. Describe and explain population and migration and investigate sustainable cities.	
<b>Art / DT</b>	<b>Sketching</b> Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books	<b>Drawing/Painting</b> Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movements Show reflections Explain why they have chosen specific materials to draw with	<b>Printing &amp; Textiles</b> Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials? Use early textile and sewing skills as part of a project Print using at least four colours Create an accurate print design Print onto different materials	<b>Collage</b> Use ceramic mosaic Combine visual and tactile qualities	<b>Use of IT</b> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research	<b>Knowledge</b> Experiment with different styles which artists have used Explain art from other periods of history

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<p><b>Design &amp; Tech</b></p>	<p><b>Develop, planning and communicating ideas</b> Come up with at least one idea about how to create their product Take account of the ideas of others when designing? Produce a plan and explain it to others Suggest some improvements and say what was good and not so good about their original design</p> <p><b>Cooking and nutrition</b> know what to do to be hygienic and safe? thought what they can do to present their product in an interesting way</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b> tell if their finished product is going to be good quality? produce something that will be liked by others show a good level of expertise when using a range of tools and equipment work at their product even though their original idea might not have worked</p> <p><b>Textiles</b> Think what the user would want when choosing textiles? Thought about how to make their product Devise a template? Explain how to join things in a different way</p>	<p><b>Evaluating processes and products</b> Thought of how they will check if their design is successful Begin to explain how they can improve their original design Evaluate their product, thinking of both appearance and the way it works Take time to consider how they could have made their idea better</p> <p><b>Electrical and mechanical components</b> Add things to their circuits Altered their product after checking it Confident about trying out new and different ideas?</p>	<p><b>Develop, planning and communicating ideas</b> Come up with at least one idea about how to create their product Take account of the ideas of others when designing Produce a plan and explain it to others Suggest some improvements and say what was good and not so good about their original design</p> <p><b>Stiff and flexible sheet materials</b> Measure carefully so as to make sure they have not made mistake Attempt to make their product strong</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b> Tell if their finished product is going to be good quality Conscious of the need to produce something that will be liked by others Show a good level of expertise when using a range of tools and equipment Work at their product even though their original idea might not have worked</p> <p><b>Textiles</b> Think what the user would want when choosing textiles Thought about how to make their product Devise a template Explain how to join things in a different way</p>	<p><b>Evaluating processes and products</b> Thought of how they will check if their design is successful Begin to explain how they can improve their original design Evaluate their product, thinking of both appearance and the way it works Take time to consider how they could have made their idea better</p> <p><b>Mouldable materials</b> Use a range of advanced techniques to shape and mould Use finishing techniques, showing an awareness of audience</p>
<p><b>R.E.</b></p>	<p>What is the Bible and how does it guide Christians? <b>WORSHIP (LDBS)</b></p>	<p><b>INCARNATION</b> What is the Trinity? <b>(Understanding Christianity)</b></p>	<p>Why was ... important? (People from the Old Testament) <b>(LDBS)</b></p>	<p><b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <b>(Understanding Christianity)</b></p>	<p style="text-align: center;"><b>What does it mean to be a Sikh?</b></p> <p style="text-align: center;"><b>What do Sikhs believe?</b> <b>SIKHISM</b></p>	

# Year 4 2019-2020 Curriculum Map

<b>PSHE</b>	<b>Being Me in My World:</b> 1. Becoming a team. 2. Being a school member 3. Rights, responsibilities and democracy. 4. Rewards and consequences 5. Our learning 6. Owning our learning.	<b>Celebrating Difference:</b> 1. Judging by appearances. 2. Understanding influences. 3. Understanding bullying. 4. Problem-solving. 5. Special me. 6. Celebrating how we look.	<b>Dreams and Goals:</b> 1. Hopes and dreams. 2. Broken dreams. 3. Overcoming disappointment. 4. Creating new dreams. 5. Achieving goals. 6. We did it!	<b>Healthy Me:</b> 1. My friends and me. 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness.	<b>Relationships:</b> 1. Relationship web. 2. Love and loss. 3. Memories. 4. Are animals special? 5. Special pets 6. Celebrating my relationships with people and animals.	<b>Changing Me:</b> 1. Unique Me 2. Having a baby 3. Girls and puberty 4. Circles of change. 5. Accepting change. 6. Looking ahead.
<b>Music</b>	<b>Peter and the Wolf</b>  Learn about the orchestral instruments that help bring the story to life. Discuss why the instruments used are chosen to represent each character and explore how they can be played to best fit. Gain an understanding of how music can tell stories and help bring stories to life.	<b>Painting with Sound</b>  Use their knowledge of the musical elements. Compose music to best fit different pictures that portray many different moods and atmospheres.	<b>The Pentatonic Scale</b>  Explore the 5 notes that make up the pentatonic scale. Work out how to play music based on the scale and compose around it. Notate their compositions using standard notation.	<b>Melodies &amp; Scales</b>  Explore other melodies and tunes to learn about music travelling in steps of jumps. Compose music and notate using specific groups of notes and phrases.	<b>Morse Code</b>  Learn about rhythms and set patterns that can be created when turning words into Morse Code. Use these as a drone/accompaniment for other instruments to be added.	<b>World War 2</b>  Learn a selection of songs sung during the period of World War 2. Explore the underpinning moral lifting phrases and word painting that they include.
<b>PE</b>	<b>Gymnastics</b> Become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction	<b>Dance</b> Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position Perform routines to audiences, using a range of movement patterns and set phrases	<b>Netball</b> Able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills Begin to play efficiently in different positions on the pitch in both attack and defence Increase power and strength of passes, moving the ball over longer distances	<b>Tennis</b> Explore different shots (forehand, backhand) Work to return the serve Identify effectiveness of positions in gameplay Play competitively against others, implementing basic tactics Work hard to challenge self to improve the consistency of shots	<b>Athletics</b> Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy	<b>Outdoor and Adventure</b> Work well in a team or group within defined and understood roles Plan and refine strategies to solve problems Identify the relevance of and use maps, compass and symbols Identify what they do well and suggest what they could do to improve Take part in outdoor and adventurous activity challenges developing strength and flexibility