

Year 4 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts						
English – writing opportunities	Informal Letter Narrative Senses poetry	Narrative Kenning Poetry	Non-Chronological report Haiku Poetry	Diary writing Cinquain Poetry	Diary writing Formal Letter	Dialogue Newspaper Report
English - SPAG	<p>common/ proper nouns vowels/consonants, Select the determiner 'a' or 'an' appropriately; CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums question and exclamation marks conjunctions present perfect / past perfect inverted commas (and commas) to indicate direct speech direct and indirect speech correct use of subject/verb agreement</p>	<p>pronouns Expanded noun phrases Identify main/subordinate clauses Regular/ irregular past tense verb forms comma in a list apostrophe for singular/ regular plural nouns apostrophe for irregular plural nouns e.g. children's question and exclamation marks nouns made from verbs using the suffixes -ation and -sion correct use of subject/verb agreement</p>	<p>determiners 'these' and 'those'; determiners which are quantifiers e.g. some, every prepositions in sentences Vary sentence openers Change the pronoun e.g. They / The villagers Convert from one tense to another Identify 1st or 3rd person apostrophe for omission, and 'contracted form' Homophones Prefix e.g. improper, illegal; Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English</p>	<p>Vary position of the adverbial in a sentence commas Explore sets of words which can be either of two or three word classes 1st person, past tense verbs in progressive form homophones prefix e.g. improper, illegal; discuss adverbials in own and others' writing Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English</p>	<p>possessive determiners e.g. my, your, her, their present and past perfect verb forms apostrophe for omission and possession rules of Standard English</p>	<p>apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language</p>

<p>Maths – White Rose</p>	<p><b>Place Value</b>  represent, partition, compare and order numbers to 1000.  use numbers lines to 1000.  represent, partition, compare and order numbers up to 10,000.  add 1,10,100 or 1000 to any number.  identify Roman numerals.  round to the nearest 10, 100 or 1000.  <b>Addition and Subtraction</b>  add and subtract two 4 digit numbers with and without exchange.  identify efficient ways to subtract.  estimate answers.  use checking strategies.</p>	<p><b>Area</b>  Know what area is.  draw shapes with certain areas.  compare the areas of shapes.  <b>Multiplication and Division</b>  identify multiples of 3,6,7,9,11 and 12.  use division facts for the times tables.  multiply and divide by 1 and 0.  multiply 3 numbers.</p>	<p><b>Multiplication and Division</b>  multiply and divide by 10 and 100.  use expanded and short written methods for multiplication and division.  multiply a 2 digit or a 3 digit number by a 1 digit number.  divide a 2 digit or 3 digit number by a 1 digit number.  use efficient multiplication methods.  <b>Length and Perimeter</b>  Measure in km’s and m’s.  identify equivalent lengths.  find perimeter of rectangles, rectilinear shapes, regular polygons and polygons.  find the missing lengths in rectilinear shapes.</p>	<p><b>Fractions</b>  count beyond 1.  partition a mixed number.  compare and order mixed number.  convert improper fractions to mixed number and vice versa.  identify equivalent fractions.  add two or more fractions with the same denominator.  add fractions and mixed numbers.  subtract fractions with the same denominator.  <b>Decimals</b>  Identify tenths as fractions and decimals.  Use a place value chart to represent tenths.  Show tenths on a number line.  Divide a 1 or 2 digit number by 10.  Identify hundredths as fractions and decimals.  Use a place value chart to represent hundredths.  Divide a 1 or 2 digit number by 100.</p>	<p><b>Decimals</b>  make a whole with tenths and hundredths.  partition and flexibly partition decimals.  compare and order decimals.  round to the nearest whole number.  Identify halves and quarters as decimals.  <b>Money</b>  money using decimals.  convert between pounds and pence.  compare amounts of money.  estimate with money.  use the four operations with money.  solve problems with money.  <b>Time</b>  Identify years, months, weeks and days.  Recap hours, minutes and seconds knowledge.  Convert between analogue and digital times.  Convert to and from the 24 hour clock.</p>	<p><b>Shape</b>  angles as turns.  compare and order angles.  identify different types of triangles, quadrilaterals and polygons.  lines of symmetry.  complete a symmetric figure.  <b>Statistics</b>  Interpret charts.  Solve comparison, sum and difference problems.  line graphs.  <b>Position and Direction</b>  positions using coordinates.  plot coordinates.  draw 2D shapes on a grid.  describe translations on a grid.</p>
<p>Science – knowledge and skills</p>	<p><b>Classifying Living Things Knowledge</b>  I know animals can be grouped in different ways  I know plants can be grouped in different ways  I know the different between vertebrates and invertebrates  I know there are 5 animal groups  <b>Skills</b>  I can use and make classification keys for animals and plants  I can collect data using a tally chart</p>	<p><b>States of matter Knowledge</b>  I know there are three states of matter  I know some objects can change states  I know the terms melting and evaporation  I know ‘The water cycle’  <b>Skills</b>  I can use equipment such as stopwatches and thermometers  I can recognise what makes a fair test  I can plan a melting and evaporation experiment</p>	<p><b>Sound Knowledge</b>  I know sound is made through vibrations  I know how sounds travels through the ear  I know part of ‘The ear’  <b>Skills</b>  I can use equipment such as data loggers.  I can plan a volume experiment  I can explore volume and pitch  I can identify variables  I can compare data</p>	<p><b>Electricity &amp; Energy Knowledge</b>  I know some common appliances that use electricity  I know what Conductor and insulator means  I know some materials that are conductors and insulators  I know what energy is.  I know how we can reduce our energy usage?  <b>Skills</b>  I can draw diagrams of circuits  I can build circuits</p>	<p><b>Habitats &amp; Deforestation Knowledge</b>  I know that living things rely on their habitats  I know that living things are adapted for different habitats.  I know the impact humans can have on habitats  I know what deforestation is.  I know the impacts of deforestation in the UK and the rest of the world  <b>Skills</b>  I can collect data and present it in a pictogram</p>	<p><b>Digestive System Knowledge</b>  I know the names of different types of teeth  I know carnivores, herbivores and omnivores use teeth for different purposes  I know the different parts of ‘The digestive system’ (mouth, oesophagus, stomach, small intestine, large intestine and rectum)  I know what a food chain is.  <b>Skills</b></p>

	<p>I can present data in a bar chart I can analyse data</p>	<p>I can follow methods carefully I can make observations</p>	<p>I can analyse data</p>	<p>I can identify problems with circuits and fix them I can write prediction statements with reasoning I can record findings in a table and identify patterns in data.</p>	<p>I can use and build classification keys for plants and animals I can draw diagrams</p>	<p>I can draw scientific diagrams I can plan and carry out a science experiment I can describe observations clearly using scientific vocabulary I can interpret and draw food chains</p>
<p>RE – Knowledge and Skills</p>	<p><b>Creation</b> <b>What do Christians learn from the Creation story?</b> <b>Knowledge</b> I know where the concepts of God and Creation fit on the timeline of the Bible’s Big Story. I know what Christians do because they believe God is Creator. I know what might be important in the creation story for Christians living today and for people who are not Christians. <b>Skills</b> I can make links between Genesis 1 and what Christians believe about God and Creation.</p>	<p><b>Incarnation</b> <b>What is the trinity?</b> <b>Knowledge</b> I know the symbols of the Holy Trinity I know what Baptism is. I know some differences between John and other Gospels. I know about God in the Bible and what people believe about God in the world today, expressing some ideas of my own. <b>Skills</b> I can identify John as part of a gospel I can offer suggestions for what texts about God might mean. I can describe how Christians show their beliefs about God the trinity in the way they live.</p>	<p><b>Gospel</b> <b>What kind of world did Jesus want?</b> <b>Knowledge</b> I know this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. I know some links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. I know some simple links between Bible texts and the concept of ‘Gospel’ (good news). <b>Skills</b> I can suggest what Jesus’ actions towards the leper might mean for a Christian. I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching I can make links between the Bible stories studied and the importance of love, and life in the world today</p>	<p><b>Salvation</b> <b>Why do Christians call the day that Jesus died, ‘Good Friday’?</b> <b>Knowledge</b> I know the story of the last supper I know some links between Gospel texts and how Christians remember, celebrate Maundy Thursday, including Holy Communion. <b>Skills</b> I can suggest what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. I can describe how Christians show their beliefs about Jesus in their everyday lives. I can ask questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we live.</p>	<p><b>Hinduism</b> <b>What does it mean to be a Hindu in Britain today?</b> <b>Knowledge</b> I know some simple facts about Hinduism I know Puja is a form of worship I know some Hindu beliefs and teachings about their aims and duties in life. I know what it means to be a Hindu. <b>Skills</b> I can describe Puja and how it shows Hindu Faith. I can make connections with some Hindu beliefs and teachings about their aims and duties in life. I can describe some ways in which Hindus express their faith through puja, aarti and bhajans. I can suggest at least two reasons why being Hindu is a good thing in Britain today and two reasons what it might be hard. I can ask questions about Hinduism.</p>	

<p>Geography Kapow Knowledge and Skills</p>	<p><b>What are rivers and how are they used?</b> <b>Knowledge</b> I know the water cycle process I know some features of a river such as meanders, waterfalls etc I know different ways a river is used <b>Skills</b> I can locate and name some significant rivers on a world map I can describe how rivers are formed I can describe how rivers impact the surrounding landscape and communities.</p>		<p><b>Who lives in Antarctica?</b> <b>Knowledge</b> I know about the equatorial, tropical, hot desert, temperate and polar climate zones I know that countries near the Equator have less seasonal change than those near the poles. I know some differences between the Northern and Southern hemisphere. <b>Skills</b> I can locate key physical features in significant environmental regions. I can locate the Arctic and Antarctic Circle. I can begin to use maps at more than one scale.</p>		<p><b>Why are Rainforests important to us?</b> <b>Knowledge</b> I know the location and some physical features of the Amazon Rainforest. I know the four layers of a tropical rainforest I know why the rainforest is important and what the impact of humans is on it <b>Skills</b> I can map and label the world's rainforests on a map. I can find lines of latitude and longitude and identify the position of the Tropics of Cancer and Capricorn on a globe. I can name and describe threats to the rainforests</p>	
<p>History Kapow Knowledge and Skills</p>		<p><b>How hard was it to invade and settle in Britain?</b> <b>Knowledge</b> I know some of the different reasons for invading Britain I know that settlement created tensions and problems. I know that societal hierarchies and structures existed and can name some. I know who became the first ruler of the whole of England. <b>Skills</b> I can use the terms BC/AD/Century. I can identify primary and secondary sources and evaluate the usefulness of them.</p>		<p><b>How have children's lives changed?</b> <b>Knowledge</b> I know when the Tudor period was and that the Tudor family ruled England. I know when the Victorian period was and when Queen Victoria ruled. I know that society was organised in different ways at different times in history. I know that the actions of people can be the cause of change (eg. Lord Shaftesbury <b>Skills</b> I can use dates to work out the interval between periods of time and the duration of historical events or periods. I can place the Tudors and Victorians on a timeline.</p>		<p><b>How did the achievements of the Maya Civilisation influence their society and beyond?</b> <b>Knowledge</b> I know significant archaeological findings are those which change how we see the past. I know education existed in some cultures, times and groups. I know the achievements of ancient civilisations contributed to the development of technology, culture and science. <b>Skills</b> I can use dates and terms related to the unit and passing of time,</p>

				I can use a range of sources to find out about a period of time and build a picture of past events.		I can explain similarities and differences lives in the past and today. I can compare the beliefs of different cultures, times and groups.
Art and DT Kapow Knowledge and Skills	<p><b>Painting and Mixed Media: Light and Dark Knowledge</b> I know that adding black to a colour creates a shade and white adds a tint I know that tone can be used to create contrast in an artwork. I know that using lighter and darker tints and shades of colour can create a 3D effect.</p> <p><b>Skills</b> I can apply different paint techniques e.g. stippling, dabbing, washing. I can arrange objects to create a still-life composition.</p>	<p><b>Biscuits Knowledge</b> I know that safety and hygiene are important when cooking. I know a recipe shows the amount of ingredients. I know that products often have a target audience.</p> <p><b>Skills</b> I can use different techniques such as mixing, creaming and shaping, I can evaluate and compare a range of products I can design a biscuit within a budget</p>	<p><b>Pavilions Knowledge</b> I know that a pavilion is a decorative building/structure for leisure activities. I know about different types of structures such as frame and free standing. I know that cladding creates different effects on a structure.</p> <p><b>Skills</b> I can create a range of different shaped frame structures. I can create a design in accordance with a plan I can perform practical tasks (eg cutting, shaping, joining, finishing)</p>	<p><b>Torches knowledge</b> I know electrical conductors are materials which electricity can pass through I know electrical insulators are materials which electricity cannot pass through I know a battery contains stored electricity that can be used to power products. I know an electrical circuit must be complete for electricity to flow.</p> <p><b>Skills</b> I can make a torch with a working electrical circuit and switch. I can use appropriate equipment to cut and attach materials I can test and evaluate the success of a final product</p>	<p><b>Fabric of Nature Knowledge</b> I know the starting point for a repeating pattern is called a motif, and it can be arranged in different ways. I know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>Skills</b> I can use basic shapes to form more complex shapes and patterns I can apply observational skills showing a greater awareness of composition and demonstrating the beginnings of an individual style. I can use more complex vocabulary when discussing my own and others' art.</p>	<p><b>Power Prints Knowledge</b> I know lines can be lighter/darker, or thicker/thinner and that this can add expression or movement to a drawing. I know how to hold a pencil with varying pressure to create different marks. I know how to use scissors and paper as a method to draw.</p> <p><b>Skills</b> I can generate ideas from a range of stimuli, using research. I can evaluate techniques to develop my ideas and plan more purposefully for an outcome.</p>
Music Sing up Knowledge and Skills	<p><b>This little light of mine Knowledge</b> I know some Gospel music/songs I know how to play a bass part and rhythm ostinato</p> <p><b>Skills</b> I can sing in a gospel style I can sing a part in a partner song</p>	<p><b>Theme from pink panther Knowledge</b> I know some music from the film Pink Panther I know some music related vocabulary</p> <p><b>Skills</b> I can create atmospheric music I can talk about how the music has created a mood using musical vocabulary</p> <p><b>Composing with colour</b></p>	<p><b>The doot doot song (percussion) Knowledge</b> I know some similarities and differences between acoustic guitar styles</p> <p><b>Skills</b> I can sing swung rhythms accurately I can 'doodle' with my voice I can sing part 2 of a partner song</p>	<p><b>Fanfare for the common man Knowledge</b> I know what a fanfare is</p> <p><b>Skills</b> I can improvise and compose, exploring how timbre, dynamics and texture can add impact I can talk about the musical characteristics of a fanfare using musical vocabulary</p> <p><b>Spain</b></p>	<p><b>Global pentatonics Knowledge</b> I know what a pentatonic scale is I know a pentatonic scales features in many music traditions and cultures</p> <p><b>Skills</b> I can compose a pentatonic melody I can create pentatonic patterns</p>	<p><b>Favourite song (percussion) Knowledge</b> I know what triads are I know some similarities and differences between pieces of music in a folk/folk-rock style</p> <p><b>Skills</b> I can sing with expression and a sense of style</p>

		<p><b>Knowledge</b> I know instruments can be used individually and in combination to create different effects of timbre and texture</p> <p><b>Skills</b> I can create a short sounds inspired by colour I can create a composition I can read a graphic score</p>		<p><b>Knowledge</b> I know some traditional Spanish music</p> <p><b>Skills</b> I can count musically I can invent a melody I can fit patterns together I can play repeating rhythmic patterns</p>	<p>I can use notation to represent musical ideas</p> <p><b>The horse in motion</b></p> <p><b>Knowledge</b> I know how to layer up different rhythms</p> <p><b>Skills</b> I can create ostinatos I can follow a score I can talk about a films musical context</p>	<p>I can play an instrumental part as part of a whole class ensemble</p> <p>I can sing in a partner song from memory</p>
PHSE Jigsaw knowledge and Skills	<p><b>Being Me in My World</b></p> <p><b>Knowledge</b> I know why being listened to and listening to others is important in my school community.</p> <p><b>Skills</b> I can explain why being democratic is important can help me and others feel valued.</p>	<p><b>Celebrating Difference</b></p> <p><b>Knowledge</b> I know of a time when my first impression of someone changed as I got to know them</p> <p>I know why bullying might be difficult o spot and what to do if I am not sure.</p> <p><b>Skills</b> I can explain why it is good to accept myself and others for who we are.</p>	<p><b>Dreams and Goals</b></p> <p><b>Knowledge</b> I know what it means to be resilient and have a positive attitude</p> <p><b>Skills</b> I can plan and set new goals even after a disappointment.</p>	<p><b>Healthy Me</b></p> <p><b>Knowledge</b> I know some ways to resist feelings of being put under pressure.</p> <p><b>Skills</b> I can identify feelings of anxiety and fear associated with peer pressure I can recognise when people are putting me under pressure.</p>	<p><b>Relationships</b></p> <p><b>Knowledge</b> I know different ways that people might feel when they miss a special person or animal.</p> <p><b>Skills</b> I can suggest ways that might help me manage my feelings when missing a special person or animal.</p>	<p><b>Changing me</b></p> <p><b>Knowledge</b> I know how boys/girls bodies change on the inside/outside as they grow up and can say why these changes are necessary.</p> <p><b>Skills</b> I can recognise how I feel about these changes and suggest some ways to cope with these feelings.</p>
Computing Knowledge and skills	<p><b>Computing Systems and Networks – The Internet</b></p> <p><b>Knowledge</b> I know that the World Wide Web is part of the internet. I know the need for security on the internet I know that global inter-connection of networks is the internet I know how information can be shared via the World Wide Web.</p> <p><b>Skills</b> I can access the World Wide Web I can describe the types of content/media that can be added, created, and shared.</p>	<p><b>Creating Media</b></p> <p><b>Knowledge</b> I know that an input device is needed to record sound I know that output devices are needed to play audio I know that recorded audio can be edited and stored on a computer I know that the sound can be represented visually as a waveform</p> <p><b>Skills</b> I can record sound using a computer I can import audio into a project I can delete a section of audio</p>	<p><b>Programming A</b></p> <p><b>Knowledge</b> I know a loop command repeats instructions I know there are indefinite loops and count controlled loops I know that an indefinite loop will run until the program is stopped I know you can program a loop to stop after a specific number of times.</p> <p><b>Skills</b> I can use an indefinite and a count controlled loop I can explain the importance of instruction order in a loop</p>	<p><b>Data and Information – Data Logging</b></p> <p><b>Knowledge</b> I know that questions can be answered using a table of data I know that data can be logged over time I know that a sensor can be used as an input device for data collection I know that a data logger captures ‘data points’ from sensors over time</p> <p><b>Skills</b> I can use a digital device to collect data I can use a set of logged data to find information</p>	<p><b>Photo Editing</b></p> <p><b>Knowledge</b> I know that digital images can be manipulated and changed for different purposes I know the impact of changes made on the quality of the images</p> <p><b>Skills</b> I can change part of or the whole of the digital image I can add to the composition of a digital image I can rotate, flip and crop a digital image as well as adjust colours and apply filters.</p>	<p><b>Repetition in Games</b></p> <p><b>Knowledge</b> I know the importance of instruction order in a loop I know that not all tools enable more than one process to be run at once.</p> <p><b>Skills</b> I can justify when to use a loop and when not to I can create two or more sequences that run at the same times I can recognize tools that enable more than one process to be run at the same time (concurrency)</p>

	I can explain some of the benefits of the World Wide Web			I can use a computer program to sort data by one attribute I can export information in different formats		I can plan a program that included appropriate loops to produce a given outcome.
MFL – Kapow Knowledge and skills	<p><b>Portraits - Describing in French</b></p> <p><b>Knowledge</b> I know that adjectives change if they describe a feminine noun. I know some adjectives for describing people's hair and eye colour.</p> <p><b>Skills</b> I can say some French words/phrases about hair/eye colour</p>	<p><b>Clothes – getting dressed</b></p> <p><b>Knowledge</b> I know some French vocabulary for clothing.</p> <p><b>Skills</b> I can use some French vocabulary to name clothing. I can describe an outfit using adjectives correctly.</p>	<p><b>French numbers, calendars and birthdays</b></p> <p><b>Knowledge</b> I know the days of the week and months of the year in French. I know some similarities and differences between traditional birthday celebrations in France and England.</p> <p><b>Skills</b> I can discuss the date in French I can say some numbers from 1 to 31 in French</p>	<p><b>French weather</b></p> <p><b>Knowledge</b> I know numbers from 1-100 in multiples of ten in French I know some words in French to describe the weather</p> <p><b>Skills</b> I can say some weather phrases in French. I can say some numbers from 31-100 in French I can count in tens in French</p>	<p><b>French food – miam, miam!</b></p> <p><b>Knowledge</b> I know the names for some food in French I know some amounts of money in French. I know the names of some shops in French.</p> <p><b>Skills</b> I can talk about money and shops in French. I can create a French menu</p>	<p><b>French and the Eurovision Song Contest</b></p> <p><b>Knowledge</b> I know the names of some musical instruments in French I know how to say which musical instrument I play in French</p> <p><b>Skills</b> I can perform a song in French.</p>
PE Getset4PE Knowledge and Skills	<p><b>Basketball</b></p> <p><b>Knowledge</b> I know the attacking skill of dribbling I know how to protect the ball when dribbling against an opponent I know when to use different skills for passing I know defending skills to delay an opponent and gain possession.</p> <p><b>Skills</b> I can develop technique in the attacking skill of shooting I can dribble in basketball I can use defending techniques</p>	<p><b>Dance</b></p> <p><b>Knowledge</b> I know that timing and spacing can develop a dance. I know there are counts in music I know there are patterns to structure dance phrases on my own, with a partner and in a group I know respect for others when working as a group and watching others perform must be shown</p> <p><b>Skills</b> I can choose actions and dynamics to convey a character or ideas I can respond imaginatively to a range of stimuli</p>	<p><b>Gymnastics</b></p> <p><b>Knowledge</b> I know what happens to your body when you exercise and how it can make you healthy I know that changing level and shape is important I know how to perform balances individually and with a partner safely I know how body tension can improve the control and quality of movements.</p> <p><b>Skills</b> I can use body tension to perform a range of balance I can perform a range of jumps; pencil, tuck, straddle and star</p>	<p><b>Tennis</b></p> <p><b>Knowledge</b> I know how to communicate with my teammates to apply simple tactics. I know to return to the ready position to defend my own court. I know how to share ideas and work with others to manage our game I know and understand the rules of the game and use them often and honestly.</p> <p><b>Skills</b> I can use a range of racket skills I can use a racket to hit a ball to a target</p>	<p><b>Cricket</b></p> <p><b>Knowledge</b> I know the technique of bowling I know the terminology – bowler, stumps, runs I know the rules of the game and begin to use them to play honestly and fairly</p> <p><b>Skills</b> I can bowl to a target I can use an overarm throw in a fielding position I can use an underarm throw I can use catching skills I can strike a bowled ball after bouncing</p>	<p><b>Athletics</b></p> <p><b>Knowledge</b> I know the difference in sprinting and jogging techniques I know what happens in my body when I warm up I know when I was successful and what I need to do to improve I know how to Jump for distance with balance and control</p> <p><b>Skills</b> I can use different techniques for jogging and sprinting.</p>

	I can partake in match displaying sportsmanship	I can use changes in timing and counts of the music I can use simple movement	I can perform a range of rolls; barrel, forward, log etc			I can use techniques for the long jump and triple jump I can use overarm throw and underarm throw to hit a target
Cultural capital		Assembly Halls pantomime  Anglo Saxon Workshop		Amelia Centre		Howletts