



## Year four Curriculum

	Autumn	Spring	Summer
Maths	<p><b>Place Value:</b> Place 3- and 4-digit numbers on a line Place value in 4-digit numbers Place value additions: 4-digit numbers Deepen understanding of place value Add/subtract powers of 10, nos &gt; 1000 Use place value in calculations</p> <p><b>Add/Subtract:</b> Partitioning and column addition Mental subtraction incl. counting up Mental addition and subtraction Subtraction: frog with 3-D numbers Mentally add/subtract near multiples Mentally add/subtract 1-digit numbers Written subtraction</p> <p><b>Multiplication/Division:</b> Double and halve 2- and 3-digit numbers Multiplication and division facts Grid multiplication using tables facts Division using efficient chunking Larger divisions with remainders</p> <p><b>Measures and Data:</b> Tell time to nearest minute: am/pm Calculate time intervals; 24 hour clock Units of time, record data and interpret Rehearse 24 hour clock; time intervals Units of time; draw line graphs</p>	<p><b>Add/Subtract:</b> Adding money using column addition Count up to find change and differences Column addition: 4-digit numbers Subtraction strategies; written methods</p> <p><b>Multiplication/Division:</b> Times tables: <math>\times/\div</math> facts Times tables revision: factors and multiples Multiply multiples of 10 and 100 Grid multiplication: vertical layout Division: chunking with remainders</p> <p><b>Fractions, Decimals:</b> Unit and non-unit fractions of amounts Equivalent fractions; simplest form; <math>\pm</math>- Introduction to one place decimals Consolidate one-place decimal numbers Rehearse equivalence: fractions/decimals Decimals: <math>\times/\div</math> by 10/100; <math>\pm</math>- 0.1</p> <p><b>Shape:</b> Draw circles, study polygons, e.g. triangles Identify and explore 3-D shapes Co-ordinates: draw polygons Line of symmetry: identify and construct Angle types; properties of polygons</p>	<p><b>Place Value:</b> Place and round 4-digit numbers on lines Negative numbers in temperature Count in 25/1000; Roman numerals</p> <p><b>Add/Subtract:</b> Column addition, including money Expanded &amp; compact column subtraction Column subtraction, 3- &amp; 4-digit numbers Appropriate strategies to add/subtract Column <math>\pm</math>- with 3- and 4-digit numbers Choose methods for add/subt problems</p> <p><b>Multiplication/Division:</b> Factors, multiples, mental multiplication <math>\times/\div</math> problems: scaling/correspondence Efficient chunking with remainders Multiplication problems, formal methods Revise &amp; solve problems involving <math>\pm</math>-/<math>\times/\div</math></p> <p><b>Fractions an Decimals</b> Introduction: 1- and 2-place decimals Decimal/fraction equivalents, 10/100ths Compare, order 2-place decimal numbers <math>\pm</math>- 0.1s and 0.01s; measures problems Equivalent fractions; fraction problems</p> <p><b>Measurement and Data:</b> Measure in m, cm, mm; convert units Use SI units; represent info on bar charts Find the area of rectilinear shapes Perimeters of rectilinear shapes; area</p>
Literacy Texts	<p><b>Aesop's Fables by Michael Rosen</b> <b>The Tortoise &amp; The Hare</b> <b>Outcomes:</b> Formal Letter</p>	<p><b>The Miraculous Journey of Edward Tulane</b> <b>Outcomes:</b> Recount – diary entry Retelling a story from another character's point</p>	<p><b>Traditional Turkish Tale – TBC (2 weeks)</b>    <b>The Pot of Wisdom, Ananse Stories</b> <b>Outcomes:</b> Create and write a pourquoi story</p>

	<p>Discussion – fast or slow?  Reinventing a fable  Fable as a play script  <b>Grammar:</b>  Revise features of a sentence &amp; clauses  Word classes – noun, verb, adjective, adverbs, pronouns, prepositions  Difference between plural &amp; possessive ‘s’  Expanding a noun phrase  Speech punctuation for dialogue  Opposition conjunctions e.g. however  <b>The Selfish Giant</b>  <b>Outcomes:</b>  Character Description  Setting Description  Retelling a story with an alternative ending  <b>Grammar:</b>  Possessive apostrophe (plural e.g. girls’)  Expanding a noun phrase  Fronted adverbials of time  Subordinating conjunctions  Speech punctuation for dialogue  Correct verb inflection – was/were, did/done  <b>Fantastic Mr Fox (3 weeks)</b>  <b>Outcomes:</b>  Character description  Retelling a story with an alternative ending  <b>Grammar:</b>  Paragraphs  Present perfect tense e.g. I have seen...  Possessive apostrophe (plural e.g. girls’)  Expanding a noun phrase  Fronted adverbials of manner  Speech punctuation - dialogue which gives clues about character  Relative clauses  <b>Poetry – Twas The Night Before Christmas</b>  <b>Outcomes:</b>  Rhyming Poem – recite &amp; write</p>	<p>of view/starting at the end  Formal &amp; Informal Letter  Biography  <b>Grammar:</b>  Paragraphs  Present perfect tense or past tense?  Difference between plural &amp; possessive ‘s’  Fronted adverbials of place, time and manner  Speech punctuation - dialogue to move the story on  Adverbs &amp; conjunctions of time, place and cause  <b>The Usborne Complete Book of Art Ideas - Instructions &amp; Explanations</b>  <b>Outcomes:</b>  Instructions  Explanation – art machine  <b>Grammar:</b>  Paragraphs  Coordinating and subordinating conjunctions  Headings and sub headings  Adverbs &amp; conjunctions of time  Fronted adverbials of time and manner  Brackets  Relative clauses  Apostrophes – contractions  <b>Oliver and the Seawigs</b>  <b>Outcomes:</b>  Newspaper report  Non chronological report  Retelling a story from another character’s point of view  <b>Grammar:</b>  Fronted adverbials of place, time and manner  Speech punctuation for quotes/dialogue  Adverbs &amp; conjunctions of time, place and cause  Opposition conjunctions e.g. however  Correct verb inflection – was/were, did/done  Possessive apostrophes (singular and plural)</p>	<p>Play script  <b>Grammar:</b>  Present perfect tense or past tense?  Fronted adverbials of place, time and manner  Speech punctuation - dialogue to move the story on  Adverbs &amp; conjunctions of time, place and cause  <b>Tradition Tale Reimagined - Goldilocks on CCTV/The Ghanaian Goldilocks</b>  <b>Outcomes:</b>  Non chronological report – Ghana  Narrative poem  Reinventing a traditional tale  <b>Grammar:</b>  Headings and sub headings  Adverbs &amp; conjunctions of time, place and cause  Apostrophes – contractions and possessive (singular &amp; plural)  Pronouns to avoid repetition  <b>Zoo/The Rainbow Bear (2 weeks)</b>  <b>Outcomes:</b>  Persuasive letter/article about zoos  <b>Grammar:</b>  Paragraphs  Pronouns to avoid repetition  Opposition conjunctions e.g. however  Adverbs &amp; conjunctions of time, place and cause  <b>Mufaro’s Beautiful Daughters</b>  <b>Outcomes:</b>  Recount  Dialogue to tell a story  <b>Grammar:</b>  Adverbs &amp; conjunctions of time, place and cause  Relative clauses</p>
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History/Geography	<b>Invaders and Settlers Anglo Saxons:</b> Introduction (Introduction) Settlements (Settlement) Invasions (Block C)	<b>Geographical Skills</b> Session 1 and 2, session 5 and 6 <b>Rainforests</b> Layers of the Rainforest (Block B) The Rainforest under threat (Block F) (Session 1, 2, 4 and 7) Saving the Rainforest (Block G)	<b>Invaders and Settlers Vikings:</b> Introduction to the Vikings (Block A) Viking Raiders (Block B) Way of Life (Block C)
RE	How does the synagogue show what is important to Jews?  Living as a Hindu	How do different Christians show their beliefs?  Why is the Qur'an special to Muslims?	What happens when we die? Creative poem Who am I poem Quotes of beliefs Thought logs/personal responses
PSHE	<b>Health and Wellbeing Think Positive</b> Identify feelings Impact on feelings on mental and physical wellbeing Having a positive attitude Managing emotions and thoughts effectively To understand changes – divorce, loss, transitions, etc. Use mindfulness to deal with conflicting emotions To manage emotions <b>Relationships VIPs:</b> Understand how our actions affect others To recognise emotions and feelings in others To know the qualities of a friend To know different support networks – families (including different family structures), friends, relatives, To be able to resolve conflicts	<b>Health and Wellbeing Safety Frist:</b> Making good choices Being responsible for making good choices To be able to ask for help To know how to keep physically and emotionally safe To recognise and predict risk and act appropriately To understand peer pressure To understand how to stand up to peer pressure To know road safety To know commonly available substances that that pose a risk to health To know how commonly available substances affect the body To know how to stay safe online  <b>Living in the Wider World Respecting rights</b>	<b>Relationships Growing Up</b> To know the correct anatomical name for human genitalia To understand how boys bodies change as they go through puberty To understand how boys bodies change as they go through puberty To understand how emotions can change during puberty To understand there are different relationships To understand there are different family structures To understand human reproduction <b>Living in the Wider World One world:</b> To understand differences between people To be able to explain why these differences occur

	<p>To know what bullying is To know how to help someone who is being bullied</p>	<p>To understand what rights are and that all people have basic rights To know the declaration of human rights and the declaration of the rights of the child To know what democracy is and how it is an important human right To be able to respect the rights of others To understand the dangers of stereotypes</p>	<p>To challenge stereotypes To understand difference of opinion To consider and give opinions on different places and differences in culture, history, customs, etc. To understand what resources are To understand how our decisions impact on others and the use of resources To understand climate change and the impact it has on the world</p>
Art/DT	<p><b>Art &amp; Design</b> <i>Formal elements of Art – Texture and pattern</i></p>	<p><b>Art &amp; Design</b> Every Picture tells a Story- <i>Analysing famous artists work</i></p>	<p><b>Design and Technology Textiles -</b> Fastenings <b>Digital Design -</b> Mindful moments</p>
ICT	<p><b>The Internet Website</b></p>	<p><b>HTML Design</b></p>	<p><b>Collaborative Learning</b></p>
Science	<p><b><u>Living things and their habitats:</u></b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b><u>Animals including humans:</u></b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of</li> </ul>	<p><b><u>States of Matter:</u></b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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 (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b><u>Sound:</u></b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b><u>Electricity:</u></b></p>

	<p>food chains, identifying producers, predators and prey</p>		<ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p>Music</p>	<p><b>Mamma Mia</b> Pop <b>Glockenspiel 2</b> Mixed styles</p>	<p><b>Stop!</b> Grime <b>Lean On Me</b> Gospel</p>	<p><b>Blackbird Reflect</b> The Beatles/Pop <b>Rewind &amp;Replay</b> Classical</p>