

**Year 4 Curriculum**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Context</b>	Human Impacts (G)	Good Vibrations (S)	Sussex Saxons (H)	Journeys (G)	Metamorphosis (S)	Raiders or Traders (H)
<b>Texts</b>	Tin Forest The Animals of Farthing Woods	The Dam The Sleeper and the Spindle	Beowulf	Journey	Mid Summers Night's Dream Transformations	Odd and the Frost Giants Viking Boy
<b>Writing</b>	<u>Narrative</u> Diary entry  Continue a chapter  <u>Non-Fiction</u> Letter of persuasion	<u>Narrative</u> Writing a complete narrative  Alternative fairy tale  <u>Non Fiction</u> Non-Chronological report	<u>Narrative</u> Action Scene: fight  Poetry?  <u>Non-fiction</u> Non-Chronological report	<u>Narrative</u> Narrative development/ editing  Descriptive scene  <u>Non-fiction</u> Instruction writing	<u>Narrative</u> Character interaction for dialogue writing  Comparing two stories  <u>Non-fiction</u> Explanation writing	<u>Narrative</u> Re-write from an alternative perspective  Poetry  <u>Non-fiction</u> Letter of persuasion
<b>Handwriting</b>	<u>Units 1-4</u>	<u>Units 5-9</u>	<u>Units 10-15</u>	<u>Units 16- 20</u>	<u>Units 21-25</u>	<u>Units 26-28</u>
<b>Phonics</b>	Prefix dis Prefix mis Comparison and comprehension of dis and mis Prefix in Prefix im Comparison and comprehension of in and im Suffix ly (words ending in a consonant) Suffix ly (root words ending in /l/) Suffix ly (root words ending in > y spelling of /ee/) Comparison and comprehension of ly Prefix re Prefix sub Prefix il		Prefix ir Comparison and comprehension of il and ir /u/ sound spelt <ou o> /i/ sound spelt <y l ui> /ae/ sound spelt <ei eigh ey> /k/ sound spelt < ch ck c k que> /s/ sound spelt < sc st c > /g/ sound spelt <gue gg gh gu> Prefix inter Prefix super Prefix anti Prefix auto Inflectional affixes: ing, en, er, ed. Suffix ly (root words ending in consonants) recap		Suffix ly (root words ending in /l/) recap Suffix ly (root words ending in ic) Suffix ous Suffix ous (root word ending in <our>) Suffix ous (root word ending in <ge> spelling of /j/) Consolidation of previous learning Words ending in /shun/ spelt <tion> <sion> <ssion> <cian> Words ending in /shun/ when the root word ends in <d> or <se> Suffix ation added to verbs to form nouns Words ending with sound <zhure> <zhun> Words ending with sound <chure> / Words ending with sound <chure> where the root words ends in the <tch> or <ch> spelling of /ch/	
<b>Fluency</b>	Count forwards and backwards from any number in 1s, 10s, 100s, 1,000 (up to 10,000) relate this to finding 1000 more or less  Count in 7s  Count in 25s  Round any number to the nearest 10,100,1000  Practise addition and subtraction facts from Year 3  Recall multiplication and division facts: 2,3,4,5,6,8,9, 10 and 11	What must be added to any three-digit number to make the next multiple of 100  Add and subtract a four-digit number and ones, tens, hundreds and thousands  Learn multiplication and division facts for 7s and 12s (because of commutativity most of these will have been learnt only 7x7, 7x12, 12x7 and 12x12 remain)  Multiplying and dividing single or two-digit numbers by 10 or 100	Count forwards in 7s  Recall multiplication and division facts for 7  Recall multiplication and division facts for 12  Count forwards and backwards in multiples of 25  Multiply and divide a one-digit number by a multiple of 10. E.g 3x30  Partition a number into tens and ones to multiply mentally (2dx1d)	Recall all multiplication and division facts up to 12x12  Apply associative and distributive law to mental multiplication  Apply division and multiplication to finding fractions of numbers	Applying multiplication and division facts up to 12x12 to measure  Applying adding and subtraction to decimal numbers up to 2dp  Count on or back in minutes and hours, bridging through 60 (digital)	Count forwards and backwards in negative numbers from positive numbers in 1, 2, 5 and 10s (up to -100)  Apply addition and subtraction facts learnt  Apply multiplication and division facts learnt
<b>Maths</b>	<u>Unit 4.1</u> Identifying place value of digits (ten thousands, thousands, hundreds, tens, units)  <u>Unit 4.4</u> Rounding to the nearest 10, 100 or 1000  <u>Unit 4.1</u> Comparing numbers beyond 1000  <u>Unit 4.1</u> Counting backwards through zero  <u>Unit 4.1</u>	<u>Unit 4.1</u> Using numbers in different contexts  <u>Unit 4.1</u> Solving positive number problems involving the four operations  <u>Unit 4.3</u> Adding and subtracting using formal methods (up to 4 digits)  Solving two-step addition and subtraction problems  <u>Unit 4.11</u> Multiplying and dividing	<u>Unit 4.4</u> Using formal written method for multiplication Solving problems involving combining multiplication and addition Using inverse operations to check answers  <u>Unit 4.6</u> Identifying and recognising hundredths  <u>Unit 4.6</u> Adding and subtracting fractions (same denominator)  <u>Unit 4.6</u>	<u>Unit 4.8</u> recognise and write decimal equivalents of any number of tenths or hundredths  <u>Unit 4.8</u> Decimals, Comparing numbers with the same number of decimal places (up to 2 d.p.)  <u>Unit 4.8</u> recognise and write decimal equivalents to 1/4 , 1/2 , 3/4  <u>Unit 4.8</u> round decimals with one decimal place to the	<u>Unit 4.12</u> Convert between different units of measure [for example, kilometre to metre; hour to minute]  estimate, compare and calculate different measures, including money in pounds and pence  <u>Unit 4.2</u> read, write and convert time between analogue and digital 12- and 24-hour clocks  solve problems	<u>Unit 4.7</u> identify acute and obtuse angles and compare and order angles up to two right angles by size  identify lines of symmetry in 2-D shapes presented in different orientations  complete a simple symmetric figure with respect to a specific line of symmetry  <u>Unit 4.7</u> compare and classify geometric shapes,

**Year 4 Curriculum**



	<p>Understanding Roman numerals</p>	<p>mentally Using factor pairs and commutativity in mental calculations</p>	<p>Using diagrams to show equivalent fractions  <u>Unit 4.6</u> Solving problems by using fractions to calculate or divide quantities</p>	<p>nearest whole number  <u>Unit 4.8</u> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  <u>Unit 4.8</u> solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  <u>Unit 4.5</u> describe positions on a 2-D grid as coordinates in the first quadrant  plot specified points and draw sides to complete a given polygon.</p>	<p>including quadrilaterals and triangles, based on their properties and sizes  <u>Unit 4.9</u> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  <u>Unit 4.9</u> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  <u>Unit 4.10</u> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  find the area of rectilinear shapes by counting squares</p>
<p><b>Science</b></p>	<p>To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sound travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases</p>	<p>To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>To compare and group materials together, according to whether they are solids, liquids or gases To 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p><b>History</b></p>			<p>British settlement by Anglo-Saxons &amp; A local history study Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture A depth study linked to one of the British area of study</p>		<p>British settlement by Anglo-Saxon Christian conversion- Canterbury, Iona and Lindisfarne</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p>

**Year 4 Curriculum**



<b>Geography</b>	To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
<b>Art</b>		<u>Painting:</u> Inspired by music <u>Collage:</u> Inspired by an artists	<u>Printing:</u> Illuminated letters <u>Textiles:</u> Weaving on a loom		<u>Drawing:</u> Realism <u>3D:</u> 2D sketches to 3D pieces	
<b>D&amp;T</b>	<u>Food and Nutrition</u> Where food comes from, locality vs food miles To make a low food miles soup			<u>Textiles</u> Joining techniques: running stitch and back stitch & fastenings To make a travel case for earbuds		<u>Mechanical Systems</u> Levers and linkages To make a Viking inspired moving toy
<b>Computing</b>	<u>Digital Literacy</u>  Know and understand the online safety policy of the school. To understand the need for rules to keep them safe when exchanging ideas online. To understand that any personal information they put online can be seen and used by others.  Recognise the need to choose age-appropriate games to play on their devices, and when to limit use. To recognise the effect their writing or images might have on others. To understand that an adult needs to know what they are doing	<u>Information Technology</u>  Select a variety of software to accomplish given goals Select, use and combine internet services Analyse information Evaluate information Collect data Present data	<u>Computer Science</u>  Design programs that accomplish specific goals Design and create programs Debug programs that accomplish specific goals Use repetition in programs Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected	<u>Digital Literacy</u>  Recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. To know how to respond if encountering inappropriate or upsetting content online.  Understand the opportunities computer networks offer for communication To recognise the need to protect their devices from viruses.	<u>Information Technology</u>  Select a variety of software to accomplish given goals Select, use and combine internet services Analyse information Evaluate information Collect data Present data	<u>Computer Science</u>  Design programs that accomplish specific goals Design and create programs Debug programs that accomplish specific goals Use repetition in programs Control or simulate physical systems Use logical reasoning to detect and correct errors in programs

**Year 4 Curriculum**



	online and understand how to report concerns, including cyberbullying.					
<b>PSHE</b>	<p>What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p><i>Online Safety: How do we behave Online Safety; trolling and abuse</i></p>	<p>How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights</p> <p><i>Online Safety: Cyberbullying and reporting concerns</i></p>	<p>How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour</p> <p><i>Online Safety: responsible communication and collaboration on the internet</i></p>	<p>How will we grow and change? Growing and changing; puberty and menstruation. This is part of health education.</p> <p><i>Online Safety: keeping safe from Online Safety viruses</i></p>	<p>How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p><i>Online Safety: Age appropriate games</i></p>	<p>How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk</p> <p><i>Online Safety: recognise the effect words and pictures can have on others</i></p>
<b>RE</b>	Hinduism Sacred places of worship	Sikhism Sacred places of worship	Islam The role & importance of Muhammad	Christianity The role & importance of Jesus. Easter: Sharing of food	Judaism Practices within Judaism	Buddhism Sacred places of worship
<b>PE</b>	Dance	Gymnastics	Invasion Games	Net/Wall Games	Athletics	Striking and Fielding
Trips/Whole school activities						