

Year 4 Curriculum map overview.



| Maths | | | | | | | |
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| Number and place value | Addition and subtraction | Multiplication and division | Fractions | Measurement | Shape | Position and direction | Statistics |
| <ul style="list-style-type: none"> ● Count in of 6, 7, 9, 25 and 1,000 ● Find 1,000 more or less ● Count backwards through 0 to include negative numbers ● Place value of 4-digit number ● Round any number to the nearest 10, 100 or 1,000 ● Read Roman numerals to 100 | <ul style="list-style-type: none"> ● Add and subtract numbers with up to 4 digits using column method where appropriate | <ul style="list-style-type: none"> ● Recall all multiplication and division facts up to 12×12 ● Factor pairs ● Multiply 2-digit and 3-digit numbers by a one-digit number ● Integer scaling problems and correspondence problems | <ul style="list-style-type: none"> ● Common equivalent fractions ● Decimal equivalents for any number of tenths or hundredths ● Decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ ● Round decimals with 1 decimal ● Compare numbers with decimal places | <ul style="list-style-type: none"> ● Convert between different units of measure ● Measure and calculate the perimeter of a rectilinear figure ● Find the area of rectilinear shapes by counting squares ● Estimate, compare and calculate different measures ● Read, write and convert time between analogue and digital 12 and 24-hour clocks | <ul style="list-style-type: none"> ● Compare and classify geometric shapes ● Acute and obtuse angles and compare and order angles ● Lines of symmetry in 2-D shapes | <ul style="list-style-type: none"> ● Describe positions on a 2-D grid as coordinates in the first quadrant ● Describe movements between positions as translations ● Plot specified points and draw sides to complete a given polygon. | <ul style="list-style-type: none"> ● Interpret and present discrete and continuous data using bar charts and time graphs ● Comparison, sum and difference problems |

| English | | | | | |
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| Reading genres | Writing purposes | | Oracy | Talk for writing | Key Texts |
| <ul style="list-style-type: none"> ● A wide range of fiction, poetry, plays, non fiction and reference books ● Books structured in different ways ● Myths and legends ● | <ul style="list-style-type: none"> ● Writing to entertain | <ul style="list-style-type: none"> ● Narrative ● Description ● Poetry | <ul style="list-style-type: none"> ● Identify the difference between fact, fiction and opinion. ● Take part in discussions, sharing opinions, respecting others and building on peers viewpoints ● Use oral techniques to persuade someone of their point of view. | <ul style="list-style-type: none"> ● Tell their own version of a story/text. ● Use a range of sentence types when telling a story. ● Recite a range of poems – in groups and individually (including their own) ● Use appropriate expression when telling a story | <ul style="list-style-type: none"> ● Boudicca ● Escape to Pompeii ● The Julian Stories ● Blue John ● Paddington goes to town ● 13 Words ● Mimi and the Mountain Dragon ● Leon and the place between ● The paperbag prince ● A walk in London ● Once upon a tune |

Science

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| <p>Sound States of matter Electricity Animals including humans Living things and their environment</p> | <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Make careful observations and use equipment to take measurements • Set up simple practical enquiries, comparative and fair tests. • Gather, record, classify and present data in a variety of ways that helps answer their questions • Record findings in a range of ways • Use scientific evidence to answer questions • Identify differences, similarities or changes • Use results to make conclusions, make predictions for new ideas, suggest improvements and make further questions • Report their findings in a variety of ways. | | |
| History | | | |
| Historical Content | | Historical Skills | |
| <p>Roman Empire and its impact on Britain</p> <p>Study of British History beyond 1066- WW2.</p> <p>Local area study - How has Droitwich changed over time (salt and Roman significance)</p> | | <p>Chronological understanding</p> <p>Understanding continuity and change</p> <p>Historical Enquiry and using historical sources</p> <p>Communicating historical knowledge</p> <p>Understanding causation and consequence</p> <p>Understanding historical significance</p> | |
| Geography | | | |
| Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork. |
| <p>Counties and cities of UK</p> <p>Locate Countries in Europe and North or South America.</p> | <p>South America comparison (Rainforest)</p> | <p>Physical Geography Vocab = climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</p> <p>Human Geography Vocab = settlement/land use, economic activity and distribution of natural resources</p> | <p>Use maps, atlases, globes, digital mapping.</p> <p>Compass directions</p> <p>Observe, record and present maps, sketches, plans, graphs digital technology.</p> <p>Topics: Rainforest Droitwich (land and settlement) Countries and cities of the UK</p> |
| Art | | Music | |
| Painting | DT | Skills | Units Get Set 4 music |

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| <p>Textiles 3D Clay</p> | <p>Structures Mechanisms- pneumatic systems, leavers and linkages Cooking and nutrition</p> | <ul style="list-style-type: none"> • Play and perform music • Improvise and compose music • Listen to and recall music • Use and understand staff notations • Appreciate and understand high-quality live and recorded music from different genres • Develop an understanding for the history of music | <p>Ancient China Jazz Samba Words, words, words Minimalism Rivers</p> | |
| <p style="text-align: center;">PE</p> | | <p style="text-align: center;">PHSE</p> | | <p style="text-align: center;">RE</p> |
| <p><u>Main threads: practice, consolidation, mastery of skills</u> Swimming Tag Rugby Gymnastics Basketball OAA Dance Yoga Cricket Athletics Tennis Rounders</p> | | <p>SCARF - Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands</p> | | <p>What do Hindus believe God is like? (2.7) Unit 27 GOSPEL What kind of world did Jesus want? (2.4)Unit 25 What does it mean to be a Hindu in Britain today? (2.8)Unit 29 SALVATION Why do Christians call the day Jesus died 'Good Friday'? (2.5)Unit 28 KINGDOM OF GOD When Jesus left what was the impact of Pentecost?(2.6) Unit 26 Why do some people think that life is like a journey and what significant events mark this? (2.11) Unit 30</p> |
| <p style="text-align: center;">Computing</p> | | <p style="text-align: center;">MFL</p> | | |
| <p>Computer Science- <i>coding, logo, hardware investigators, micro-bits</i> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> | | <p style="text-align: center;"><u>Twinkl Language Scheme</u> <u>Main threads: acquisition of key vocabulary, developing speaking and listening skills</u> All Around Town On the Move</p> | | |

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| <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>Information Technology- <i>effective searching, spreadsheets, writing for different audiences, animation, making music, Artificial Intelligence.</i></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Digital literacy <i>Online safety</i></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> | <p>Going Shopping Where in the World What's the Time Holidays and Hobbies</p> |
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