

Class Curriculum Map – Year 4

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Place value – 4-digit numbers Round numbers to the nearest 10 or 100; Count in 1,000s; Represent 4-digit numbers; Use number lines; Learn about Roman numerals; Find 1,000 more or less; Compare and order numbers to 10,000; Round numbers to the nearest 1,000; Count in 25s; Count back through 0 into negative numbers</p> <p>- Number: addition and subtraction Add and subtract 1s, 10s, 100s and 1,000s; Add and subtract two 4-digit numbers using the column method; Learn how to find and use equivalent difference, and other mental methods; Estimate answers to additions and subtractions; Learn how to check strategies and apply our knowledge</p> <p>- Measurement: perimeter Convert between kilometres and metres; Find perimeters of shapes; Work out missing lengths; Find solutions involving perimeter</p> <p>- Number: multiplication and division Multiply by and divide multiples of 10 and 100; Multiply and divide by 0 and 1; Learn all of our times-tables from 1 to 12; Understand related multiplication and division facts; Find solutions to multiplication and division word problems</p>	<p>- Number: multiplication and division Learn how to multiply a number using the written method; Learn how to multiply and divide numbers in our heads; Find the remainder when a number is divided; Use bar models and part-whole models to solve multiplication and division problems</p> <p>- Measurement: area Learn what 'area' means; Find areas of shapes by counting squares; Draw shapes with different areas; Compare the area of different shapes</p> <p>- Number: fractions Find the links between tenths and hundredths; Identify equivalent fractions; Simplify fractions; Look at fractions that are greater than 1; Learn to add and subtract fractions with the same denominator; Learn to subtract a fraction from a whole number; Understand how to find a fraction of an amount</p> <p>- Number: decimals Learn about the decimal point, and tenth and hundredth columns; Explore tenths and hundredths as decimals; Understand how to divide 1- and 2-digit numbers by 10 and 100; Complete calculations resulting in a decimal answer</p>	<p>- Number: decimals Work out what we need to make a whole; Write a decimal and represent it on a place value grid; Compare and order decimals; Round decimals to the nearest whole number; Learn the decimal equivalents of fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$; Convert different units of measurement</p> <p>- Measurement: money Write money in pounds and pence, using a decimal point; Order, add and subtract amounts of money; Round money to the nearest 10p or nearest £1; Find change; Solve simple word problems involving money</p> <p>- Measurement: time Convert between units of time; Write times in different ways; Compare times by converting units; Solve problems about units of time</p> <p>- Statistics Present data in pictograms, bar charts and tables; Explore line graphs; Solve problems based on data</p> <p>- Geometry: properties of shapes Learn to recognise obtuse, acute and right angles; Understand regular and irregular shapes; Name and describe quadrilaterals and triangles; Identify lines of symmetry in shapes and patterns</p> <p>- Geometry: position and direction Use numbers to say where things are on a grid; Plot points on a grid; Use our knowledge of shapes to complete diagrams; Describe movements on a grid</p>

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<p>English</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> - Fiction writing: fantasy story - Text: <i>Gorilla</i> by Anthony Browne <p>Spoken language: Listen and respond; Maintain attention and participate actively in collaborative conversations; Ask relevant questions; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints</p> <p>Reading Comprehension: Read for a range of purposes; Identify themes and conventions; Discuss words and phrases that capture the reader's interest and imagination; Check text makes sense; Explain meaning of words in context; Ask questions to improve understanding of a text; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict what might happen from what is stated and implied; Retrieve and record information from non-fiction; Participate in discussion about books</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; Proof-read for spelling and punctuation errors; Build an increasing range of sentence structures; In narratives, create settings, characters and plot; Assess the effectiveness of own and others' writing</p> <p>Autumn 2</p>	<p>Spring 1</p> <ul style="list-style-type: none"> - Fiction writing: historical narrative from a character's point of view - Text: <i>Escape from Pompeii</i> by Christina Balit <p>Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Reading Comprehension: Read for a range of purposes; Discuss words and phrases that capture the reader's interest; Check text makes sense; Ask questions to improve understanding of a text; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Participate in discussion about books</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing; Discuss and record ideas; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear</p> <p>Spring 2</p> <ul style="list-style-type: none"> - Fiction writing: adventure story 	<p>Summer 1</p> <ul style="list-style-type: none"> - Non-chronological report writing - Text: <i>Where the Forest Meets the Sea</i> by Jeannie Baker and <i>100 Facts - Rainforests</i> by Miles Kelly <p>Spoken language: Ask relevant questions; Build vocabulary; Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Reading Comprehension: Identify themes and conventions; Discuss words and phrases that capture the reader's interest and imagination; Explain meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Identify how language, structure, and presentation contribute to meaning; Retrieve and record information from non-fiction</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; In non-narrative material, use simple organisational devices; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors</p>
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	<p>- Recount writing: diary entry - Text: Leon and the Place Between by Graham Baker-Smith</p> <p>Spoken language: Build vocabulary; Articulate and justify answers; Maintain attention and participate actively in collaborative conversations; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints</p> <p>Reading Comprehension: Read for a range of purposes; Discuss words and phrases that capture the reader's interest and imagination; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Identify how language, structure, and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; In narratives, create settings, characters and plot; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors</p>	<p>- Text: When the Giant Stirred by Celia Godkin</p> <p>Spoken language: Build vocabulary; Articulate and justify answers; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Reading Comprehension: Use dictionaries to check the meaning of words; Identify themes and conventions; Check text makes sense; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Participate in discussion about books</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Build an increasing range of sentence structures; In narratives, create settings, characters and plot; Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Summer 2</p> <p>- Explanation writing: letter in role - Text: Blue John by Berlie Doherty</p> <p>Spoken language: Listen and respond; Ask relevant questions; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints; Select and use appropriate registers for effective communication</p> <p>Reading Comprehension: Read for a range of purposes; Use dictionaries to check the meaning of words; Explain meaning of words in context; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Identify how language, structure, and presentation contribute to meaning; Retrieve and record information from non-fiction</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; In non-narrative material, use simple organisational devices; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
RE	<p>Autumn 1</p> <p>- How did belief in God affect the actions of People from the Old Testament?</p>	<p>Spring 1</p> <p>- What does it mean to be a Jew?</p>	<p>Summer 1</p> <p>- What do the Miracles of Jesus teach?</p>

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	<p>Old Testament stories of people whose belief in God affected their actions; Solomon; Jonah; Daniel; David and Goliath; Ruth; Moses; Abraham; That Christians believe God calls us in different ways; Christians believe that God stands by them at all times; We have difficult decisions to make in life and the right choices are neither not always the easiest nor the most popular.</p> <p>Autumn 2 - Why is Remembrance important? Why is it important to remember? How does remembering help the cause of peace? - Is Peace the most important message of Christmas? Describe what a Christian might learn about peace from The Bible; Investigate a question such as "How do we find peace within ourselves?" considering what is the same and different for religious people; Make a connection between the Christmas story and religious values.</p>	<p>Know that God chose Abraham as the founder of the Jewish faith; Know that the Jewish faith believes in One God; Understand the importance of The Shema; Know how God saved His people from the Egyptians; Understand the significance of Passover to Jewish people; Know how the Seder meal teaches young Jews about their past; Know the roots and significance of The 10 Commandments to Jewish people; Understand why events in the life of Moses are important to Jews.</p> <p>Spring 2 - Should every Christian go on a pilgrimage? What is a pilgrimage? Different places for pilgrimage; The difference between special and sacred places; Commercialisation of 'sacred' places; What the experience of a pilgrimage is like for a Christian before, during and after; What is more important to Christians - the journey or the destination? The physical and spiritual journey. - How does Holy Communion build a Christian Community? What Jesus said and did about Communion and how Christians remember this today; How and why Christians share in the Body and Blood of Jesus, particularly at Church; How the act of sharing Communion demonstrates God's Peace; The legacy of Jesus and how it may help Christians today in their legacy.</p>	<p>What constitutes a miracle; Some of the miracles that Jesus performed; Magic versus miracles - what is the difference? Who performs miracles? Consideration of personal response to the miracles of Jesus; Specific places where people believe miracles happen; The importance of faith for miracles; Links with Salvation - Jesus' miracle of the resurrection; What the miracles of Jesus' ministry teach Christians about being the people of God; Comparing and identifying similarities and differences between faiths.</p> <p>Summer 2 - How Do 'Bishops in Action' Help Lead The Anglican Church In The Christian Faith Today? How each Church of England school is part of a parish which belongs in an Anglican Diocese and is overseen by a bishop; The structure and workings of the Church of England, including the role of an Anglican bishop; How the Church of England is part of an international Anglican communion, a group of national churches which originally derived from the Church of England, and that this is part of the worldwide Christian Church; Develops knowledge of the role and work of bishops in the Anglican church; Supports understanding of Christian teaching associated with the role of bishops.</p>
<p>Computing</p>	<p>Autumn 1 - Computer Science: Coding</p>	<p>Spring 1 - Information Technology: Media</p>	<p>Summer 1 - Computer Science: Coding</p>

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	<p>'We are software developers' Design, write and debug programs that accomplish specific goals; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Autumn 2 - Computer Science: Coding 'We are makers' Design, write and debug programs that accomplish specific goals; Use sequence, selection and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work.</p>	<p>'We are musicians' Use sequence and repetition; work with various forms of input and output; Be discerning in evaluating digital content; Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Spring 2 - Digital Literacy: Online safety 'We are bloggers' 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; Use a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>'We are artists' Use sequence, selection and repetition in programs; work with variables and various forms of output; Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals.</p> <p>Summer 2 - Information Technology: Data 'We are meteorologists' Work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work; Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; 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.</p>
<p>Science</p>	<p>Autumn 1 - Living things and their habitats: Group living things; explore classification and keys; recognise environments can change.</p> <p>Autumn 2 - Electricity: Identify things that run on electricity; construct simple circuits and name parts; use switches; identify conductors and insulators.</p>	<p>Spring 1 - States of matter: Compare and group materials as solid, liquid, gas; observe change of state; identify evaporation and condensation.</p> <p>Spring 2 - Animals: Describe the function of the digestive system; identify the function of teeth;</p>	<p>Summer 1 - Sound: Identify how sounds are made; recognise that vibrations travel to the ear; find patterns with pitch and volume.</p> <p>Summer 2 - Animals (SRE unit science part of PSHE)</p>

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		construct and interpret food chains identifying predator and prey.	
Geography	Autumn 1 - Location knowledge and skills: Local area study.	Spring 1 - Human and Physical Geography: Rainforests, biomes, vegetation belts (to include settlement and land use, distribution of natural resources, economic activity).	Summer 1 - Place knowledge: Compare and contrast the UK to a South American Country (Brazil).
History	Autumn 2 Strand: Significant People Roman Empire - Britain before the Romans - The Roman Empire/the Roman invasion (Julius Caesar, why the Romans invaded, why the Roman army so successful, timeline) - Boudicca (Who is Boudicca? What led to the rebellion? Sequence events) - Roman buildings, engineering, entertainment, art and culture - The Roman legacy (Roman influence on life today)	Spring 2 Strand: Gods and Religion Ancient Greece - Alexander the Great and the Greek Empire (Timeline) - Travel and trade - The role of education in Ancient Greece - Religion (Gods and goddesses, the Ancient Greek creation story, the afterlife) - Art, entertainment and the Olympics - Democracy - The legacy of the Ancient Greeks	Summer 2 Strand: Inventions and Discoveries Anglo-Saxons and Scots - Place the Anglo-Saxons on a timeline with periods of history/significant individuals already covered - Understanding of invaders and settlers and their motivations - The invention of the plough and its influence on farming today - Alfred the Great - The Norman Conquest
Art & Design	Autumn 1 - Sculpture; Drawing; Draw for a sustained period of time at an appropriate level Autumn 2 - Create textures and patterns in modelling materials to add detail to sculpture	Spring 1 - Painting; Drawing; Demonstrate experience in different grades of pencil to draw line and form Spring 2 - Use paint related vocabulary appropriately; Confidently control the types of marks made and experiment with different effects and textures	Summer 1 - Celebration of work; Printing /craft; Drawing; Use a range of implements to draw different lines and forms Summer 2 - Use printed images and combine them with other media to create collage
Music	Autumn 1	Spring 1 - Develop an understanding of musical composition, organising and manipulating ideas	Summer 1 - Play and perform in ensemble contexts: use junk instruments

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	<ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality music: listen to and discuss classical music from the past. - Compose music for a range of purposes: compose a group composition based on a known story. - Perform and evaluate music: perform compositions, record, discuss and write an evaluation using musical language. <p>Autumn 2</p> <ul style="list-style-type: none"> - Use and understand staff and other musical notations: Learn to read and write rhythms using formal musical duration notation. - Learn to sing and use voices: sing songs and focus on increasing fluency, control and expression. 	<p>within musical structures: explore pentatonic melodies and syncopated rhythms.</p> <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes: improvise own pentatonic melodies; create own compositions in groups. Rehearse, perform, record and evaluate. <p>Spring 2</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music: explore role of Greek chorus in the theatre - Compose music for a range of purposes using the inter-related dimensions: Use the role of the Greek chorus in theatre to create own choruses. 	<ul style="list-style-type: none"> - Improvise and compose music for a range of purposes: play junk music in a variety of musical structures <p>Summer 2</p> <ul style="list-style-type: none"> - Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression: copy and play challenging rhythms and ostinati in several parts for an accompaniment. Rehearse, perform, record and evaluate.
PE	<p>Learning how to link technique and skills together in small-sided games. Apply basic principles of attacking and defending across basic large ball games such as football, netball, basketball, tag rugby. Enjoy competing with others and developing positive mental skills for sport.</p>	<p>Learn how to use skills in different ways and link them to make actions and sequences of movement through gymnastics or athletic movement. Developing flexibility, strength, technique, control and balance. Develop an understanding of how to improve your body in different ways through building physical health.</p>	<p>Begin to apply basic movements in a range of activities such as athletics, cricket, tennis, rounders. Engaging in competitive physical activity in small-sided games, participating and leading up to summer activities such as athletics and sports days. Apply basic principles suitable for attacking and defending.</p>
DT	<p>Autumn 1</p> <ul style="list-style-type: none"> - Electronical systems: Torches (using simple circuits) <p>Autumn 2</p> <ul style="list-style-type: none"> - Mechanisms: Slingshot Cars (making a car chassis) 	<p>Spring 1</p> <ul style="list-style-type: none"> - Digital World: Mindful Moments Timer (design, program, prototype and brand) <p>Spring 2</p> <ul style="list-style-type: none"> - Cooking and Nutrition: Adapting a Recipe (combining ingredients to form a basic dough) 	<p>Summer 1</p> <ul style="list-style-type: none"> - Structures: Pavilions (selecting from a range of materials, creating a frame structure) <p>Summer 2</p> <ul style="list-style-type: none"> - Textiles: Fastenings (different stitches and fastenings)

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<p>PSHE</p>	<p>Autumn 1 - Being in My World Prepare children to play an active role as citizens: rights and responsibilities; rewards and consequences; having a voice.</p> <p>Autumn 2 - Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: accepting self and others; understanding bullying; everyone is special and unique.</p>	<p>Spring 1 - Dreams and Goals Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: dreams and goals; handling disappointment; positive attitudes.</p> <p>Spring 2 - Healthy Me Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; exercise; healthy eating; staying clean and safe.</p>	<p>Summer 1 - Relationships Develop confidence in talking, listening and thinking about feelings and relationships; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; friendships and peer pressure; smoking and alcohol; assertiveness.</p> <p>Summer 2 - Changing Me The life processes common to humans and other animals include nutrition, growth and reproduction; The main stages of the human life cycle; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; having a baby; girls and puberty; confidence in change.</p>
<p>French</p>	<p>- Studying written French texts to identify words/word roots found in the English language as well as known French vocabulary. - Understanding gender in the language and how to recognise identifiers which define gender.</p>	<p>- Adjectives - how and why they have to agree with the noun. Practising, using both verbal & written exercises. - Topic vocabulary. Learning vocabulary for basic topics such as: the family, sports, animals, foods, people, places. Practise simple verbal preference statements and written pieces.</p>	<p>- Listening skills; tuning in to the sound of the spoken language in native-speaker videos; identifying predetermined vocabulary and recognising existing material. - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.</p>

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