

# Class Curriculum Map – Year 4

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Maths</b>	<p>- <b>Place value – 4-digit numbers</b> 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>- <b>Number: addition and subtraction</b> 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>- <b>Measurement: perimeter</b> Convert between kilometres and metres; Find perimeters of shapes; Work out missing lengths; Find solutions involving perimeter</p> <p>- <b>Number: multiplication and division</b> 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>- <b>Number: multiplication and division</b> 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>- <b>Measurement: area</b> Learn what 'area' means; Find areas of shapes by counting squares; Draw shapes with different areas; Compare the area of different shapes</p> <p>- <b>Number: fractions</b> 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>- <b>Number: decimals</b> 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>- <b>Number: decimals</b> 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 <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math>; Convert different units of measurement</p> <p>- <b>Measurement: money</b> 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>- <b>Measurement: time</b> Convert between units of time; Write times in different ways; Compare times by converting units; Solve problems about units of time</p> <p>- <b>Statistics</b> Present data in pictograms, bar charts and tables; Explore line graphs; Solve problems based on data</p> <p>- <b>Geometry: properties of shapes</b> 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>- <b>Geometry: position and direction</b> 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><b>English</b></p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>- Fiction writing: fantasy story</li> <li>- Text: <i>Gorilla</i> by Anthony Browne</li> </ul> <p><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Autumn 2</b></p>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>- Fiction writing: historical narrative from a character's point of view</li> <li>- Text: <i>Escape from Pompeii</i> by Christina Balit</li> </ul> <p><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>- Fiction writing: adventure story</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>- Non-chronological report writing</li> <li>- Text: <i>Where the Forest Meets the Sea</i> by Jeannie Baker and <i>100 Facts – Rainforests</i> by Miles Kelly</li> </ul> <p><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Summer 2</b></p> <p>- Explanation writing: letter in role - Text: Blue John by Berlie Doherty</p> <p><b>Spoken language:</b> 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><b>Reading Comprehension:</b> 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><b>Writing composition:</b> 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><b>Autumn 1</b> - <i>What kind of world did Jesus want?</i></p>	<p><b>Spring 1</b> - <i>What do Hindus believe God is like?</i></p>	<p><b>Summer 1</b> - <i>What does it mean to be Hindu in Britain today?</i></p>

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	<p>Learning about the 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Discuss and describe the examples set by Jesus for the actions of Christians today. Make links between the teachings within Bible and what the meaning of Jesus' good news for Christians is.</p> <p><b>Autumn 2</b>  <b>-When Jesus left, what was the impact of Pentecost?</b>          The events of Pentecost and consider the events in Acts 2 and what they may have meant for the first Christians. Describe how Christians show their beliefs about the Holy spirit.</p>	<p>In this unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. Pupils act as philosophers considering how Hindus might see the world. Look at the concepts of Brahman to build up understanding.</p> <p><b>Spring 2</b>  <b>-Why do Christians call the day Jesus died 'Good Friday'?</b>          How the Christian Salvation story fits into the big story of the Bible. Describe the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today.</p>	<p>Build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali.</p> <p><b>Summer 2</b>  <b>-How and why do people mark the significant events of life?</b>          Beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people, including rites of passage.</p>
<p><b>Computing</b></p>	<p><b>Autumn 1 &amp; 2</b>  <b>- Computer Science: Coding</b>          '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><b>Spring 1</b>  <b>- Computer Science: Coding</b>          '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><b>Spring 2</b>  <b>- Digital Literacy: Online safety</b>          '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</p>	<p><b>Summer 1 &amp; 2</b>  <b>- Information Technology: Data</b>          '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>

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		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.	
<b>Science</b>	<p><b>Autumn 1</b>  <b>- Electricity</b>            Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Autumn 2</b>  <b>- States of matter</b>            Compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p><b>Spring 1</b>  <b>- States of matter (continued)</b>            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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Spring 2</b>  <b>- Sound</b>            Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Summer 1</b>  <b>- Animals, including humans</b>            Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Summer 2</b>  <b>- Living things and their habitats:</b>            Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<b>Geography</b>	<p><b>Autumn 2</b>  <b>Rivers</b>            Where are the major rivers of the world?</p>	<p><b>Spring 2</b>  <b>Migration</b>            What is migration?            What causes people to migrate?</p>	<p><b>Summer 2</b>  <b>Natural Resources</b>            What are the world's natural resources?</p>

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	<p>What are erosion, transportation and deposition?            Why is the Volga River important to people?            Why are rivers important to people?            How do rivers shape the land around them?            Unit check out</p>	<p>How does migration affect people and places?            Can I create a profile of a migrant?            What is the Windrush generation?            Unit check out</p>	<p>How has the use of natural resources changed?            How can using natural resources cause problems?            What natural resources does Chile have?            What natural resources does the UK have?            Unit check out</p>
<b>History</b>	<p><b>Autumn 1</b>  <b>Roman Britain</b>            How were the romans successful?            How did the Romans Invade Britain?            How did Britain Change / Roman Towns,            What factors were important in the fall of the Roman Empire</p>	<p><b>Spring 1</b>  <b>Anglo-Saxons</b>            How did control of Britain Change after the Romans?            What was life like in Saxon Britain?            Who ruled in Britain?            What can Written sources tell us about Anglo-Saxon Britain?            Can you design a Burh?</p>	<p><b>Summer 1</b>  <b>Vikings</b>            Why did the Vikings raid and invade Britain?            Who were the Norse Gods?            Why did Alfred sign a treaty and was he right?            Compare similarities and differences between Norse and Anglo-saxon Gods.</p>
<b>Art &amp; Design</b>	<p><b>Autumn 1</b>            - Sculpture; Drawing; Draw for a sustained period of time at an appropriate level</p> <p><b>Autumn 2</b>            - Create textures and patterns in modelling materials to add detail to sculpture</p>	<p><b>Spring 1</b>            - Painting; Drawing; Demonstrate experience in different grades of pencil to draw line and form</p> <p><b>Spring 2</b>            - Use paint related vocabulary appropriately; Confidently control the types of marks made and experiment with different effects and textures</p>	<p><b>Summer 1</b>            - Celebration of work; Printing /craft; Drawing; Use a range of implements to draw different lines and forms</p> <p><b>Summer 2</b>            - Use printed images and combine them with other media to create collage</p>
<b>Music</b>	<p><b>Autumn 1</b>            - 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.</p>	<p><b>Spring 1</b>            - Develop an understanding of musical composition, organising and manipulating ideas within musical structures: explore pentatonic melodies and syncopated rhythms.            - Improvise and compose music for a range of purposes: improvise own pentatonic melodies;</p>	<p><b>Summer 1</b>            - Play and perform in ensemble contexts: use junk instruments            - Improvise and compose music for a range of purposes: play junk music in a variety of musical structures</p> <p><b>Summer 2</b></p>

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	<p>- Perform and evaluate music: perform compositions, record, discuss and write an evaluation using musical language.</p> <p><b>Autumn 2</b></p> <p>- Use and understand staff and other musical notations: Learn to read and write rhythms using formal musical duration notation.</p> <p>- Learn to sing and use voices: sing songs and focus on increasing fluency, control and expression.</p>	<p>create own compositions in groups. Rehearse, perform, record and evaluate.</p> <p><b>Spring 2</b></p> <p>- Develop an understanding of the history of music: explore role of Greek chorus in the theatre</p> <p>- 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.</p>	<p>- Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression: copy and play challenging rhythms and ostinato in several parts for an accompaniment. Rehearse, perform, record and evaluate.</p>
PE	<p><b>Autumn 1</b></p> <p><b>Fundamental Skills</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p><b>Fitness</b></p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p><b>Spring 1</b></p> <p><b>Gymnastics</b></p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><b>Dance</b></p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p><b>Summer 1</b></p> <p><b>Tennis</b></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><b>Summer 2</b></p> <p><b>Athletics</b></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p><b>Rounders</b></p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are</p>

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	<p><b>Autumn 2</b>  <b>Ball skills</b>            In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p><b>Dodgeball</b>            In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p><b>Spring 2</b>  <b>Netball</b>            In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p>	<p>given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
DT	<p><b>Autumn 1</b>            - Electronical systems: Torches (using simple circuits)</p> <p><b>Autumn 2</b>            - Mechanisms: Slingshot Cars (making a car chassis)</p>	<p><b>Spring 1</b>            - Digital World: Mindful Moments Timer (design, program, prototype and brand)</p> <p><b>Spring 2</b>            - Cooking and Nutrition: Adapting a Recipe (combining ingredients to form a basic dough)</p>	<p><b>Summer 1</b>            - Structures: Pavilions (selecting from a range of materials, creating a frame structure)</p> <p><b>Summer 2</b>            - Textiles: Fastenings (different stitches and fastenings)</p>
PSHE	<p><b>Autumn 1</b>            - <b>Being in My World</b>            Prepare children to play an active role as citizens: rights and responsibilities; rewards and consequences; having a voice.</p> <p><b>Autumn 2</b>            - <b>Celebrating Difference</b></p>	<p><b>Spring 1</b>            - <b>Dreams and Goals</b>            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><b>Summer 1</b>            - <b>Relationships</b>            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;</p>

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	<p>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><b>Spring 2</b>  <b>- Healthy Me</b>          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>friendships and peer pressure; smoking and alcohol; assertiveness.</p> <p><b>Summer 2</b>  <b>- Changing Me</b>          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><b>French</b></p>	<ul style="list-style-type: none"> <li>- Studying written French texts to identify words/word roots found in the English language as well as known French vocabulary.</li> <li>- Understanding gender in the language and how to recognise identifiers which define gender.</li> </ul>	<ul style="list-style-type: none"> <li>- Adjectives - how and why they have to agree with the noun. Practising, using both verbal &amp; written exercises.</li> <li>- Topic vocabulary. Learning vocabulary for basic topics such as: the family, sports, animals, foods, people, places. Practise simple verbal preference statements and written pieces.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening skills; tuning in to the sound of the spoken language in native-speaker videos; identifying predetermined vocabulary and recognising existing material.</li> <li>- Learning key cultural elements of France such as Christmas, Easter &amp; Bastille Day. Comparing differences.</li> </ul>

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