



### CURRICULUM MAP 2021-2022

Subject/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take One Book - Flotsam  Persuasion  Lost in Space: Sci-Fi Transmissions  Myths and legends from different cultures	Story Settings – The Bear and the Hare  Non Chronological Reports  Letter and diary writing – Christmas theme	Stories with a theme - magic Gus and Peck  Newspaper reports – Gus and Peck  Poetry – rant poems and Jabberwocky	Writing and performing a radio play  Discussion texts	Traditional Tales  Explanation texts	Poetry - personification  Sports week  Picture Books
Spelling	<p><b>Year 4 Objectives:</b></p> <p>To use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti- and auto;</p> <p>To understand and add suffixes –ation and –ous;</p> <p>To add endings which sound like ‘shun’ spelt –tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician;</p> <p>To spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ e.g. rogue, tongue, antique, unique;</p> <p>To spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s;</p> <p>To spell more complex words that are often misspelt for years 3 and 4 English Appendix1;</p> <p>To spell words with the ‘s’ sounds spelt ‘sc’ e.g. science, scene;</p> <p>To place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s.</p>					
Maths	<p><b>Number – place value</b></p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9. 25 and 1000.</li> </ul>	<p><b>Number – multiplication and division (1)</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for</li> </ul>	<p><b>Number – multiplication and division (2)</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities,</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include</li> </ul>	<p>multiplication tables up to 12 x 12.</p> <ul style="list-style-type: none"> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Measures: Perimeter and Length</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure eg kilometre to metre.</li> <li>• Measure and calculate the perimeter of a</li> </ul>	<p>multiplication tables up to 12 x 12.</p> <ul style="list-style-type: none"> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>• Recognise and use factor pairs and commutativity in mental calculations.</li> <li>• Multiply two digit and three digit numbers by a one digit number using formal written layout.</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are</li> </ul>	<p>and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> </ul> <p><b>Measurement- Money</b></p> <ul style="list-style-type: none"> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure eg hour to minute.</li> <li>• Read, write &amp; convert time between analogue</li> </ul>	<p>graphical methods, including bar charts and time graphs.</p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Measurement: Area and Perimeter</b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• Convert between different units of measure [for example, kilometre to metre]</li> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>• Compare and classify geometric shapes, including</li> </ul>
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	<p>the concept of zero and place value.</p> <p><b>Number- addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p>rectilinear figure (including squares) in cm and m</p>	<p>connected to m objects.</p> <p><b>Measurement- Area</b></p> <ul style="list-style-type: none"> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• Add and subtract fractions with the same denominator.</li> </ul>		<p>and digital 12 and 14 hour clocks.</p> <ul style="list-style-type: none"> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<p>quadrilaterals and triangles, based on their properties and sizes.</p> <ul style="list-style-type: none"> <li>• Identify lines of symmetry in 2D shapes presented in different orientations.</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>• Describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>• Describe movements between positions as translations of a given unit to the left/ right and up/ down.</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> </ul>
<p>Theme Curriculum (inc History, Music Geography &amp; Art)</p>	<p><b>It's All Greek to Me!</b> <b>Geography</b> <b>It's all Greek to Me</b> I can locate and label Greece, its neighbouring countries and capital city on a map of the World and Europe. I can name and label the seas and oceans bordering Greece and the UK.</p>	<p><b>Roaming Romans and The Settlers!</b> <b>Geography</b> I can label 4 main cities of the UK. I can label 3 main roads the Romans built on a map of the UK. I can use a road atlas map to identify different road types. I can use the vocabulary: North, South, East and West.</p>	<p><b>Beside The Sea</b> <b>Geography</b> I can label the coasts around the UK. I can explain how a coast can be formed. I can say and label 5 counties in England. I can explore popular coasts in the UK and label them on a map. I can identify the physical features of a coast. <b>History</b></p>			

<p>I can label three main cities in Greece including the capital.  I can use 4 figure grid references.  I can share the similarities and differences between tourism in London and Athens</p> <p><b>History</b>  I can list three main things the Ancient Greeks did for us today.  I can name three famous Ancient Greek philosophers and what they did.  I can explain the origin of the Olympics and how this has changed over time.  I can order the events of the Peloponnesian war.  I can explain who Alexander the Great was and list the countries he invaded.</p> <p><b>Art</b>  I can draw a Greek clay pot as an observational drawing using correct proportions.  I can use my sketchbook to plan a design for a Greek inspired thumb pot.  I can make my Greek inspired thumb pot using a variety of tools and techniques.  I can identify warm and cold tones on a colour wheel and explain which colours I prefer.  I can use my sketchbook to make observations and plan my ideas through sketching and shading.  I can design and sketch my own Olympic stadium inspired by existing Olympic architects.</p> <p><b>Music</b>  I can compose a Greek Tourism Jingle.  I can perform and evaluate compositions.  I can listen to the music of Yiannis Chryssomallis and express my likes and dislikes and compare their compositions.  I can play the notes B, E and G on the open strings of a guitar.</p>	<p>I can label a map of Europe and the World showing where the Anglo Saxons came from.  I can label the main settlements of the Anglo Saxons.  I can show where Rome is on a map of the World.</p> <p><b>History</b>  I can explain who Julius Caesar is.  I can order the event leading up to the Roman Empire.  I can explain who Boudicca is and order the event of what she did.  I can identify three changes the Romans made to Britain.  I can name two beliefs the Romans had.  I can explain why the Romans left Britain.  I can order who invaded Britain and give reasons for their invasions after the Romans left.  I can label and identify the features of an Anglo-Saxon village.  I can name two Anglo Saxon Kings and their impact on Britain.  I can give reasons as to how a source helped me with giving information.</p> <p><b>Art</b>  I can use my sketchbook to make observations and plan my ideas through sketching and shading.  I can use complimentary colours and symmetrical designs to create a Roman mosaic.  I can say what I like and dislike about my work, explaining what I would change to make it better.  I can use my sketchbook to make observations and plan my ideas through sketching and shading.  I can create an Anglo-Saxon inspired weave using wool.  I can say what I like and dislike about my work, explaining what I would change to make it better.</p>	<p>I can explain 3 things that have changed at the seaside over time.  I can see how the coasts have changed over a period of time in the UK.  I can identify the similarities and differences in bathing suits over a period of time.</p> <p><b>Art</b>  I can use my sketchbook to make observations and plan my ideas through sketching and shading.  I can create an outdoor nature collage inspired by Andy Goldsworthy.  I can say what I like and dislike about my work, explaining what I would change to make it better.  I can create optical illusion art.</p> <p><b>Music</b>  I can perform Sea Shanties using varied dynamics and pitch.  I can perform short pieces on the guitar varying the dynamics and tempo.  I can understand the impact that Classic and Romantic periods had on music.</p>
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Science	<p><b>Living things and their habitats</b>  I can recognise that living things can be grouped in a variety of ways  I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Sound</b>  I can identify how sounds are made, associating some of them with something vibrating  I can recognise that vibrations from sounds travel through a medium to the ear  I can find patterns between the pitch of a sound and features of the object that produced it  I can find patterns between the volume of a sound and the strength of the vibrations that produced it  I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>States of matter</b>  I can compare and group materials together, according to whether they are solids, liquids or gases  I can 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)  I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Electricity</b>  I can identify common appliances that run on electricity  I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  I can 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  I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Animals inc Humans</b>  I can describe the simple functions of the basic parts of the digestive system in humans  I can identify the different types of teeth in humans and their simple functions  I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

<p>Computing</p>	<p><b>We are toy designers</b>          Prototyping an interactive toy          Software: Scratch          Design and make an on-screen prototype of a computer-controlled toy.          Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).          Design, write and debug the control and monitoring program for their toy.          Key skills:          Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.          Use sequence, selection, and repetition in programs; work with 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>We are musicians</b>          Creating a podcast using Garageband.          Software: Garageband          Identify that sound can be digitally created.          To use a digital device to record sound.          To explain that a digital recording is stored as a file.          Explain that audio can be changed through editing.          Show that different types of audio can be combined together.          Key skills:          Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p><b>We are coders</b>          Developing a simple game          Software: Scratch          Develop an educational computer game using selection and repetition.          Understand and use variables.          Start to debug computer programs.          Recognise the importance of user interface design, including consideration of input and output.          Key skills:          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>We are coders</b>          Developing a simple maze game          Software: Scratch          Develop an educational computer game using selection and repetition.          Understand and use variables.          Start to debug computer programs.          Recognise the importance of user interface design, including consideration of input and output.          Key skills:          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.</p>	<p><b>We are computer networkers</b>          Understand how networks work          Describe how networks physically connect to other networks          Recognise how networked devices make up the internet          Outline how websites can be shared via the World Wide Web          Describe how content can be added and accessed on the World Wide Web          Recognise how the content of the WWW is created by people          Evaluate the consequences of unreliable content</p> <p><b>We are robot coders</b>          Programme a Lego racecar          Software: LEGO We Do kits          Understand different inputs and outputs          Build and program a simple Science robot          Build and program a racecar          Improve the design and program for a racecar          Create an original design and program for a racecar          Key skills:          Follow a set of instructions to use a code.          Sequence a code.          Build simple science robots following instructions.          Evaluate the racecar and adapt the code as necessary.</p>
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	<p>Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.          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 and information.          Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs          Build on their prior knowledge to use a variety of different variables.</p>				
PE	<p><b>Netball</b>          Chest passes          Shoulder passes          Moving into spaces          Pivoting correctly          Shooting          Understanding positions          Playing netball</p> <p><b>Dance</b>          Dance inspired by Greek mythology</p>	<p><b>Football</b>          Kicking with the correct part of the foot          Dribbling          Shooting          Passing          Playing as part of a team          Playing football</p> <p><b>Dance</b>          Dance inspired by Greek mythology</p>	<p><b>Tag Rugby</b>          Holding the ball correctly          Backward passing          Scoring a try          Playing as part of a team          Playing tag rugby</p>	<p><b>Basketball</b>          Bouncing the ball with the correct part of the hand          Dribbling the ball          Passing the ball          Shooting          Working as part of a team          Playing basketball</p>	<p><b>Rounders</b>          Throwing and catching the ball          Hitting a ball with a range of equipment          Understanding the rules          Playing a game</p> <p><b>Athletics</b>          Skipping          Short distance running          Long distance running          High jump          Long jump          Throwing</p>	<p><b>Tennis</b>          Holding the racket properly          Controlling the ball          Hitting the tennis ball to a partner          Hand – eye coordination activities          Using both forehand and backhand          Playing tennis</p> <p><b>Fitness</b>          Taking their pulse          Improving flexibility, strength, speed, endurance and power</p>
RE	<p><b>Founders and Prophets</b>          Pupil Experience          Identify who they look up to in their lives and share experiences and compare across class.          Religious Experience          Research Christian and Islamic beliefs about God, Jesus and the prophet Muhammad.</p>	<p><b>Worship</b>          Pupil Experience          Identify what they do as a ritual/ belief every day/ once a week/ before a big test.          Share experiences.          Share these and compare and contrast them.          Religious Experience</p>	<p><b>Pilgrimage</b>          Pupil Experience          Identify special places for them. Is it a holiday/ somewhere they like to go?          Compare these across the class and relate what makes them similar to others.          Religious Experience</p>			

	<p>Share similarities and differences between the denominations of Christianity about Jesus' teachings.</p> <p>Universal Experience</p> <p>Research Buddha and Guru Nanak – as Hinduism does not have a specific leader.</p> <p>Reflect on the impact and whether these religions have a good impact on people's lives.</p> <p>Big question: Why are the 'founders' so significant to religions?</p>	<p>Research the different rituals in the different denominations of Christianity, Islam and Hinduism.</p> <p>Reflect on the value of the different ways to worship: prayer, hymns, music, and rituals, private and congregational worship.</p> <p>Universal Experience</p> <p>Reflect on how worship help believers in their daily lives – is it with confidence/ bringing them closer to God etc</p> <p>Big question: Is there a purpose to worship?</p>	<p>Research the Christian pilgrimage to Jerusalem, Lourdes, Rome and a British site. Compare and contrast these.</p> <p>Research the pilgrimage sites Hajj, Umrah, Makkah and Marahah for Islamic communities. Compare and contrast the differences between these.</p> <p>Universal Experience</p> <p>Reflect on some places have special sites for example India has special mountains and rivers. Reflect on the purpose of these pilgrimages and how it adds to their values and rights around the world.</p> <p>Big question: Why do some people go on a pilgrimage?</p>			
PSHCE	<p><b>Respectful relationships and Online relationships</b></p> <p>I can name different emotions and explain why I might be feeling them</p> <p>I can explain why manners are important</p> <p>I can identify all of the things that I like about myself</p> <p>I can explain why school rules are important</p> <p>I can explain why there is no such thing as a boy's or girl's job</p> <p>I can explain why racism and inequality hurt the feelings of others</p> <p>I can understand the importance of personal boundaries and the right to privacy</p> <p>I can consider my online behaviours and identify</p>	<p>Caring friendships, Families and People who care for me</p> <p>I can explain the difference between a positive and a negative friendship.</p> <p>I can explain the different types of bullying.</p> <p>I can explain what to do if I see or am part of bullying</p> <p>I can explain how to manage the ups and downs of a friendship</p> <p>I can explain the differences between different families.</p>	<p><b>Physical health and fitness, healthy eating and mental wellbeing</b></p> <p>I can explain a range of emotions.</p> <p>I can understand how to cope with my emotions.</p> <p>I can understand what makes a 'balanced lifestyle'</p> <p>I can identify simple self care techniques</p> <p>I can identify what anti social behaviour is and how it can affect people</p> <p>I can identify what anti social behaviour is and how it can affect people</p>	<p><b>Changing adolescent bodies and Being safe</b></p> <p>I can describe the kinds of change that happen in life and the feelings associated with this.</p> <p>I can identify the changes that happen at puberty:</p> <p>Bodies before, during and after puberty. How have they changed?</p> <p>External body parts</p> <p>Change in females during puberty including: menstruation and other physical changes</p> <p>Changes in males during puberty including: physical</p>	<p><b>Internet safety and harms and money</b></p> <p>I can explain that information can spread quickly online even when sent privately.</p> <p>I can identify what online bullying looks like.</p> <p>I can explain how hard it is to remove something from the internet once it is in there.</p> <p>I can identify real and fake information</p> <p>I can create rules for the time that I spend online</p> <p>I can stick to a budget</p>	<p><b>Drugs, alcohol and tobacco, Health prevention and Basic first aid</b></p> <p>I can identify hygiene routines that can help prevent the spread of bacteria and viruses.</p> <p>I know how to keep myself safe</p> <p>I can identify what to do in an emergency.</p> <p>I know who to contact in an emergency</p> <p>I can give First Aid to somebody who is not breathing</p> <p>I can understand that drugs are common in everyday life</p>



	whether they are positive or negative	I can tell the difference between a good and dangerous secret. I can get support if I need to.		changes, emotional changes Keeping themselves clean during puberty and beyond. Keeping safe elements to cover: underwear rule, growing and changing at different rates and how that can have effect on our self-esteem and confidence, I can identify whose job it is to keep me safe		I can identify that some drugs have negative risks
French	<b>Describing people</b> I can describe my height I can describe my eye colour and hair colour I can use some simple words to describe someone's personality I can describe what I am wearing	<b>The body</b> I can identify parts of the body. I can describe actions I take. I can explain when I am hurt.	<b>Animals</b> I can name some farm animals. I can name some pets. I can use adjectives to describe my pets.	<b>Food</b> I can name some foods I can say what I like to eat I can say what I am eating I can name some basic cutlery I can name ingredients		