



YEAR 4 Curriculum Skills and Theme Map 2017-18

TERM	AUTUMN		SPRING		SUMMER	
English	Text: 'Son of Rebellion' Sally Hargreaves		Text: 'Gangsta Granny' David Walliams		Text: 'The Witches' Roald Dahl	
	<p>Spoken Language Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear Perform poems from memory</p> <p>Reading Word Reading: Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Comprehension: Know which books to select for specific purposes Retrieve and record information from non-fiction</p> <p>Writing Composition: Diaries Paragraphing Non chronological reports</p> <p>Transcription: Root words, rules for adding suffixes and prefixes (-ation, ous, ion, ian)</p>	<p>Spoken Language Show understanding of the main points and significant details in a discussion Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required Perform poetry from memory</p> <p>Reading Word Reading: Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Comprehension: Use dictionaries to check the meaning of unfamiliar words Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Writing Composition: Organisation of texts Dialogue through</p>	<p>Spoken Language Ask questions to clarify or develop understanding Show understanding of how and why language choices vary in different contexts Perform poetry from memory</p> <p>Reading Word Reading: Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Comprehension: Explain the meaning of words in context Explain why text types are organised in a certain way Make connections with prior knowledge and experience</p> <p>Writing Composition: Narrative - clear structure, settings, character, plot Leaflet Explanations</p> <p>Transcription: Homophones and near</p>	<p>Spoken Language Vary the use and choice of vocabulary dependent on the audience and purpose Present writing to an audience Perform poetry from memory</p> <p>Reading Word Reading: Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Comprehension: Infer meanings and begin to justify them with evidence from the text Predict what might happen from details stated and deduced information</p> <p>Writing Composition: Explanations Clauses with a wider range of conjunctions Poetry - variety of forms - performance</p> <p>Transcription: Use of dictionaries and</p>	<p>Spoken Language Justify answers with evidence Increasingly adapt what is said to meet the needs of the audience/listener Develop a group presentation that reports recent learning to the class Perform poetry from memory</p> <p>Reading Word Reading: Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Comprehension: Begin to understand simple themes in books Identify how the writer has used precise word choices for effect to impact on the reader</p> <p>Writing Composition: Explanations Playscripts Narrative - Quest story</p> <p>Transcription: Use appropriate nouns and pronouns to support</p>	<p>Spoken Language Understand when the context requires the use of Standard English Prepare and deliver a talk to the class on an aspect of learning Show understanding of the main points and significant details in a discussion and introduce new ideas Perform poetry from memory</p> <p>Reading Word Reading: Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Comprehension: Begin to build on others' ideas and opinions about a text in discussion Know and recognise some of the literary conventions in text types covered</p> <p>Writing Composition: Non chronological report Letters</p>



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	<p>Orally rehearse structured sentences or sequences of sentences</p> <p>Handwriting: Check correct letter and number formation</p> <p>Spelling Spell half the words on the Y3/4 word list. Revisit suffix 'tion' and 'sion'.</p> <p>SPaG Revisit Year 3 expectations. See National Curriculum 2014 English Appendix 2. Paragraphing to organise ideas around a theme.</p>	<p>narrative writing</p> <p>Transcription: Commonly misspelt words Prefixes and suffixes Use of fronted adverbials and use of comma</p> <p>Handwriting: Start all letters on the line, capital letters not joined, sizes correct</p> <p>Spelling Spell half the words on the Y3/4 word list. Introduce suffix 'ation'. Introduce words with the 's' sound spelt sc (Latin root).</p> <p>SPaG Plural/possessive apostrophe use. Noun phrases. Inverted commas. Fronted adverbials. Pronoun use to avoid repetition. Determiners.</p>	<p>homophones Plurals Prefixes and suffixes</p> <p>Handwriting: Down strokes are parallel and equidistant, with lines of writing spaced sufficiently so that ascenders and descenders do not touch</p> <p>Spelling Spell most of the words on the Y3/4 word list. Introduce suffix 'sure' and 'ture'.</p> <p>SPaG Revisit term 1 to embed. Verb inflections (we were/ we was, I did/ I done).</p>	<p>thesaurus (use first 2 or 3 letters of a word) Topic sentences to open paragraphs Possessive apostrophe Use a range of sentences with more than one clause</p> <p>Handwriting: All writing is joined in every book Speed and fluency is improving</p> <p>Spelling Spell most of the words on the Y3/4 word list. Introduce words with the hard 'c' sound spelt 'ch'.</p> <p>SPaG Revisit term 1 to embed. Verb inflections (we were/ we was, I did/ I done).</p>	<p>cohesion and avoid repetition Possessive apostrophe Topic sentences to open paragraphs</p> <p>Handwriting: All writing is joined in every book Speed and fluency is improving</p> <p>Spelling To spell all words on the Y3/4 word list. The 'I' sound spelt y other than at the end of a word (Egypt, myth, pyramid).</p> <p>SPaG Inverted commas and other punctuation to indicate direct speech</p>	<p>Narrative - Quest story</p> <p>Transcription: Use other punctuation in direct speech, including comma after the reporting clause. Application of all work covered this year</p> <p>Handwriting: All writing is joined in every book Speed and fluency is improving</p> <p>Spelling To spell all words on the Y3/4 word list. Introduce words with soft 'sh' sound spelt 'ch'. Words ending in 'gue' or 'que'</p> <p>SPaG Revision of year's work, applying it accurately to their own writing</p>
<p>Maths</p>	<p>Schofield and Sims Mental Arithmetic</p>					
<p>Number and place value Read Roman numerals up to 100. Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line.</p> <p>Four rules:</p>	<p>Number and place value Look at place value in decimals and the relationship between tenths and decimals; round 4-digit numbers to the nearest: 10, 100 and 1000.</p> <p>Four rules: Addition and</p>	<p>Number and place value Place 4-digit numbers on landmarked lines; 0-10 000 and 1000-2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count</p>	<p>Number and place value Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; understand</p>	<p>Number and place value Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read,</p>	<p>Number and place value Four rules: Addition and Subtraction Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; Solve</p>	



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	<p>Addition and Subtraction Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers; Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column).</p> <p>Multiplication Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method).</p> <p>Fractions Find fractions of amounts.</p> <p>Measurement Tell and write the time to the minute on analogue and digital clocks; calculate time</p>	<p>Subtraction Practise written and mental addition methods; use vertical addition to investigate patterns; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use.</p> <p>Multiplication and Division Double 3-digit numbers and halve even 3-digit numbers; add two 4-digit numbers; Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder.</p> <p>Fractions Revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form).</p> <p>Measurement Convert multiples of 100 g into kilograms;</p>	<p>on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; use Frog to find complements to multiples of 1000.</p> <p>Four rules: Addition and Subtraction add and subtract multiples of 10 and 100 to/from 4-digit numbers; Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry').</p> <p>Multiplication and Division Learn the $7\times$ table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; use mental multiplication and division strategies; understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place</p>	<p>place value in 4-digit numbers; partition 4-digit numbers.</p> <p>Four rules: Addition and Subtraction Add four digit numbers using written method with answers greater than 10 000; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction); solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog); Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-</p>	<p>use and compare negative numbers in the context of temperature; read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number; use rounding to estimate answers; recognise and read Roman numerals to 100; begin to know the history of our number system including 0; understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths.</p> <p>Four rules: Addition and Subtraction Add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number.</p> <p>Multiplication and</p>	<p>written addition of two 4-digit numbers; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method.</p> <p>Multiplication and Division Derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies; Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the</p>
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	<p>intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation.</p>	<p>convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities. Statistics Draw bar charts, record and interpret information.</p>	<p>value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers. Fractions Find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters). Measurement Solve simple money problems with decimals to two decimal places; use Frog to find change from £10, £20 and £50. Geometry Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw</p>	<p>digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems. Multiplication and Division Divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten. Measurement Add amounts of money using written methods and mentally using place value and number facts; Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the</p>	<p>Division Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of 10. Fractions Revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents. Measurement</p>	<p>grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders. Fractions Find non-unit fraction of amounts; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places). Measurement Add amounts of money (pounds and pence) using column addition; Geometry Use coordinates to draw polygons; find the coordinates of shapes after translation; Statistics Draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning.</p>
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			the other half of symmetrical shapes.	perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters.	Calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting. Geometry Recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes.
SCIENCE	<p>Sound As Vibrations How do we hear?</p> <p>Electricity What does a circuit need? What makes a good conductor?</p>	<p>Changes Of State What happens in evaporation and condensation?</p> <p>Water Cycle Why does it rain?</p>			<p>Digestive System And Teeth How does our body digest food? Teeth, diet and food chains.</p> <p>Classifying Living Things And Their Habitats. Trip - Flatts Lane or Guisborough Woods. What do different animals need? How do we classify animals?</p>
Working Scientifically	<p>During the year the children will carry out various experiments and investigations. While working scientifically the children will;</p> <ul style="list-style-type: none"> • Set up simple practical enquiries, including a fair test. • Make systematic and careful observations and take accurate measurements using standard units and a range of equipment. • Gather, record, classify and present data in a variety of ways to help answer questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Report on findings from an enquiry, including verbal and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions. • Identify differences, similarities or changes to simple scientific ideas and processes. • Use scientific evidence to answer questions or support findings. 				



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<p>HISTORY</p>	<p>The Roman Empire And Its Impact On Britain Trip - Arbeia Roman Fort What happened when the Romans invaded? How did life change in Britain? What legacy did the Romans leave behind?</p>		<p>Ancient Egypt Trip - Oriental Museum, Durham What were the achievements of this ancient civilization? When was this period in History? What can we learn from artefacts from the past?</p>
<p>GEOGRAPHY</p>	<p>Class name based work - Greece, Italy, Sweden Maps, flags, traditions, human and physical geographical features. Somewhere to Settle What Did Early Settlers Need? How Is Land Used in Settlements? What is it like in Whitby? How does it compare to where I live?</p>	<p>Marvellous Maps Using Atlases; Symbols; Compass Points; Grid References; Planning a Route. Exploring Eastern Europe Comparing Landscapes, Places and Climates.</p>	
<p>ART</p>	<p>Mark Making - working in black and white linked to handwriting. Key Artist: Rosina Wachmeister - including mosaics linked to Romans Christmas crafts - batik</p>	<p>Colour And Tone Key Artists: James Rizzi, Frederick Hundertwasser - Colour mixing</p>	<p>Sculpture Ancient Egyptian crafts - clay canopic jars and scarab beetles</p>
<p>DT</p>	<p>Food Technology - cupcakes and biscuits linked to Macmillan Coffee Morning Using electrical circuits - create a Christmas decoration/card Christmas crafts</p>	<p>Structures - how can you cross a river/make a tall building?</p>	<p>Mechanical Systems How did the Ancient Egyptians take water from the Nile? Food Technology What should we eat to be healthy? What would make a meal nutritious?</p>
<p>MUSIC</p>	<p>Recorders Learn and Perform - Boudicca Bop & Just Like A Roman song Music Express</p>	<p>Recorders Music from Around the World How does music from around the world differ? Samba Drumming Specialist teacher - Tees Valley Music</p>	<p>Recorders Learn and Perform - Amazing Egyptians Composition How can we create our own songs and accompaniments? Music Express</p>



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<p>COMPUTING</p>	<p>E-Safety - on going We are programmers How can we use Scratch to create our own animation? - linked to Romans We are animators Including history of animation</p>	<p>E-Safety - on going We Are Musicians - Garageband How can we use computers to create music? Photo Stories</p>	<p>E-Safety - on going Internet Research and communication How does word order affect results of searches? Using and Applying</p>
<p>PE</p>	<p>Indoor Gymnastics, Dance and Swimming Outdoor Invasion Games Tag rugby, hockey and netball</p>	<p>Indoor Gymnastics, Dance and Swimming Outdoor Invasion Games Football Net and Wall Games Tennis</p>	<p>Indoor Gymnastics, Dance and Swimming Outdoor Striking and Fielding Kwik cricket and Tri-golf Athletics Outdoor And Adventurous Activities</p>
<p>RE</p>	<p>Festivals Trip - Mandir (Diwali link)</p>	<p>Beliefs And Practices Places Of Worship - synagogue Easter</p>	<p>Sacred Texts Visitor - linked to the Bible work.</p>
<p>PSHCE</p>	<p>New Beginnings Getting On And Falling Out Friendship Week</p>	<p>Good To Be Me Relationships</p>	<p>Going For Goals</p>
<p>LANGUAGE French</p>	<p>Key Learning All About Me The Body Content Colours Feelings Days of the week Adjectival agreement Gender agreement Plurals spelling and pronunciation. Body parts, colours Games Adjective position Adjectival agreement and gender agreement Plurals</p>	<p>Key Learning Animals - stories, rhymes and poems The Body Content Rhyme, story and song Zoo animals Verb être Quantifiers Assez, très Adjective</p>	<p>Key Learning Family And Pets Grammar And Conversation Content Members of the family Possessive adjectives Ask and answer questions about family members Know the phrases Elle s'appelle/Il s'appelle. Revision of pets vocabulary Verb - avoir (to have): J'ai - I have Je n'ai pas de - I haven't Connectives: Et, aussi Dictionary skills Hobbies Opinions phrases</p>



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Preparation for Life In Modern Britain			
Knowledge and Understanding	Key Elements	Curriculum areas	Activities
Social justice and equality	Fairness between groups Causes and effects of inequality	RE, History	World War 1 Remembrance activities RE - comparing different religions
Diversity	Contribution of different cultures, values and beliefs to our lives Nature of prejudice and ways to combat it.	RE, Music, PSHCE, Geography	RE-festivals and beliefs in Islam, Judaism and Christianity News and current affairs Music around the world - Samba drumming
Globalisation and Interdependence	Trade between countries Fair trade	PSHCE Geography	Fair Trade Fortnight
Sustainable Development	Relationship between people and environment Awareness of finite resources Our potential to change things	Geography, RE, Science, PSHCE English	Harvest activities Food around the world - Class name country topic, Eastern Europe
Peace and conflict	Causes of conflict Impact of conflict Strategies for tackling conflict and for conflict prevention	English, PSHCE, History	Friendship Week Circle time PSHCE 'Say no to bullying'
Skills			
Critical thinking	Detecting bias, opinion and stereotypes Assessing different viewpoints	Geography, PSHCE	Challenge stereotypes in Geography topic
Ability to argue effectively	Finding and selecting evidence Beginning to present a reasoned case	RE, English, Geography	RE- festivals and beliefs in Islam, Judaism and Christianity Group work - discussions
Ability to challenge injustice and inequalities	Recognising and starting to challenge unfairness	History, Geography, English, PSHCE	News and current affairs Geography - Eastern Europe PSHCE 'Say no to bullying'
Respect for people and things	Making choices and recognising the consequences of choices	RE, PSHCE, English	RE- festivals and beliefs in Islam, Judaism and Christianity PSHCE: 'Relationships'
Co-operation and conflict resolution	Accepting and acting on group decisions Compromising	PSHCE, English, PE	Friendship Week, Circle time, Team Games School Council Say no to bullying Relationships
Values and Attitudes			
Sense of identity and self esteem	Sense of importance of individual worth	RE, PSHCE, English,	RE-festivals and beliefs in Islam, Judaism and Christianity Good work assembly, Class Assembly Circle time IMPS cards system Friendship Week - Good to be me
Empathy and sense of common humanity	Empathy towards others locally and globally	RE, Geography, PSHCE	RE festivals and beliefs in Islam, Judaism and Christianity, News and current affairs,



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			Red Nose Day Macmillan Coffee Morning Geography topic comparing Europe and the Americas
Commitment to social justice and equality	Growing interest in world events Sense of justice	Citizenship - News, PSHCE, English	School Council elections
Valuing and respecting diversity	Growing respect for difference and diversity	RE, English, Geography, PSHCE	RE - festivals and beliefs in Islam, Judaism and Christianity Geography topic comparing Europe and the Americas
Concern for environment and commitment to sustainable development	Sense of responsibility for the environment and the use of resources	Geography, Science, English	Gardening projects School Eco team School Council Recycling
Belief that people can make a difference	Belief that things can be better and that individuals can make a difference	RE, PSHCE, Geography, Science	RE- festivals and beliefs in Islam, Judaism and Christianity Harvest activities Red Nose Day Children in Need Macmillan Coffee Morning Christmas boxes with the Rotary Club Good Work Assembly