All Saints' C of E Primary School
Year 4 Curriculum Map

2024-2025	Autumn Term		Spring Term		Summer Term	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
English	*The Miraculous Journey of Edward Tulane* ***Unit 1*** *Instruction* ***Unit 2*** *Narrative (Adventure story)*	*The Miraculous Journey of Edward Tulane* ***Unit 1*** *Non Chronological Report* ***Unit 2*** *Explanation*	*Varjak Paw (S.F Said)* ***Unit 1*** *Poetry: Haiku and Kennings* ***Unit 2*** *Biography*	*Varjak Paw (S.F Said)* ***Unit 1*** *Narrative Journey Story* ***Unit 2*** *Persuasive Writing (advertisement)*	*Boy in the back of the Classroom* ***Unit 1*** *Poetry: Free verse, descriptive poems.* ***Unit 2*** *Play Scripts*	*Boy in the back of the Classroom* ***Unit 1*** *Diary Writing* ***Unit 2*** *Narrative: Myth – based on North American Indian myths.*
Mathematics	Place Value Addition & Subtraction	Area Multiplication & Division A	Multiplication & Division B Length and Perimeter Fractions	Fractions Decimals A	Decimals B Money Time	Properties of Shape Statistics Position & Direction
Science	Animals: Digestion and Food	Energy: Electricity and circuits	Material: States of matter	Sound and Vibrations	Living Things: Classification and changing Habitats	Making connections: How does the flow of liquids compare?
Computing	1) Collaborative learning (Lessons 1,3,4,5) 2) Further coding with scratch (Lessons 2,3,4)		1) Online safety (Lessons 1,2,3,5)		1) Investigating the weather (1,3,4,5) 2) Computational thinking (Lessons 1,2,3,4)	
History	How have children's lives changed?		How hard was it to invade and settle in Britain?		Were Vikings raiders or peace loving settlers?	
Geography	Why are rainforests important to us?		Where does our food come from?		What are rivers and how are they used?	
Art	Drawing: Power Prints		Painting and mixed media: Light and dark		Craft and design: Fabric of nature	
DT	Structure: Pavilions		Mechanisms: Make a sling shot car		Electrical systems: Torches	

RE	What is the difference between knowing and believing?	What does sacrifice mean?	How do religious groups contribute to society and culture?	What does it mean to be part of the global Christian community?	What do Muslims believe about God?	
PSHE	Transition Lesson Families and Relationships	Families and Relationships	Health and Well-being	Citizenship	Economic Well-being	Safety and the Changing Body
PE	Football Tag Rugby	Hockey Basketball	Dance	Tennis	Gymnastics	Athletics/ Cricket
Spanish	The classroom	At the cafe	My home	Goldilocks	Clothes	The Romans
Music	Mamma Mia		Lean on Me		Stop!	

	Autumn	Spring	Summer
Science	Beginning to raise further questions during the enquiry process. Considering what makes a testable question. Beginning to recognise that there are different types of enquiry and that they are suitable for different questions. Beginning to make suggestions about how different questions could be answered. Beginning to select from options which variables will be changed, measured and controlled. Suggesting what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Beginning to write a simple method in numbered steps. Selecting and beginning to decide what simple equipment might be used to aid observations and measurements. Making predictions about what they think will happen by: ● Using scientific knowledge and/or personal experience to explain their prediction (because…) ● Beginning to consider cause and effect when making predictions, where appropriate. ● Predicting a trend by considering how the changing variable will affect the measured variable. (The smoother the surface, the longer the distance the car will travel.	Using their senses to describe, in more detail and with simple scientific vocabulary, what they notice or what has changed. Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Reading scales with unmarked intervals between numbers. Gathering specific information from a variety of sources. Beginning to draw more scientific diagrams by: ● Using some standard symbols. ● Drawing in 2D to produce simple line diagrams. ● Labelling with more scientific vocabulary. Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables. Beginning to design simple results tables. Grouping based on visible characteristics and measurable properties. Populating a pre-prepared branching and number key. Choosing appropriate questions for classification keys. Writing a conclusion to summarise findings using simple scientific vocabulary. Beginning to suggest how one variable may have affected another. Beginning to quote results as evidence of relationships. Identifying data that does not fit a pattern (anomalous data). Recognising when results or observations	To know about the methods and equipment used by scientists throughout history and how these have led to modern methods. To know how scientific knowledge has changed over time, leading to the current understanding of Science. To know about current scientific research and what it aims to achieve in the future. To know that mistakes can lead to new discoveries. To know that collaboration and peer reviewing is essential for effective scientific progress.

		do not match their predictions. Beginning to use identified patterns to predict new values or trends. Beginning to identify steps in the method that need changing and suggest improvements. Beginning to identify which variables were difficult to control and suggesting how to better control them. Commenting on the degree of trust by reflecting on: ● Results that do not fit a pattern (anomalies). ● The quality of results (accurate measurements and maintaining control variables). Beginning to identify new questions that would further the enquiry.	
Computing	Use and select a range of input devices and software, such as cameras or sensors, to accomplish given goals Use technology responsibly, understanding that online communication may be seen by others and knowing where to go for help and support if necessary Understand what servers are and how they provide services to a network Understand how result are selected and ranked by search engines Accomplish coding goals using a variety of software, systems and content	Use and select a range of input devices and software, such as cameras or sensors, to accomplish given goals Use technology responsibly, understanding that online communication may be seen by others and knowing where to go for help and support if necessary Understand what servers are and how they provide services to a network Understand how result are selected and ranked by search engines Accomplish coding goals using a variety of software, systems and content Use logical reasoning to detect and correct errors in algorithms and programmes Decompose programmes into smaller parts Use logical reasoning to detect and correct errors in algorithms and programmes	Use and select a range of input devices and software, such as cameras or sensors, to accomplish given goals Use technology responsibly, understanding that online communication may be seen by others and knowing where to go for help and support if necessary Understand what servers are and how they provide services to a network Understand how result are selected and ranked by search engines Accomplish coding goals using a variety of software, systems and content Decompose programmes into smaller parts Use logical reasoning to detect and correct errors in algorithms and programmes

History	Use an increasing range of common words and phrases relating to the passing of time and related to the period of study Place some historical periods in a chronological framework Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other	Use an increasing range of common words and phrases relating to the passing of time and related to the period of study Place some historical periods in a chronological framework Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other	Use an increasing range of common words and phrases relating to the passing of time and related to the period of study Place some historical periods in a chronological framework Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other
Geography	Understand and use a widening range of geographical terms Make plans and maps using symbols and keys Identify physical and human features of the locality	Understand and use a widening range of geographical terms Make plans and maps using symbols and keys Identify physical and human features of the locality Use and interpret maps, globes, atlases and computer mapping to locate countries and key features Use four and six figure grid references Use the 8 points of a compass Identify where countries are within Europe Demonstrate knowledge of features around them and beyond the UK Understand why there are similarities and differences between places.	Understand and use a widening range of geographical terms Make plans and maps using symbols and keys Use and interpret maps, globes, atlases and computer mapping to locate countries and key features Use four and six figure grid references Use the 8 points of a compass Understand why there are similarities and differences between places.
Art	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas for a completed piece of artwork. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what they like and dislike about their work and articulate how they might improve their work. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas for a completed piece of artwork. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Describe some of the key ideas, techniques and working practices of artists, architects and designers that have been studied. Explain what they like and dislike about their work and articulate how they might improve their work.	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas for a completed piece of artwork. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what they like and dislike about their work and articulate how they might improve their work. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Explore shading, using different media and create effects using

	Compare and recreate from of natural and manmade objects, drawing with correct proportions.	Explore shading, using different media and create effects using bleeds, washes, scratches and splashes. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Compare and recreate form of natural and manmade objects, drawing with correct proportions.	bleeds, washes, scratches and splashes.
Design and Technology	Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Apply techniques they have learnt to strengthen structures and explore their own ideas.	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Apply techniques they have learnt to strengthen structures and explore their own ideas. Consider how existing products and their own design might be improved and how well they meet the needs of the intended user.	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Apply techniques they have learnt to strengthen structures and explore their own ideas. Understand and use electrical systems in products., switches, bulbs, buzzers and motors. Consider how existing products and their own design might be improved and how well they meet the needs of the intended user.
RE	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority Identify events in history and society which have influenced some religious and nonreligious worldviews Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others
PSHE	Use respectful language to discuss different families. Explore physical and emotional boundaries in friendships. Explore how my actions and behaviour can affect other people.	Develop independence in looking after teeth. Identify what makes me feel calm and relaxed. Learn visualisation as a tool to aid relaxation. Explore how my skills can be used to undertake certain jobs.	Recognise value for money. Understand differing opinions on spending. Recognise how to track money spent and saved. Understand reasons for using a bank.

	Discuss how to help someone who has experienced a bereavement	Explore ways we can make ourselves feel happy or happier. Develop the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Develop a growth mind-set. Discuss how we can help to protect human rights. Identify ways items can be reused. Explain why reusing items is of benefit to the environment Identify the benefits different groups bring to the local community. Discuss the positives diversity brings to a community.	Explore how to safeguard money effectively. Identify influences on job choices. Understand careers can change. Challenge workplace stereotypes. Discuss how to seek help if needed. Explore what to do if an adult makes me feel uncomfortable. Learn about the benefits and risks of sharing information online. Discuss the benefits of being a non-smoker. Discuss some physical and emotional changes during puberty. Learn how to help someone who is having an asthma attack.
PE	Persevere to improve performance with regular practice Help to organise roles and responsibilities in small group tasks Identify ways to judge performance and identity specific criteria to improve upon Develop longer sequences of movements that express their own ideas Change tactics to improve the result of a game Link actions together so they flow in running, jumping, catching and throwing activities Begin to develop technique in a range of disciplines through flexibility, strength, control and balance. Swim competently, confidently and proficiently over a distance of at least 25 metres Record and monitor how hard they are working	Persevere to improve performance with regular practice Help to organise roles and responsibilities in small group tasks Identify ways to judge performance and identity specific criteria to improve upon Develop longer sequences of movements that express their own ideas Change tactics to improve the result of a game Link actions together so they flow in running, jumping, catching and throwing activities Begin to develop technique in a range of disciplines through flexibility, strength, control and balance. Swim competently, confidently and proficiently over a distance of at least 25 metres Record and monitor how hard they are working	Persevere to improve performance with regular practice Help to organise roles and responsibilities in small group tasks Identify ways to judge performance and identity specific criteria to improve upon Develop longer sequences of movements that express their own ideas Change tactics to improve the result of a game Link actions together so they flow in running, jumping, catching and throwing activities Begin to develop technique in a range of disciplines through flexibility, strength, control and balance. Swim competently, confidently and proficiently over a distance of at least 25 metres Record and monitor how hard they are working
Spanish – *could change*	Accurately repeat the sounds heard in songs and rhymes Ask and answer simple questions about different topics Change simple sentences they have heard to make new sentences Real aloud with good pronunciation Understand and read aloud several familiar phrases and sentences Follow the words of a text when it is being read aloud Write a range of words and some short phrases from memory Write sentences to describe people and things using a range	Accurately repeat the sounds heard in songs and rhymes Ask and answer simple questions about different topics Change simple sentences they have heard to make new sentences Real aloud with good pronunciation Understand and read aloud several familiar phrases and sentences Follow the words of a text when it is being read aloud Write a range of words and some short phrases from memory Write sentences to describe people and things using a range of adjectives, using remembered words and example	Accurately repeat the sounds heard in songs and rhymes Ask and answer simple questions about different topics Change simple sentences they have heard to make new sentences Real aloud with good pronunciation Understand and read aloud several familiar phrases and sentences Follow the words of a text when it is being read aloud Write a range of words and some short phrases from memory Write sentences to describe people and things using a range of adjectives, using remembered words and example sentences

	of adjectives, using remembered words and example sentences for support Use pronouns and articles appropriately before a noun .	sentences for support Use pronouns and articles appropriately before a noun .	for support Use pronouns and articles appropriately before a noun .
Music	Recognise and discuss some contrasting styles of music, using appropriate musical language Identify the main sections of the song Sing songs showing musical expression, phrasing, changes of tempo, dynamics and reflecting the mood and character of the song. Sing two/three part rounds with more confidence and increasing pitch accuracy Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Read and play from some conventional music symbols Compose a simple melody from a selected group of notes Choose what to perform and create a programme	Recognise and discuss some contrasting styles of music, using appropriate musical language Identify the main sections of the song Sing songs showing musical expression, phrasing, changes of tempo, dynamics and reflecting the mood and character of the song. Sing two/three part rounds with more confidence and increasing pitch accuracy Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Read and play from some conventional music symbols Compose a simple melody from a selected group of notes Choose what to perform and create a programme	Recognise and discuss some contrasting styles of music, using appropriate musical language Identify the main sections of the song Sing songs showing musical expression, phrasing, changes of tempo, dynamics and reflecting the mood and character of the song. Sing two/three part rounds with more confidence and increasing pitch accuracy Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Read and play from some conventional music symbols Compose a simple melody from a selected group of notes Choose what to perform and create a programme
Writing *Targets shown when first introduced* *Spelling* *Handwriting* *Composition* *Grammar and punctuation*	Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- Understand and add suffixes -ation, -ous Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician 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 Spell words with the 's' sounds spelt 'sc' e.g. science, scene Use the first three or four letters of a word to check its spelling in a dictionary Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1) Understands the grammatical difference between plural and possessive –s Use apostrophes to mark plural possession e.g. the girl's name, the girls' names	

	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by organising paragraphs around a theme Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas Use commas after fronted adverbials Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial		

Reading *Targets shown when first introduced*	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context Understand what he/she reads independently by predicting what might happen from details stated and implied Retrieve and record information from non-fiction over a wide range of subjects Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials	

	he/she can read for himself/herself, taking turns and listening to what others say		
Maths *Targets shown when first introduced*	Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations including measures Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value Add numbers with up to four digits using the formal method of columnar addition Estimate and use inverse operations to check answers to a calculation Subtract numbers with up to four digits using the formal method of columnar subtraction Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Recall multiplication and division facts for multiplication tables up to 12 × 12 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 Multiply two-digit and three-digit numbers by a one-digit	Recognise and use factor pairs and commutativity in mental calculations 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 Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4, 1/2, ¾ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Find the area of rectilinear shapes by counting squares	Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size

	number using formal written layout Convert between different units of measure e.g. kilometre to metre; hour to minute Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs