



## Year 4 Curriculum Map 2021-22

		Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Topic</b>		Fizz, Bubble, Bang	Groovy Greeks	Mountains	Rampaging Romans	Extreme Earth	Wonders of the Deep
<b>Text</b>		George's Marvellous Medicine	Groovy Greeks	The Abominables	Romans on the Rampage	Horrible Geography Volcanoes	Treasure Island
<b>English</b>	<b>Reading</b>	<p>Develop their understanding by reading around unknown words, allowing them to make sense of words in context.</p> <p>Justify inferences with evidence in fiction.</p> <p>Infer characters' feelings and thoughts from what they have said.</p> <p>Infer characters' feelings and thoughts from their actions</p> <p>Identify and discuss words and phrases that capture the reader's interest.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Summarise the main ideas from a text or section of a text.</p>	<p>Develop their understanding of unfamiliar vocabulary by drawing on existing knowledge, making sense of words in context.</p> <p>From given choices, identify suitable synonyms for new words</p> <p>In fiction texts, justify inferences with evidence.</p> <p>Predict what might happen in a fiction text.</p> <p>Consider authors' choices of language.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Develop their understanding by reading around unknown words, making sense of words in context.</p> <p>In fiction texts, justify inferences with evidence.</p> <p>Infer characters' feelings and thoughts from their actions.</p> <p>Identify themes across a range of texts.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify and summarise the main ideas from a text or section of a text</p>	<p>Identify suitable synonyms for new words.</p> <p>In fiction texts, justify inferences with evidence.</p> <p>Infer characters' feelings and thoughts from what they have said.</p> <p>Predict what might happen in a fiction text.</p> <p>Consider authors' choices of language.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Use a dictionary to check the meaning of words they have read</p> <p>Develop understanding by reading around unknown words, allowing them to make sense of words in context.</p> <p>In fiction texts, justify inferences with evidence.</p> <p>Identify themes across a range of age-appropriate texts.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify and summarise the main ideas from a text or section of a text.</p>	<p>Identify suitable synonyms for new words.</p> <p>In fiction texts, justify inferences with evidence.</p> <p>Infer characters' feelings and thoughts from what they have said.</p> <p>Predict what might happen in a fiction text from details stated.</p> <p>Consider authors' choices of language.</p>

	<b>Writing</b>	<p><b>Genre: Informal letter</b> Audience: Tim Purpose: To inform</p> <p><b>Genre: Instructions</b> Audience: George Purpose: to explain</p> <p><b>Genre: Middle part of the story – character/setting</b> Audience: peers Purpose: to entertain</p>	<p><b>Genre: Historical narrative (Greek myth)</b> Audience: adults Purpose: to entertain</p> <p><b>Genre: Non-chronological report</b> Audience: Year 4 children Purpose: to inform</p>	<p><b>Genre: Diaries</b> Audience: myself Purpose: to recount events</p> <p><b>Genre: Non-chron leaflet</b> Audience: Visitors at an animal park/zoo Purpose: to inform</p> <p><b>Genre: Journey story</b> Audience: Children and families Purpose: to entertain</p>	<p><b>Genre: Eye-witness account</b> Audience: the emperor Purpose: to inform</p> <p><b>Genre: Invitation</b> Audience: Roman senator Purpose: to invite</p> <p><b>Genre: Procedures – Roman Baths</b> Audience: Roman citizen Purpose: explain</p>	<p><b>Genre: Newspaper report</b> Audience: local community Purpose: to inform</p> <p><b>Genre: write from an alternative viewpoint – should the city of Pompeii be rebuilt?</b> Audience: Public Purpose: to explain a viewpoint</p>	<p><b>Genre: Persuasive leaflet</b> Audience: adults Purpose: to persuade</p> <p><b>Genre: Speech</b> Audience: peers Purpose: to persuade</p> <p><b>Genre: Poetry haiku/Cinquain/Tanka</b> Audience: Y6 children Purpose: to entertain</p>
	<b>SPELLING</b>	<p><b>More prefixes</b> Mis-, reviving un-, in-, dis-</p> <p>Words ending in zhuh - sure</p> <p>Short sound ou</p>	<p>Prefix: auto-</p> <p>Suffix: ly</p> <p>Prefix: inter-</p>	<p>Words with the ai sound spelt eigh, ei, ey</p> <p>Words ending in ous</p> <p>Words with the s sound spelt sc</p>	<p>Words ending in zhun – spelt sion</p> <p>Adding il</p> <p>Revise un, in, mis, dis</p>	<p>The c sound spelt que</p> <p>The g sound spelt gue</p> <p>Adding ir to words beginning with r</p>	<p>Adding -ion suffix</p> <p>Homophones</p> <p>Revise spelling patterns</p>
	<b>Mathematics</b>	<b>Number</b>	Place value Addition and Subtraction	Multiplication and division	Multiplication and division Fractions	Fractions Decimals	Money
<b>Measurement</b>			Perimeter	Time		Length	Time
<b>Geometry</b>						Position and Direction	Classifying shapes

						Co-ordinates	Angles Symmetry
	<b>Statistics</b>			Graphs Charts and Tables Problem solving			
<b>Science</b>	States of Matter Water Cycle					Rocks Sound	Animals including humans- food chains Living things and their habitats- classification keys Electricity
	Working Scientifically						
<b>Computing</b>	Coding	Online Safety Animation	Spreadsheets	Hardware Investigators Drawing and Desktop Publishing	Effective Searching Word	Word Databases	
<b>Geography</b>		<b>Locational Knowledge:</b> identify European countries and cities	<b>Locational Knowledge:</b> name and locate mountains in the UK and around the world. <b>Place Knowledge:</b> Compare a region of the UK with Europe <b>Human and Physical Geography:</b> Mountains, water cycle	<b>Locational Knowledge:</b> identify European countries and cities	<b>Locational Knowledge:</b> identify European countries and cities  <b>Human and Physical Geography:</b> Volcanoes, earthquakes  <b>Geographical skills and fieldwork:</b> Four figure grid references and 8	<b>Locational Knowledge:</b> Name and locate oceans around the world	

			<b>Geographical skills and fieldwork:</b> Maps, atlas and globes		points of the compass		
<b>History</b>		Ancient Greece- Greek life, achievements and their influence on the western world.		The Roman Empire and its impact on Britain			
<b>Art and design</b>		Chalk and charcoal- Greek columns	Pencil - Hakusai		Collage – Andy Warhol/Megan Coyle		
<b>D.T.</b>	Cooking/textiles					Divers Torch	
<b>R</b>	<b>Citizenship</b>	Christianity, Judaism, Humanism					
<b>E</b>		How special is the relationship Jews have with God?	What is the most significant part of the Nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible?	What is the best way for a Jew to show commitment to God?	How do Humanists celebrate important moments in life?

<b>P H S C E</b>		Families and people who care for me Caring friendships Respectful relationships Online relationships Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic 1 <sup>st</sup> aid Changing adolescent body Economic wellbeing Transition British values						
	<b>PE</b>	<b>Indoor</b>	Gymnastics		Gymnastics	Dance		Dance
		<b>Outdoor</b>	Tag Rugby	Netball OAA	Hockey	Football	Basketball Tennis	Athletics Sports Day
		<b>Music</b>	Body and tuned percussion	Rock and Roll	Haikus, performance and composition	Adapt and transpose motifs	Samba	Pitch, tempo and dynamics
	<b>Spanish</b>	Times and dates Weather Countries and nationalities	Family Colours and flags	Parts of the body	Appearance and clothing	Personality and characteristics	Jobs and associated vocabulary	