

Year 4 Curriculum Map – Terms 1 & 2

READING		WRITING	
<p>The LKS2 Word Reading and Comprehension National Curriculum statements are taught across all terms in Year 4, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills.</p> <p>Vocabulary: To use dictionaries to check the meaning of words that they have read; To explore the meaning of ambitious vocabulary read in context; To discuss how and why the text affects the reader and back up view points</p> <p>Infer: To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives; To refer to the text to support opinions and elaborate</p> <p>Predict To justify predictions using evidence from the text</p> <p>Explain: To discuss words and phrases that capture the reader’s interest and imagination; To identify how language, structure, and presentational devices contribute to meaning</p> <p>Retrieve: To retrieve and record information from a fiction text; To locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages</p> <p>Summarise: To identify main ideas drawn from more than one paragraph and summarise these; To compare the structure of different stories in terms of pace, build up, sequence, complication and resolution</p>		<p>GENRES</p> <p>To entertain: Descriptive poetry, Narrative (story), Setting description</p> <p>To inform: Explanation text, Biography, Newspaper</p> <p>To discuss: Persuasive Speech</p> <p>The LKS2 Composition and Handwriting National Curriculum statements are taught across all terms in Year 4.</p>	
VOCABULARY, GRAMMAR AND PUNCTUATION		Spelling	
<ul style="list-style-type: none"> • Revision of grammar from previous year groups • Difference between plural and possessive -s • Fronted adverbials • Commas after fronted adverbials <p>Terminology pupils must know: Standard English, fronted adverbial</p>		<p>TERM 1:</p> <ul style="list-style-type: none"> • Words that are homophones • Words with the prefix ‘in-’ meaning ‘not’ • Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ • Words with the prefix ‘sub-’ meaning ‘below’ or ‘further divided’ • Words with the prefix ‘inter-’ meaning ‘between’ or ‘among’ • Year 3/4 Common Exception Words <p>TERM 2:</p> <ul style="list-style-type: none"> • Words ending in ‘-ation’ • Words ending ‘-ly’ • Words ending ‘-lly’ • Words where ‘ch’ makes a /sh/ sound • Year 3/4 Common Exception Words 	

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MATHS		RE	
<p>Number and place value</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) Count in multiples of 6, 7, 9, 25, 1,000 Identify, represent and estimate numbers using different representations Find 1,000 more or less than a given number Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Order and compare numbers beyond 1,000 Round any number to the nearest 10, 100 or 1,000 <p>Addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Solve number and practical problems that involve all of the above with increasingly large positive numbers Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Measurement</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence <p>Multiplication and division</p> <ul style="list-style-type: none"> 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 		<p>TERM 1: CHRISTIANITY – CREATION/FALL What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Describe what Christians do because they believe God is Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians <p>TERM 2: INCARNATION/GOD What is the Trinity?</p> <ul style="list-style-type: none"> Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter Offer suggestions about what texts about baptism and Trinity might mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas about what the God of Christianity is like 	
SCIENCE	HISTORY	GEOGRAPHY	
<p>TERM 1 AND 2: SOUND</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases <p>Significant people – Alexander Graham Bell (1847-1922) and Jaap Haartsen (1963 - present)</p>	<p>TERM 1: ROMANS</p> <ul style="list-style-type: none"> Why did the Romans invade Britain? What was the impact of the Roman invasion on Britain at the time? How were the Romans able to keep control over such a vast empire? Why did Boudica stand up to the Romans and what image do we have of her today? <p>TERM 2: ROMANS, A LOCAL HISTORY STUDY</p> <ul style="list-style-type: none"> Why was Lullingstone Roman Villa built? Who lived at Lullingstone Roman Villa and why is it important to our local area? What does Lullingstone Villa teach us about Roman Culture? What other evidence of Roman influence can be found in Kent? How much of our lives today is influenced by the Romans who lived here 2,000 years ago? <p>GOLDEN THREADS: Legacy, conflict and invasion, community and culture, local identity</p>	<p>n/a</p>	

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PE		
<p>TERM 1: HOCKEY</p> <ul style="list-style-type: none"> • Understand basic rules of hockey and explore ways of using the stick to move the ball • Learn how to have control and turn quickly under pressure • Understand different passing techniques and focus on ball control • Understand what type of pass to use in different situations and be able to make a long pass • To be able to strike a ball on the move • Play a hockey game and be able to use skills learnt to beat opponents <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Explore ways of travelling across a bench using different levels, body parts and speeds • Explore matching and mirroring when performing shapes with a partner • Develop jumping techniques by learning how to turn in mid-flight • To attempt a variety of partner balances exploring counter tension and counter balance techniques • Understand the fundamental skills required to perform the forward roll • Perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus <p><i>Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations. Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.</i></p>	<p>TERM 2: TAG RUGBY</p> <ul style="list-style-type: none"> • Learn the importance of agility when dodging in tag rugby • Become familiar with catching a rugby ball • Learn how to pass the ball backwards down a line • Learn the tagging technique using the correct rules • Develop basic tactics using the magic diamond • Develop knowledge of how to score a 'try' and to learn basic game rules <p>NETBALL</p> <ul style="list-style-type: none"> • Develop an understanding of the one-two footwork rule and pivot action • Understand the importance of short distance passing and moving into space • Attempt the shoulder pass and overhead pass on the move using signalling and communication within a game situation • Understand basic attacking skills, creating space with the feint dodge technique • Understand basic defending skills learning to intercept the ball whilst man to man marking • Learn how to support a team member in their shooting technique and to learn the basic starting positions 	
COMPUTING	MUSIC	PSHE & RSE
<p>TERM 1: Further coding with Scratch In this unit, pupils will explore programming a game using variables, sensors and if statements. They will learn about debugging and have the opportunity to evaluate their project.</p> <p>TERM 2: Computing systems and networks – collaborative learning In this unit, pupils will work collaboratively in a responsible and considerate way. They will look at a range of collaborative tools. They will develop an understanding of the benefits of working together and how the Internet provides opportunities to work together.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>TERM 1 AND 2: Recorders</p> <ul style="list-style-type: none"> • Have the opportunity to play a musical instrument • Play and perform in solo and ensemble contexts • Play musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<p>TERM 1 AND 2: Families and relationships Pupils will learn that families are varied and differences must be respected. They will understand physical and emotional boundaries in friendships. They will explore the roles of bully, victim and bystander. Pupils will learn how behaviour affects others, manners in different situations and understand more about bereavement.</p>
FRENCH	ART	DESIGN TECHNOLOGY
<p>TERM 1: Phonics Pupils will be introduced to phonics sounds for French from the Intermediate Level.</p> <p>TERM 2: Ma famille This unit will give pupils the knowledge and skills to be able to make a presentation about their own/a fictitious family in both spoken and written form in French. They will use previously learnt language with newly acquired language.</p>	<p>TERM 1 AND 2: How does art help celebrate diversity?</p> <ul style="list-style-type: none"> • Use colour theory to mix tertiary colours • Use colour theory to adjust the value of paint • Use tablets/cameras to take and edit photographs and use these to create artwork • Use weaving to create texture • Layer images and different materials to create collage 	<p>n/a</p>

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ARTISTS COVERED:

Angelica Dass, Frida Kahlo, Nilupa Yasmin and Alima Newton

GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection

ENRICHMENT OPPORTUNITIES

Harvest
Carol Service
Roman day

