Our Lady of the Rosary
Year 4 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Texts:** The Lost Words by Robert MacFarlane. The boy at the back of the class by Onjali Q. Rauf. **Poetry:** The Eagle by Alfred Lord Tennyson. This is the place by Tony Walsh.	**English** **Texts:** The boy at the back of the class by Onjali Q. Rauf (cont). and a variety of Greek myths. **Poetry:** Flanders Fields by John McCrae and Poppies for Remembrance by Moira Andrew. Christmas Truce by Hillary Robinson	**English** **Texts:** The Nowhere Emporium by Ross Mackenzie, Bringing the Rain to Kapiti Plain by Verna Ardema & The Great Kapok Tree by Lynne Cherry. Variety of explanation non-fiction texts. **Poetry:** Refugees by Brian Bilston.	**English** **Texts:** The Nowhere Emporium by Ross Mackenzie (cont.) and Gangsta Granny by David Walliams. **Poetry:** The Boy, the Mole, the fox and the horse by Charlie Mackesy.	**English** **Texts:** The Boy who biked the world by Alastair Humphreys, Escape from Pompeii by Christina Balit and a variety of newspaper articles. **Poetry:** The Raven by Edgar Allen Poe.	**English** **Texts:** The Iron Man by Ted Hughes, The Miraculous Journey of Edward Tulane by Kate DiCamillo and The Window by Jeannie Baker. **Poetry**: The Coming of the Iron Man by Benda Williams.
Writing opportunities: Superhero biographical writing, Poetry and creative writing. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.	**Writing opportunities:** Non-fiction/Information books and Stories about imagined worlds: (traditional stories, myths, legends, fables). Report writing. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.	**Writing opportunities:** Stories from other cultures: Descriptive settings, letter writing & Explanations. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.	**Writing opportunities:** Character descriptions and creative writing, with a focus on figurative language. Poetry for Performance. Narrative: stories. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.	**Writing Opportunities:** Journalist Writing: Newspaper reports, explanations and play-scripts. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.	**Writing opportunities:** Persuasive writing, Poetry, Creative writing related to the Iron man, Discussions & Instructions. Plan, proof-read and edit their own writing to improve. To evaluate both their own and their peers' writing. Figurative language.
GPS: Revisit determiners, nouns, adjectives, verbs and adverbs, using them purposefully in writing and identifying them within a text. Using nouns or pronouns appropriately for clarity and cohesion (to avoid repetition). Introduce prepositions and conjunctions (time and cause).	**GPS:** Focus on noun phrases and formation of nouns. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Tenses and spelling patterns with them. Apostrophes for possession (inc plural nouns and difference between plural/possessive –s). Writing in paragraphs to organise ideas around a theme. Headings and sub-headings.	**GPS:** Using fronted adverbials, including using commas after them. Speech: Progressive forms of verbs ('Continuing action': I am riding a bike and 'Action in progress': He is working on a project at school.)	**GPS:** Use of inverted commas/speech marks and other punctuation to indicate direct speech. Revisit contractions and how to form them with the correct spelling. Focus on types of sentences, statements, commands and questions. To identify and use present perfect form of verbs (experiences from the past, a change or a situation that has happened in the past, but is still continuing today eg: She has lived here all her life, or I have written three letters already.) Revise all key areas for SATS.	**GPS:** Exclamation marks, suffixes and prefixes and recap using fronted adverbials, including using commas after them.	**GPS:** Focus on ensuring writing is as descriptive as possible. Recap on all key punctuation and grammar terms used.

Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Number – Place Value Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. 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. 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. Count backwards through zero to include negative 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. **Number- Addition and Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. **Times tables**	**Number- Addition and Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. **Measurement: Length and Perimeter** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure **Number – Multiplication and Division** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000. 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. 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. **Times tables**	**Number – multiplication and division** Recall and use 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. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three-digit numbers by a one digit number using formal written layout. **Measurement- Area** Find the area of rectilinear shapes by counting squares. **Times tables**	**Fractions** 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. **Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. 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 Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure. **Times tables**	**Decimals** Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to a quarter, a half and three quarters. 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 **Measurement- Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Times tables**	**Time** Convert between different units of measure Read, write and convert time between analogue and digital 12- and 24-hour clocks. **Statistics** 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. **Geometry - Properties of shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. 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. **Geometry- Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. **Times tables**
Science **Healthy Eating, Teeth & Digestion** To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions.	**Science** **States of Matter** To compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at	**Science** **States of Matter: Water Cycle** To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Science** **Habitats and animals:** To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. To construct	**Science** **Sound** To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound	**Science** **Electricity:** To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To identify whether or

	which this happens in degrees Celsius (°C).		and interpret a variety of food chains, identifying producers, predators and prey.	and features of the object that produced it, to find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.	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. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors. **Habitats:** To recognise that environments can change and that this can sometimes pose dangers to living things.
Religion Family of God & Islam	**Religion** Advent / Christmas	**Religion** Local Church community & Eucharist	**Religion** Eucharist (cont.) & Lent	**Religion** Pentecost – serving new life & Judaism.	**Religion** God's people
Geography **Europe (inc. Russia) and its countries and major cities (inc Manchester).** Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries and cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied	**History** **Ancient Greece:** a study of Greek life & achievements and their influence on the western world (including History Week: Ancient Greeks)	**Geography** **Rivers & the Water Cycle:** Describe & understand key aspects of physical geography: the Water Cycle. UK key topographical features (including hills & rivers linked to water cycle) and describe features of rivers studied. **International Week:** Italy	**History** Roman Empire and its impact on Britain.	**History/Geography** **Campania, Mt Vesuvius and Pompeii.** Describe and understand key aspects of physical geography: volcanoes, earthquakes. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Campania, Italy and NW England. The Roman Empire.	**Geography/History** **Local area geographical skills and fieldwork,** including investigating how it has changed and environmental impacts. Use maps atlases globes & digital/computer mapping. Use 8 points of a compass, 4-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the UK. Use fieldwork to observe, measure, record and present the human and physical features, using a range of methods, including sketch maps, plans and graphs and digital technologies.
Music Charanga: Mamma Mia. **Listen & Appraise:** Mamma Mia (Pop) Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening. **Musical Activities:** Warm-up games play and copy back using up to 2 notes – G + A. Bronze:	**Music** Charanga: Glockenspiel **Musical Activities** using glocks Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia Revisit these tunes from Stage 1: ● Portsmouth ● Strictly D ● Play Your Music ● Drive Compose using the notes C, D, E, F + G.	**Music** Charanga: Stop! **Listen & Appraise:** Stop! (Grime) Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star. **Musical Activities** using glocks and/or recorders Warm-up	**Music** Charanga: Lean on me **Listen & Appraise**: Lean On Me (Soul/Gospel) Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.	**Music** Charanga: Blackbird **Listen & Appraise:** Blackbird (Pop) Themes: Equality, civil rights. Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story? **Musical Activities** using glocks and/or recorders Warm-up	**Music** Charanga: Reflect, Rewind, Replay Consolidate your learning and perform. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus:

no notes | Silver: G, sometimes A | Gold: G + A challenge. Which challenge did you get to? Singing in unison Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) **Perform & Share** Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	**Perform & Share:** Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	games play and copy back using up to 2 notes – C + D. Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge. Which challenge did you get to? Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide. **Perform & Share** Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Compositions • Rapped lyrics that you composed	**Musical Activities** using glocks and/or recorders Warm-up games play and copy back using up to 2 notes – F + G. Bronze: no notes | Silver: F, sometimes G | Gold: F + G challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. Which part did you play? Improvise using up to 3 notes – F, G + A. Bronze: F | Silver: F + G | Gold: F, G + A challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. **Perform & Share** Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	games play and copy back using 2 notes – C + D. Bronze: no notes | Silver: C | Gold: C, sometimes D challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale), hook, riff, **Perform & Share** melody, solo Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	• Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
Computing **Scratch Programming** Write a simple program with text outputs and movement. Write a program with repetition (loops). Write programs using different inputs. Program musical outputs. Add conditions (if statements) to a program. Debug Programs. Program conditions with data variables. Work with lists to create random actions. Program random variables to add unpredictability. **E-Safety** Online rules.	**Computing** **Internet Research** Appreciate how search results are selected and ranked. Use search technologies (different websites) to find specific pieces of information. Reference the correct source of information. Be discerning in evaluating digital content. Check the internet for fake news by cross-referencing facts.	**Computing** **E-book Creation** Add page colour and style. Add, position and format text on different pages. Add and position images from camera/web. Add audio, including hiding it behind an object. Add hyperlinks to text and images. Add and format shapes. Use hyperlinks for navigation. Add audio to pages. **E-safety** incorporating Internet Safety Day.	**Computing** **Animation** Add and edit backgrounds and shapes in PowerPoint / Keynote / Google Slides for a purpose. **3D Design:** Use 3D Computer Aided Design software to build a 3D town / village using 3D shapes. **E-Safety** Age-Appropriate software.	**Computing** **App Design** Use the tools in different presentation software (Powerpoint, Keynote, Google Slides) to design an app about your school. **E-Safety** Protecting personal info.	**Computing** **Data Handling** Select cells and resize them, fill with colour and add borders. Find and present data as a table and chart. Use formulae to find totals, averages and maximum / minimum numbers. Select the correct chart type to present data. Answer 'what if?...' questions.
P.E Basketball & Fitness test	**P.E** Outdoor Adventure	**P.E** Gymnastics	**P.E** Dance	**P.E** Tennis & Fitness test	**P.E** Athletics
Art **Every picture tells a story.** • Children analyse David Hockney's, 'My Parents', describing the piece, including the formal elements (shape, form,		**Art** **Formal Elements of Art** • After experimenting with the different marks that charcoal can make, children represent the meaning of a given list of		**Art** **Sculpture** • Using Stomp as inspiration, children create maracas using plastic bottles and decorate with West African patterns.	

tone, texture, pattern, colour) to someone who can't see the painting before acting out the scene within it. • Unpicking and analysing Paula Rego's 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of the painting. • To help understand the story behind a Edward Hopper painting, children create a role-play to view the work from another perspective. • Pupils explore Brueghel's painting, 'Children's Games' before recreating it as a photo collage, but with a modern twist. • Developing their understanding of abstract art, children discuss the story behind Fiona Rae's work and create their own piece to represent the same themes.		words and phrases, in an abstract way. • Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top. • Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour. • Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete. • Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'.		• Pupils recycle metal tins, turning them into drums and use wax resist techniques to decorate them in original ways. • Inspired by the work of Archimboldo and using the idea of turning other objects into something new, pupils create a fruity face collage. • Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures. • Drawing on the idea of recycled materials, pupils look at the beautiful work of El Anatsui, using the same themes to create their own sculpture.	
	Design Technology **Structure: Pavilions** • Exploring frame structures: Using toothpicks and sweets, pupils explore different frame structures to test which are the most stable. • Designing a pavilion: The children design their pavilion structures. • Pavilion frame: Using their designs and a range of materials, children build a strong frame structure for their pavilion • Pavilion cladding: Experimenting with different decorative techniques, pupils use paper and other		**Design Technology** **Cooking and Nutrition** **Adapting a recipe.** • Following a recipe: After sampling and evaluating a range of biscuits, children bake a simple biscuit recipe. • Testing ingredients: Children work in groups to make a biscuit recipe, adding different ingredients to their dough to discover which tastes best when baked. • Final design and budget: Working to a budget which includes imaginary costs, children decide which ingredients they will spend	**Design Technology** Textile · Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.	**Design Technology** **Electrical systems: Torches** • Electrical products: Pupils explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit. • Evaluating torches: Pupils evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch. • Torch design: Pupils create a torch design, building on their understanding from and incorporating features they have identified in previous lessons.

	materials to clad their pavilions.		the rest of their budget on for their biscuits. • Biscuit bake off: After making a batch of their final adapted biscuit design and packaging, a panel of judges taste and review each group's creations.		• Torch assembly: The children build the circuit and housing for their torches, closely following their designs from the previous lesson.
MFL **French: My School, your school:** Developing and extending sequence of questions and answers about myself/yourself. Revisiting and using in new contexts: numbers/colours/months. Asking for items / giving a response: familiar classroom objects. **Grammar:** Revisiting nouns. **Phonics**: Key sounds in numbers and colours.	**MFL** **French: My local area, your local area:** Shops in a French town and comparisons with town. Shops, simple directions and transactional language when shopping. Let's sparkle Christmas poem. **Grammar:** Using commands. **Phonics**: Key sounds in nouns for shops	**MFL** **French: A family tree: Epiphany in France.** Introducing family members. Simple expressions to introduce family members and to ask who someone is. Parts of the face, revisit colours. **Grammar:** Identifying parts of language which are adjectives. **Phonics**: Key sounds in numbers 11-31.	**MFL** **French: Carnival celebrations.** Songs, rhymes and games about parts of the body. Creating an alien – faces and parts of the body. Our class alien. Easter celebrations: Going on an Easter egg hunt story. **Grammar:** Identifying/producing singular and plural forms of nouns. **Phonics**: Key sounds in nouns for parts of the body.	**MFL** **French: Feeling well / unwell.** Revisit parts of the body and link to ailments of a young child. Songs rhymes and games. Jungle animals and descriptions, story and performance. Dragons, unicorns and fantastical animals' descriptions. **Grammar:** Identifying/producing singular and plural **Phonics**: Key sounds in phrases about illnesses.	**MFL** **French: Summertime:** Weather phrases and asking the weather. Weather and seasons. Enormous turnip performance story. Revisit names of fruit and introduce ice-cream flavours. Designing and asking for an ice-cream. **Grammar:** Masculine/feminine nouns. **Phonics**: Key sounds in flavours of ice cream.
PSHE What strengths, skills and interests do we have?	**PSHE** How do we treat each other with respect?	**PSHE** How can we manage our feelings?	**PSHE** How will we grow and change?	**PSHE** How can our choices make a difference to others and the environment?	**PSHE** How can we manage risk in different places?