

Curriculum Map						
Year 4						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Stories with Fantasy settings Explanations Film and Play scripts	Fairy tales Classic poetry Recount: Newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non- chronological reports	Stories with a theme Poems with a structure Information booklets	Folk Tales Debate Poems on a theme
Spelling (no nonsense)	<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Rare GPCs</b> Revise: The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3)</p> <p><b>Word endings:</b> Words ending /ure/ (<i>treasure, measure</i>)</p> <p><b>Prefixes and Suffixes</b> Prefixes 'in-', 'il-', 'im-' and 'ir-'  Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</p> <p><b>Homophones</b> <i>peace/piece, main/mane, fair/fare</i></p> <p><b>Apostrophe</b> Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p>		<p><b>Revisit</b> Year 3 rare GPCs</p> <p><b>Rare GPCs</b> The /g/ sound spelt 'gu'</p> <p><b>Word endings</b> Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p><b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p><b>Homophones</b> <i>scene/seen, male/mail, bawl/ball</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals</p>		<p><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p><b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p><b>Prefixes and Suffixes</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p><b>Homophones</b> <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p><b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p>	
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Length and perimeter, Multiplication and division	Multiplication and division, Area	Fractions, Decimals	Decimals, Money, Time	Statistics, Properties of shape, Position and direction
Science (Collins)	Where does all that food go?	Good Vibrations	In a State	Switched On	Who am I? Where does all that food go? (cont)	Human Impact In a State (cont)
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive</li> </ul>	<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something</li> </ul>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids,</li> </ul>	<ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series</li> </ul>	<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification</li> </ul>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether</li> </ul>

	<ul style="list-style-type: none"> <li>system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>vibrating</li> <li>recognise that vibrations travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or 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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<ul style="list-style-type: none"> <li>they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<p>NC Working Scientifically</p>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> </ul>					

	<ul style="list-style-type: none"> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
Computing (Purple Mash)	Coding	Online safety Spreadsheets	Spreadsheets (cont) Logo	Writing for different audiences	Animation Effective Search	Hardware investigators
History		A theme in British History beyond 1066. The Great Plague of 1665.			Ancient Egypt (including the River Nile)	
NC Coverage		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	
Geography	Rubbish and Recycling – environmental study		Contrasting region in a European Country – France Vitry-sur-Seine (School link - école élémentaire Diderot)	Key aspects of Rivers		
NC Coverage	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		understand geographical similarities and differences through the study of human and physical geography of a region in a European country	describe and understand key aspects of: physical geography, including: rivers and mountains		

NC Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>ALL Year groups</b></li> <li>use the eight points of a compass, four (<b>year 3, year 4</b>) and six-figure grid references (<b>year 5 and year 6</b>), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>ALL year groups</b></li> </ul>					
Art and Design		Printing Use foam impressions and variety of colours.	Observational drawings Fruit/pastels 3D sculptures		Art Drawing and Painting Monet and the Impressionists- create a painting using inspiration from Monet's work. <b>Artist</b> – Claude Monet	
		NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.	NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.		NC links: to develop an awareness of great artist, architects in history.	
Design and Technology	Mechanical systems. Make a product which lights up using a simple circuit. Using a simple circuit.			Textiles Design and make a wallet/purse for travelling around the world.		Food Create a soup using the eat well plate as guidance.
	Make a product which lights up using a simple circuit. Using a simple circuit. NC links: Investigate and analyse a range of products Understand and use electrical			NC links: and analyse a range of existing products. Use research and develop own design criteria to design innovative appealing products fit for purpose.		NC links: select from and use a wider range of ingredients according to their qualities.

	systems in their products. Select from wider range of tools and equipment to perform practical tasks accurately-cutting/joining.							
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World	
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment
PE (Lancashire)	Gymnastics Swimming	Gymnastics Swimming	Dance Invasion Games	Dance Invasion Games	OAA Net/wall games	Athletics Striking and field games		
RE (Lancashire)	Hindu Dharma	Christianity	Sikhism	Christianity	Islam	Christianity		
Music (Charanga)	Mamma Mia Wider opportunities	Glockenspiel Stage 2 Wider opportunities	Stop! Wider opportunities	Lean On Me Wider opportunities	Blackbird Wider opportunities	Reflect, Rewind, Replay Wider opportunities		
French (Twinkl Scheme of Work) Supported by Espresso resources	All around town <ul style="list-style-type: none"> <li>Where do you live?</li> <li>In my town</li> <li>Counting in tens</li> <li>Numbers to 100</li> <li>Address</li> </ul>	On the move <ul style="list-style-type: none"> <li>Transport</li> <li>How do you go to school</li> <li>Directions</li> <li>I like to move it</li> <li>How do I get to</li> <li>We all go together</li> </ul>	Going shopping <ul style="list-style-type: none"> <li>Fruit</li> <li>Vegetables</li> <li>Clothes</li> <li>Where can I buy</li> <li>French money</li> <li>Let's go shopping</li> </ul>	Where in the world? <ul style="list-style-type: none"> <li>United Kingdom</li> <li>Where do they speak French</li> <li>The equator</li> <li>Continents</li> <li>Animals</li> <li>Which continent are they from</li> </ul>	What's the time? <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>My day</li> <li>What's on television</li> <li>Quarter past, quarter to</li> <li>School day</li> <li>A maths lesson on time</li> </ul>	Holidays and hobbies <ul style="list-style-type: none"> <li>Seasons</li> <li>The weather</li> <li>Where around the world</li> <li>Holidays</li> <li>Sports</li> <li>Hobbies</li> </ul>		