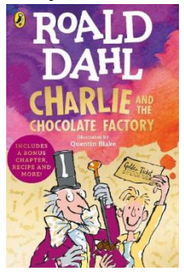
Year 4 Curriculum Map 2024 – 2025

Basic skills
Meaningful and varied opportunities to use and apply English and Maths skills/ knowledge, and to learn important vocabulary.

Cultural Capital
The need for our children to gain cultural capital that they would not otherwise gain due to a social deprivation.

Inclusion and the Local Context
Using the local context including diversity within the school and community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing tasks **N = Narrative** **NF- Non-fiction** **IWT: Independent task**	N: TWS The Iron Man NF: TWS Play script: The Plague	N: TWS Story – Feast IWT: Write from a different animals perspective. NF: TWS Persuasive travel brochure – Sicily IWT: Travel Brochure	N: TWS Fantasy - The Lost Things IWT: Write about an alternative lost object. NF: TWS News Report: The Creature	N: TWS Action – Bike Boy NF: (TWS) Biography - Hatsheput IWT: Biography – Howard Carter/Tutankhamun	N: TWS Adventure – Charlie and the Chocolate Factory IWT: Continue the plot NF: TWS Poetry – The River	N: TWS: Aladdin and the lamp. NF: TWS Balanced Argument: Should we feed animals at National Parks? IWT: Is it right to keep animals in Zoos?
Punctuation/ Grammar terms	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, **determiner, pronoun, possessive pronoun, adverbial, expanded noun phrase**					
Reading Spine Books	The Iron Man Ted Hughes 	Charlotte's Web E.B.White 	The Lost Things Shaun Tan 	Poetry from around the world. Blessing OR How to Cut a Pomegranate (Imtiaz Dharker - Pakistan) Childhood Tracks (James Berry - Jamaica) Island Man (Grace Nichols – Guyana) I Climb The Western Tower In Silence (Li Yu – China)	Charlie and the Chocolate Factory – Roald Dahl 	Free choice
Maths (Refer to programme of studies)	Number within 1000 Add Subtract 4-digit numbers Multiplication and division facts Measure	Recap - Number within 1000 Recap - Add Subtract 4-digit numbers Recap - Multiplication and division facts Fractions	Recap - Number within 1000 Recap - Add Subtract 4-digit numbers Length and Perimeter Fractions and Decimals	Recap - Number within 100 Recap Add Subtract 3-digit numbers Time Money	Recap - Number within 100 Recap Add Subtract 4-digit numbers Recap Multiplication and division formal method. Geometry	Recap - Number within 100 Recap Add Subtract 4-digit numbers Recap Multiplication and division formal method. Statistics Position and Direction

Mental Health
Developing knowledge of good mental and physical health through successful relationships, effective self-care and resilience

Environmental Awareness
Knowledge and understanding of Climate Change

All different.
All equal.
All learning.

Science	**BIOLOGY** LIVING THINGS AND THEIR HABITATS	**CHEMISTRY** STATES OF MATTER	**PHYSICS** SOUND Alexander Graham Bell – Guided reading text	**BIOLOGY** ANIMALS INCLUDING HUMANS Dorothy Hodgkin- insulin Washington Sheffield – inventor of the first modern toothpaste	**PHYSICS** ELECTRICITY Lewis Howard Latimer – development of the lightbulb	**STEM** *Recap learning from throughout the year and time to revisit where needed*	
Computing Rising Stars E-Safety and Computing schemes	**E-Safety** Unit 4.1 – We are Year 4 rule writers Reviewing and editing our online safety rules. Unit 4.2 – We are standing up to peer pressure. Dealing positively with peer pressure		**E-Safety** Unit 4.3 – We are aware that our online content lasts forever Getting the message: pre- and post-internet Unit 4.4 – We are online risk managers. Understanding risk and prevention of information loss		**E-Safety** Unit 4.5 – We are respectful of digital rights and responsibilities Understanding and respecting digital rights and responsibilities Unit 4.6 – We are careful when talking to virtual friends Virtual friendship vs real friendship; who we can trust		
	Autumn 1 **Planit Year 4. Scratch: Questions and Quizzes** **- Developing a quiz based on a topic of their choice** • Create content that accomplishes given goals. • Solve problems by decomposing them into smaller parts. • Write and debug programs. • Use sequence, selection and repetition. • Work with variables. **Autumn 2** ***Suggested extension and application of learning*** *– Using a knowledge organiser from one of their foundation subjects, children create an end of unit quiz*		**Spring 1** **Planit Year 4. Drawing and Desktop Publishing** • **Developing graphic and presentation skills using desk top publishing.** • Order and group objects. • Manipulate lines and shapes. • Combine text and images. • Lay out objects effectively. **Spring 2** ***Suggested extension and application of learning*** *– children create a digital poster that relates to the Year 4 curriculum*		**Summer 1 and 2** **Planit Year 4. Animation** - **Using images to create a stop motion animation** • Create a recorded animation involving moving characters on a background. • Structure specific timings using a time slider. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use a camera to create a stop motion animation film. Analyse and evaluate software.		
History	**Autumn 2** Norwich – Local study What's happened to Norwich in the 1000 years since the Castle and Cathedral were built? Where we live has seen significant change. Where we live has a rich history. Norwich Castle EV - workshop Recognise physical history around us. - Local history walk through Norwich, finding local landmarks, features (Edith Cavell memorial, Cathedral, Castle, Tudor Houses, Dragon Hall, The Market, The Cow Tower, the city wall remains etc)		**Spring 2** The Victorians Did the rich care for the poor in Victorian times? Not every member of a society is the same – there can be huge contrasts and contradictions within the same society, as well as inequalities. Gressenhall EV Know when the Victorian period was and some key events during it. Know who Queen Victoria was and examine her role as queen. Understand how life was different for people in the Victorian era for rich and poor people. Compare and contrast their life styles and jobs.		**Summer 2** The Egyptians Does archaeology honour or disrespect people from Ancient Egypt? Historians and archaeologists take evidence (often without owners' permission) to find out about the past. Archaeology, excavation, tomb, pyramid, pharaoh, mummification, afterlife, hieroglyphics, artefact Identify who the Egyptians were and how they lived. Where do they fit on a world history timeline?		

		Examine how Norwich Castle has changed over time, make a timeline of significant events and changes from when it was built. Compare the use of Norwich Castle across different eras. For example, Normans built for defence and lived in by Lords of the region. Later on, it became as prison and now is a Museum.	Closely examine the role of workhouses – linked to the Gressenhall EV. Why were they created, why did people go there, were they really being helpful to the poor? Know how poor children's lives changed during the period – What jobs did they do? When could they go to school? How the law changed to benefit/protect children by the end of the 19th Century.	What's the difference between being an archaeologist and a historian? Understand how archaeology informs us about Egyptian religious beliefs and their way of life: focus on the afterlife and hieroglyphs (mummification, pyramids, canopic jars.) Recognise key events and individuals involved in the Tutankhamun discovery. Was it right to excavate and remove artefacts from Tutankhamun's tomb? What would ancient and modern Egyptians think? Argue why the excavation of Tutankhamun could be disrespectful. Is it ok for archaeologists to remove artefacts from other countries? – examine removal of Egyptian mummies, obelisks, The Rosetta Stone.
	Geography	**<u>Autumn 1</u>** What's it really like in Sheffield? How does it compare to where I live? (twinkl unit) Geographers compare and contrast regions around the world using human and physical features and statistics Locate Sheffield on a map and learn some of the city's features and statistics – compare these to Norwich. (population, area ,rivers, landmarks) Compare the land use between Sheffield and Norwich. Compare the physical geography/landscape of Sheffield and Norwich. Compare the human geography of Sheffield with that of Norwich.	**<u>Spring 1</u>** Why do so many settlements have rivers near them? Where do rivers come from and where do they go? Rivers are key physical features that impact on how and where people live. Valley, source, mouth, erosion, channel, tributaries, dams, estuary, discharge, deposition Identify the features of rivers and where they come from. Identify significant/famous rivers around the world and compare them. Understand erosion and deposition to explain the shape and flow of a river. Understand how rivers have impacted on human settlements.	**<u>Summer 1</u>** How can we travel without getting lost? We can use maps and compasses to find our way around. Fieldwork – orienteering, navigating, directions, location, left, right, map features Orienteering around school grounds using landmarks on school grounds. Make basic sketch maps of the interior and exterior of the school. Use appropriate directional language to create directions from one location to another. Understand how compasses work and be able to make simple directional instructions based on the compass points.
	Art and Design	**<u>Autumn 2</u>** Observational drawing: pencils Fruit: spherical shapes (winter themed) applying cast shadow and exploring the effect of light on objects. How do you make a 2D drawing appear 3D? By adding tone to a drawing, you can create shadow and perspective. Cast shadow, form shadow, light source, tint, tone, shade pressure, highlight.	**<u>Spring 1</u>** Multimedia: printmaking. Using repeating patterns to create wallpaper based on William Morris's work. Can repeatedly printing the same pattern be classed as Art? Explain your answer. Some repeating patterns are so complex they do not look like repeating patterns at all. Just like painting a printmaking repeating patterns and be beautiful and unique. Composition, printmaking, engraving, gouge, relief, stencil.	**<u>Summer 1</u>** Environment – landscape of Norwich (Cezanne) How do artists create landscape art? Artists observe their environment to draw and paint what they see in the landscape. Landscape, observation, environment, watercolour, brush strokes
	Design and Technology	**<u>Autumn 1</u>** 3D poppy Textiles- 2D shapes to 3D products. Is it possible to create a 3D product using 2D shapes? That all 3D designs are a collection of 2D shapes joined or folded to create the extra dimension. Fabric, fastening, stitch, seam, aesthetics, evaluate	**<u>Spring 2</u>** Pizza making. Cookery- healthy and varied diet including heat source (hob). Is it possible to adapt a food item according to any taste? That once certain methods / techniques have been learnt it is possible to create a variety of adaptations according to taste. Seasoning, seasonal, appearance, air miles, processed, herbs, spices.	**<u>Summer 2</u>** Create a buzzer game. Electrical Systems- Simple circuits and switches. How does science affect design? Design and engineering must adhere to scientific principles such as the flow of electricity. Battery-powered, electrical product, switches, buzzers, bulbs
	Music	**<u>Autumn 1</u>** **<u>Mamma Mia</u>** **Listen & Appraise: Mamma Mia (Pop, Abba's Music)** **Musical Activities using glocks and/or recorders.** **Warm-up Games Perform & Share**	**<u>Spring 1</u>** **<u>Blackbird</u>** **<u>Listen & Appraise: Blackbird (Pop)</u>** **Musical Activities using glocks and/or recorders** **Perform & Share**	**<u>Summer 1</u>** **<u>Lean on me</u>**

	Languages Twinkl Spanish	**Autumn 2** The People Around Me		**Spring 2** All About School		**Summer 2** Tell Me When	
	Get Set 4 PE	**Ball Skills** **Tag Rugby**	**Gymnastics** **Handball**	**Outdoor and Adventurous Activities** **Netball**	**Hockey** **Dodgeball**	**Athletics** **Tennis**	**Cricket** **Rounders**
	PSHE	**Jigsaw – Being Me in My World** Key questions: How do I fit into my school community? What is democracy? **Black History Month** • Kingdom of Askum • Desegregation / Ruby Bridges • Influential black figures in entertainment • Kehinde Wiley portraiture focus in Art Discussion and focus on BLM	**Jigsaw – Celebrating difference** Key questions: What is prejudice? What is bullying and what does it look like? How am I unique?	**Jigsaw – Dreams and goals** Key questions: How can I overcome disappointment? How can I set new goals? What do I bring to a group?	**Jigsaw – Healthy Me** Key questions: Who are my friends? What makes a good leader? How does smoking affect a person's health? How does alcohol affect a person's health? What do I believe is right and wrong?	**Jigsaw – Relationships** Key questions: Who is important to me? Why do friendships change? How can I cope with conflict in a friendship?	**Jigsaw – Changing Me** Key questions: How did I get to be me? What parts of a body are needed to make a baby? What is menstruation? How can I accept change in my life?
	RE	Theme: Buddha's teachings (beliefs) **Key Question:** Is it possible for everyone to be happy? **Religion:** Buddhism		Theme: Easter Concept: Salvation **Key Question:** Is forgiveness always possible for Christians? **Religion:** Christianity		Theme: The 8-fold path (beliefs) **Key Question:** Can the Buddha's teachings make the world a better place? **Religion:** Buddhism	
	Trips and Experiences	**Hall Farm** **Country Trust- all year**	**Cinema**		**Gressenhall- History** **Pizza Express- DT**	**Norwich Castle- History**	**Whitlingham- Sports**

Knowledge Organisers
These set out the knowledge which will be taught in each topic and the key questions which will be explored (these are adapted each year to reflect children's needs and interests). Knowledge organisers are shared with parents to support home learning.

We encourage children to be engaged in their learning through:

Context and **C**onnections
Context and **C**onnections
Challenge and **C**ompetition
Challenge and **C**ompetition

Our curriculum:

- is underpinned by our aims, values and purpose.
- develops the whole child – knowledge, skills, understanding and attitudes.
- is broad, balanced and has clear progression in subject knowledge and skills.
- is flexible and responsive to individual needs and interests (e.g. through choice of 'Key Questions')
- encourages the use of environments beyond the classroom.
- makes meaningful links between areas of knowledge across the curriculum
- makes links with the major issues of our time.
- has a local, national and international dimension.
- is filled with rich first-hand purposeful experiences.