



Year 4 Interim Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anglo Saxons	Materials and Sound	Ancient Egypt	Australia	Electricity	Local History
English	<p><u>Poetry</u> I wish....</p> <p><u>Fiction</u> Monkey See, Monkey Do</p> <p><u>Letter recount</u> Recount about what happened to the hat seller</p>	<p><u>Fiction</u> Losing Tale- suspense The Tunnel</p> <p><u>Discussion</u> Should his sister go into the tunnel?</p>	<p><u>Fiction</u> Warning tale - cliff hangers Ra's adventure</p> <p><u>Instructions</u> How to mummify a person</p>	<p><u>Fiction</u> Finding Tale - description Stig of the Dump</p> <p><u>Explanation</u> How the digestive system works</p>	<p><u>Fiction</u> Tale of Quest – Setting Elf Road</p> <p><u>Persuasive</u> Persuade Billy to eat the apple</p>	<p><u>Fiction</u> Tale of fear - action The Canal</p> <p><u>Non Chron Report</u> Rivers</p>
Spellings, Punctuation and Grammar	<p><u>Spellings</u> Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im – (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir (before a root word starting with 'r') Homophones and near Homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p><u>Grammar & Punctuation</u> Word classes. Identifying nouns, verbs and adjectives. Powerful and emotive vocabulary. Using a thesaurus. Reported/directed speech. Using</p>	<p><u>Spellings</u> Words with a /shuhn/ sound spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words spelt with a /shuhn/ sound spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory Spelling Challenge Words</p> <p><u>Grammar & Punctuation</u> Adjectives and building noun phrases. Different sentence types, commas phrases, clauses. Synonyms Punctuating speech – inverted commas. Nouns, pronouns</p>	<p><u>Spellings</u> TBC</p> <p><u>Grammar & Punctuation</u> Brackets. Commas for lists. Verbs Adverbs, starting sentences with adverbs and adverbial phrases. Use of commas after adverbial phrases. Punctuating conversations.</p>	<p><u>Spellings</u> TBC</p> <p><u>Grammar & Punctuation</u> Word classes, tenses, prefixes/suffixes. Building suspense and atmosphere. Adverbs and adjectives. Compound words. Word roots and origins.</p>	<p><u>Spellings</u> Homophones & Near Homophones Homophones & Near Homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words.</p> <p><u>Grammar & Punctuation</u> Prepositions. Paragraphs. Conjunctions. Apostrophes for omission. Technical language. Persuasive language. Formal / informal.</p>	<p><u>Spellings</u> TBC</p> <p><u>Grammar & Punctuation</u> Revise word classes, punctuation and connectives. Apostrophes for omission and possession, including differences between plural and possession</p>



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	<p style="text-align: center;">inverted commas. Formal/informal language</p> <p>Openers and conjunctions.</p>	<p style="text-align: center;">and avoiding repetition.</p>				
Reading	<p>Novel Study: Children will spend half a term exploring a novel and developing key reading skills such as: decoding, inference, retrieval of information, exploring characters, predicting, discussing themes, identifying new vocabulary and the language an author has used.</p>					
Maths	<p>Number - Place Value</p> <p>Number - Addition and Subtraction</p>	<p>Number - Addition and Subtraction</p> <p>Measurement - Length and Perimeter</p> <p>Number - Multiplication and Division</p>	<p>Decimals</p> <p>Measurement - Money</p> <p>Time</p>	<p>Fractions</p> <p>Decimals</p>	<p>Number - Multiplication and Division</p> <p>Measurement - Area</p> <p>Fractions</p>	<p>Statistics</p> <p>Geometry - Properties of Shape</p> <p>Geometry - Position and Direction</p>
Science	<p>States of matter Compare solids, liquids or gases.</p> <p>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.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound increases.</p>	<p>Living Things Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Digestive System Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	



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					A variety of electrical circuits are used to make a clown with a nose that lights up and a bow tie that spins. Children use a range of components that include wire, batteries, buzzers, lights and switches.	
History	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.</p> <p>Describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture.</p> <p>Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. explain the work of some of the people who were</p>		<p>The achievements of the earliest civilizations - Ancient Egypt</p> <p>Find out about the different ways in which ancient Egyptians lived and worked.</p> <p>Understand what was important to people during ancient Egyptian times.</p> <p>Understand and explain the ancient Egyptian ritual of mummification.</p> <p>Understand how evidence can give us different answers about the past.</p> <p>Understand how evidence can give us different answers about the past.</p> <p>Compare and contrast the powers of different Egyptian gods.</p> <p>Mummifying fruit Hieroglyphics</p>			<p>Local History Study - Norfolk Broads</p> <p>Wildlife / waterbirds</p> <p>Land use around the Broads, house construction, thatching / reed cutting</p> <p>The origins of the Broads, peat digging, transportation-Norfolk Wherries</p> <p>The evolution of the tourism industry</p> <p>Pond dipping, biodiversity, tree identification and using binoculars to look for birds on Hoveton Great Broad.</p>



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	influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.					
Geography	<p>Look at types of settlement in Anglo Saxon Britain.</p> <p>UK place names.</p> <p>Ordnance survey maps.</p>		<p>Locate Egypt in maps/atlases.</p> <p>On a world map locate desert regions. (Know what rainforest and temperate regions are).</p> <p>Study the environmental regions, key physical and human characteristics, countries and major cities</p> <p>Compare the physical and human geography of Ancient Egypt with the UK.</p>	<p>Location knowledge Identify Australia on a map.</p> <p>Identify topographical features of coasts and how they change over time.</p> <p>Place knowledge Compare similarities and differences of coastal features in Australia and the UK.</p> <p>Understand the physical features of coasts, how they are formed and changed over time.</p> <p>Look at land use, settlements and human impact of coastal regions.</p> <p>Use ordnance survey maps to identify coastal features.</p> <p>Use 4 figure grid references.</p>		<p>Locate the main counties and cities around school locality.</p> <p>Understand rivers, how to locate them on a map, why do people settle by rivers, different types of settlements.</p>
Computing	Use Scratch to design and write programs to achieve specific goals, including solving problems.	Use logical reasoning.		Use internet safely and appropriately.	Understand computer networks.	Collect and present data appropriately.
PSHE	Being Me in My World I know my attitudes and actions make a difference to the class	Celebrating Difference I can tell you a time when my first impression of	Relationships I can explain different points of view on an animal	Healthy Me I can recognise when people are putting me under	Dreams and Goals I know how to make a new plan and set new goals	Changing Me I can identify what I am looking forward to when I



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	<p>team Understand who is in my school community, the roles they play and how I fit in understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	<p>someone changed as I got to know them I can explain why it is good to accept people for who they are</p>	<p>rights issue and express my own opinion and feelings on this</p>	<p>pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
RE	Following LPC scheme.					
Art and Design	<p>Printing Recreating images through relief printing using card</p>	<p>Sculpture Exploring paper techniques such as pop up books and origami Adding paper curlings or other objects to a surface to embellish</p>	<p>Collage work Embellishing using a variety of techniques, including drawing, painting and printing. Egyptian death mask Clay canopic jars</p>	<p>Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Aboriginal rock painting</p>	<p>Paintings Creating different effects by using a variety of tools and techniques such as dots, scratches and splashes Look at works by artists, pointillism, Jackson Pollock, Max Ernst. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>Drawing (eg pencil, charcoal, chalk, pastel) Drawing familiar things from different viewpoints. Using line, tone and shade to represent things seen, remembered or imagined eg 3D effect</p>
Design and Technology	<p><u>Textiles product linked to topic</u> Understand seam allowance. Join fabrics using running stitch, over sewing and back stitch. Explore fastenings and recreate some (for example sew on buttons and make loops). Produce a prototype using J cloths. Use appropriate decoration techniques (for example appliqué). Create a simple pattern.</p>			<p><u>Food product linked to topic</u> Follow instructions. Join and combine a range of ingredients (for example snack foods). Work safely and hygienically. Understand a balanced diet. Measure and weigh food items.</p>	<p><u>Construction materials product linked to topic</u> Incorporate a circuit with a bulb or buzzer into a model. Create shell or frame structures, strengthen frames with diagonal struts. Make structures more stable by giving them a wider base. Prototype frame and shell structures Measure and mark square selection, strip and dowel. Use glue gun under supervision.</p>	



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	Create a Saxon purse using felt.					
Languages	Revision of Year 3 topics					
Music	<p>Mamma Mia! This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.</p>	<p>Glockenspiel Stage 2 This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.</p>	<p>Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Lean on Me A Soul/Gospel Song by Bill Withers This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Stop! This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop! When performing with the track, children will play their composition during the playing/instrumental section.</p>	<p>Reflect, Rewind and Replay 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.</p>
PE						
Trips/Visitors	Norwich Castle		The British Museum			Time and Tide museum