

## Springhill Catholic Primary School - Year 4 Curriculum Map 2024-2025

As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>RE</b>	<p style="text-align: center;"><b>Creation</b></p> <p>How we are made in the image and likeness of God (Genesis 1) We are called to respect all similarities and differences of the People of God Eradicating injustice in our world through the work of CAFOD</p>	<p style="text-align: center;"><b>Prayers, Saints and Feasts</b></p> <p>The prayer life of Jesus as he grew up in the Jewish faith and how he taught his followers to pray Explore the importance of prayers to Mary in the life of the Church (Rosary)</p> <p style="text-align: center;"><b>Advent</b></p> <p>The Coming of Christ through the lives of his ancestors (House of David) What did the prophets reveal about the Messiah before his coming?</p>	<p style="text-align: center;"><b>Christmas</b></p> <p>The role of the angels in the story of Christmas as messengers of the Good News Feasts associated with The annunciation, The birth of John the Baptist</p> <p style="text-align: center;"><b>Revelation</b></p> <p>Anna and Simeon-obedient servants of God seeing God's glory through Jesus' coming Jesus as the light of the world revealed</p>	<p style="text-align: center;"><b>Lent</b></p> <p>We examine Jesus' time in the wilderness- what do we learn from his experience? The importance of prayer, fasting and almsgiving as a way to prepare ourselves for Easter</p> <p style="text-align: center;"><b>Holy Week</b></p> <p>The Passion and death of Jesus- he died to save us from our sins</p> <p style="text-align: center;"><b>Easter</b></p> <p>The Risen Christ revealed through the Ascension story</p>	<p style="text-align: center;"><b>Pentecost and Mission</b></p> <p>The events of Pentecost explored in detail- what do we learn from this moment in the lives of the apostles and those who witnessed this event?</p> <p style="text-align: center;">The gift of different languages given to the apostles and how this facilitated spreading the Word of God The qualities of a follower of Jesus examined (Colossians)</p>	<p style="text-align: center;"><b>Sacraments</b></p> <p>Being called by God to be Holy Exploring the meaning of a vocation- serving God and His Church</p>	
<b>Other faiths focus</b>	<p style="text-align: center;"><b>Judaism</b></p> <p>How Jewish people pray- customs and traditions  The importance of what is learned by reading the Torah</p>		<p style="text-align: center;"><b>Islam</b></p> <p>How Muslim people pray- The Shema prayer</p>		<p style="text-align: center;"><b>Sikhism</b></p> <p>The role of a Guru and their teachings</p>		<p style="text-align: center;"><b>Judaism</b></p> <p>Yom Kippur- The Day of Atonement</p> <p style="text-align: center;"><b>Hinduism</b></p> <p>Diwali- The festival of Light</p>
<b>PHSE</b>	<p style="text-align: center;"><b>Feelings</b></p> <p><b>What am I feeling?</b> (emotions change as we grow up) <b>Managing feelings</b> (coping with feelings &amp; different sources of help) <b>What am I looking at?</b> (media can affect how we feel about ourselves)</p>	<p style="text-align: center;"><b>Living in the wider world</b></p> <p>Different groups we belong to British community The benefits of diversity and identifying diversity in the community</p> <p style="text-align: center;"><b>Relationships</b></p>	<p style="text-align: center;"><b>Relationships</b></p> <p>Families, friendships and safe relationships  Characteristics of healthy family life  Types of families  Feeling lonely &amp; excluded</p>	<p style="text-align: center;"><b>Medicines and Drugs</b></p> <p>Smoking – dangers of smoking and the effects on our bodies  Energy drinks – dangers of energy drinks</p>	<p style="text-align: center;"><b>Living in the wider world</b></p> <p style="text-align: center;"><b>Money and work</b></p> <p>How our interests and skills link to future jobs Recognise positive things about themselves and their achievements; Recognise some of the skills that will help them in their future careers</p>	<p style="text-align: center;"><b>Growing and changing</b></p> <p style="text-align: center;"><b>What is puberty?</b></p> <p><b>Imposed or unwelcome change</b>  Imposed change is a change that is forced upon you. You did not make the decision to change.</p>	

		<p>Bullying and respecting self and others</p> <p>When things feel bad – physical and emotional bullying.</p> <p>Treating others with respect, including online</p>	<p>Chatting online</p> <p>Physical contact: appropriate and inappropriate</p>		<p>Identify the kind of job that they might like to do when they are older</p> <p><b>Spending and keeping track of money</b></p>	<p>An unwelcome change is a change that is not wanted.</p> <p>Recognise feelings related to imposed or unwelcome change</p> <p><b><u>Our responses to change</u></b></p> <p>What we feel and think affects what we do (how we behave).</p> <p>All feelings are OK, not all behaviours are.</p> <p><b><u>Feature of fixed and growth mindset</u></b></p> <p>Characteristics of a growth mindset</p> <p>Characteristics of a fixed mindset</p>
<b>British Values</b>	<p><b>What are British Values?</b></p> <p><b>Rule of Law</b></p> <p>What does rule of law mean?</p> <p>Who has the power to make and change laws?</p> <p>Taking part in democracy (link to class rules)</p> <p><b>Black History Month</b></p> <p>What is Black History?</p> <p>What does tolerance mean?</p> <p>Black history timeline in Britain</p> <p>Famous black men and women</p>	<p><b>Tolerance and respect</b></p> <p>Christmas around the world</p>		<p><b>Individual Liberty</b></p> <p>What are human rights?</p> <p>Why are they important?</p>	<p><b>Democracy</b></p> <p>What is democracy in the UK?</p> <p>How are governments formed?</p> <p>What is a general election?</p>	
<b>Class Texts</b>	<p>The Lost Happy Endings <i>Carol Ann Duffy</i></p> <p>The Clockwork Crow <i>Catherine Fisher</i></p>	<p>The Firework Maker's Daughter <i>Phillip Pullman</i></p> <p>The Abominables <i>Eva Ibbotson</i></p>	<p>The Mysterious Case of Edward Tulane <i>Kate DiCamillo</i></p>	<p>The Explorer <i>Katherine Rundell</i></p>	<p>The Magic Place <i>Chris Wormell</i></p>	<p>Anglo Saxon Boy <i>Tony Bradman</i></p>
<b>Reading</b>	<p><b>Fluency</b></p> <p>Pace of reading</p> <p>Scooping phrases</p> <p>Correct pausing</p> <p>Pitch and tone</p> <p>Reading punctuation</p>		<p><b>Inference</b></p> <p>Cause and effect (events and feelings/reactions)</p> <p>Using clues that are implied rather than stated</p> <p>Justify answers with clues from the text</p> <p><b>Predicting</b></p>		<p><b>Evaluating</b></p> <p>Use, name and find the different features of a range of genres</p> <p>Use features of a text to identify a genre</p> <p><b>Vocabulary</b></p>	

	<p>Recognising and correcting errors Sight word reading of key words Recognise features of different non-fiction text types</p> <p><b>Retrieval</b> Locating evidence Skimming and scanning Who? What? When? Where? True and false Finding more than one piece of evidence Using different parts of the text</p> <p><b>Inference</b> Identify how a character feels and why Link clues from across the text Making inferences in poetry</p> <p><b>Vocabulary</b> Language choices in poetry</p>	<p>Making predictions and giving specific reasons to support predictions</p> <p><b>Summarising</b> Summarising main ideas Selecting key details that support the main idea</p>	<p>Identify and explain vocabulary choices based on purpose / genre Author's use of language – explain the effect / meaning of metaphorical language using context clues</p> <p><b>Making connections</b> Find similarities and differences between two texts focusing on settings themes and plot structure</p>			
<b>Writing Context</b>	<p><b>FICTION</b> <b>Adventure/ quest stories focusing on setting and character description</b> Based on the picture book <i>'The Lost Happy Endings'</i> by Carol Ann Duffy</p> <p><b>NON-FICTION</b> <b>Recounts- diaries</b> Based on the book <i>'The Clockwork Crow'</i></p>	<p><b>FICTION</b> <b>Setting and character description</b> Based on the book <i>'The Firework-maker's Daughter'</i> by Philip Pullman Focussing particularly on the description of <i>Razvani and his Grotto, Fire-fiends, Mount Merapi, Lila's journey</i></p> <p><b>NON-FICTION</b> <b>Instructions</b> Based on the book <i>'The Firework-maker's Daughter'</i> by Philip Pullman (Children will write instructions for how to summon the water goddess)</p>	<p><b>FICTION</b> <b>Cliff-hanger stories</b> Based on footage of Bear Grylls climbing a glacier as a stimulus- this links with the setting in the class novel <i>The Abominables</i> By Eva Ibbotson</p> <p><b>NON-FICTION</b> <b>Persuasion</b> Persuasive TV advert for a toy and their own chocolate bar (using extracts from <i>'Charlie and the Chocolate Factory'</i> by Roald Dahl as a stimulus)</p>	<p><b>FICTION</b> <b>Sci-fi stories</b> Based on a letter from an author requesting the children's help to finish her story</p> <p><b>NON-FICTION</b> <b>Non-chronological report</b> A project about the children's nationality based on the book <i>'I'm Australian Too'</i> by Mem Fox</p> <p><b>Recount- Eye-witness account for a TV interview</b> Based on the loch-ness monster</p>	<p><b>FICTION</b> <b>Timeslip stories</b> Based on their work on the Roman army and Boudicca</p> <p><b>NON-FICTION</b> <b>Explanation leaflet</b> Teeth/ digestive system</p>	<p><b>FICTION</b> <b>Atmosphere</b> Based on the story of Pompeii</p> <p><b>NON-FICTION</b> <b>Non-chronological report</b> Based on volcanoes</p>
<b>Writing Skills (including Grammar &amp; Punctuation)</b>	<p><b>FICTION</b> <b>Descriptive Techniques</b> Appropriate adjectives Appropriate adverbs</p>	<p><b>FICTION</b> <b>Descriptive Techniques</b> Appropriate adjectives Appropriate adverbs</p>	<p><b>FICTION</b> Precise nouns Precise verbs</p>	<p><b>FICTION</b> Paragraphs Parts of a story Speech</p>	<p><b>FICTION</b> Paragraphs Parts of a story</p>	<p><b>FICTION</b> Creating atmosphere through the use of descriptive techniques</p>

	<p>Similes Sentences of three (description) Emotion through action</p> <p><b>NON-FICTION</b> Conjunctions Drop in clauses Standard English (we were not we was and did vs done)</p>	<p>Similes Sentences of three (description) Emotion through action</p> <p><b>NON-FICTION</b> Fronted adverbials Commas after fronted adverbials Precise nouns Precise verbs</p>	<p>Sentence of three (action)</p> <p><b>NON-FICTION</b> Vocabulary for effect Appropriate adjectives (to persuade) Commas in a list Rhetorical questions</p>	<p>Direct speech punctuation</p> <p><b>NON-FICTION</b> Drop in clauses Subordinating conjunctions Subordinate clauses Commas to separate clauses</p>	<p><i>(focus particularly on different ways to open the story- dialogue, action and description)</i> Speech Apostrophes for contraction Plural s vs possessive s Apostrophes for singular possession</p> <p><b>NON-FICTION</b> Subordinating conjunctions Subordinate clauses Commas to separate clauses</p>	<p>Appropriate adjectives Appropriate adverbs Similes Sentences of three (description) Emotion through action</p> <p><b>NON-FICTION</b> Fronted adverbials Commas after fronted adverbials Precise nouns and verbs</p>
<b>Mathematics</b>	<p><b>Times tables</b> Recap all times tables up to 12x12 Focus on tricky facts and speed</p> <p><b>Place Value</b> Recap numbers to 1,000 Counting in 1000s Numbers to 10,000 (read, write, represent, identify the value, 1/10/100/1000 more and less, partition, place on number lines, estimate on number lines compare, order) Previous and next multiples of 10,100,1000 Rounding Negative numbers Roman numerals</p> <p><b>Addition and Subtraction</b> Mental strategies</p>	<p><b>Statistics</b> Recap tallys, pictograms, bar charts and tables Comparison, sum and difference graphs Line graphs</p> <p><b>Measure</b> mm, cm, m Kilometres Drawing lengths Equivalent lengths Compare and order lengths Add and subtract lengths Measure and calculate perimeter Perimeter on a grid Perimeter of rectangles and rectilinear shapes</p> <p><b>Multiplication and Division</b> Mental strategies Multiply and divide by 10 and 100 Scaling times tables facts</p>	<p><b>Multiplication and Division</b> Efficient multiplication Written multiplication methods Scaling and correspondence problems Written division methods Remainders</p> <p><b>Measure</b> Area Counting squares Making shapes Comparing areas</p> <p><b>Fractions and Decimals</b> Unit and non-unit fractions Equivalent fractions Fractions greater than 1 Counting in fractions Fractions on a number line Add / subtract fractions Fractions of an amount</p>	<p><b>Fractions and Decimals</b> Tenths and hundredths as fractions and decimals Decimal number bonds Decimals to 2dp (read, write, represent, identify the value, 0.1/0.01 more and less, partition, place and estimate on number lines, compare and order) Rounding to the nearest whole Halves and quarter as decimals</p> <p><b>Measure</b> Money Pounds and pence Compare and order amounts Estimating money Convert between pounds and pence Add and subtract Finding change</p>	<p><b>Times tables</b> Recap all times tables up to 12x12 Focus on tricky facts and speed</p> <p><b>Measure</b> Time Months, years, hours and days Telling analogue time to nearest minute Using am and pm Durations of time Hours minutes and seconds Measure time in seconds Years, months, weeks, days 24-hour time Analogue to digital Problem solving with time</p>	<p><b>Geometry</b> Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Perpendicular and parallel Recognise and describe 2d shapes Draw 2d shapes Regular and irregular shapes Triangles and quadrilaterals Horizontal and vertical Lines of symmetry Complete symmetric figures Describe position Draw and move on a grid Describe movement on a grid Recognise and describe 3d shapes Make 3d shapes</p>

	<p>Adding and subtracting in a column</p> <p>Finding the difference</p> <p>Equivalent difference</p> <p>Efficient methods</p> <p>Estimating answers</p> <p>Inverse operations</p> <p>Sum and difference problems</p> <p>Multi-step problems</p>	<p>Multiply 3 numbers</p> <p>Factor pairs</p>	<p>Problem solving with fractions</p>	<p>Problem solving with money – 4 operations</p>		
<b>Science</b>	<p><b>States of Matter</b></p> <p>What is a solid, a liquid and a gas?</p> <p>Which liquid moves the fastest?</p> <p>At what temperature will a solid begin to melt?</p> <p>Do all liquids freeze?</p> <p>What happens to water when it is heated?</p> <p>How does the water cycle work?</p>	<p><b>Sound</b></p> <p>What is a 'sound'?</p> <p>Can sound travel through objects?</p> <p>How can the loudness of a sound be changed?</p> <p>How can the pitch of a sound be changed?</p>	<p><b>Electricity</b></p> <p>How are appliances powered?</p> <p>How are simple circuits created?</p> <p>How does a torch work?</p> <p>Which materials are conductors of electricity?</p> <p>Which materials are insulators of electricity?</p>	<p><b>Animals including Humans</b></p> <p>What are the functions of the different types of teeth?</p> <p>What happens when we chew food?</p> <p>What happens inside our stomach?</p> <p>What journey does food take through our bodies?</p> <p>What are food chains?</p>	<p><b>Living Things and their Habitats</b></p> <p>How can we classify animals in different ways?</p> <p>Can you use a flower to identify a plant?</p> <p>Can you use leaves to identify a tree?</p> <p>How can we use a key to classify plants?</p> <p>How can we create a key to classify plants and animals?</p> <p>How does a change in the environment affect the things that live there?</p> <p>What changes have affected environments around the world?</p>	
<b>Computing</b>	<p><b>Computing systems and networks - The internet</b></p> <p>Apply knowledge and understanding of networks</p> <p>Understand that the internet is a network of networks which needs to be kept secure</p> <p>Learn that the World Wide Web is part of the internet</p> <p>Explore the World Wide Web for themselves</p> <p>Learn about who owns content and what they</p>	<p><b>Creating media – Audio production</b></p> <p>Identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally</p> <p>Discuss the ownership of digital audio and the copyright implications of duplicating the work of others</p> <p>Use Audacity to produce a podcast (including editing their work, adding multiple tracks,</p>	<p><b>Programming A – Repetition in shapes</b></p> <p>Explore concept of sequencing in programming through Scratch</p> <p>Introduction to programming environment</p> <p>Introduction to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</p>	<p><b>Data and information – Data logging</b></p> <p>Develop understanding of what a branching database is and how to create one</p> <p>Use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects</p> <p>Create physical and on-screen branching databases</p>	<p><b>Creating media – Photo editing</b></p> <p>Use the term's 'text' and 'images' and understand that they can be used to communicate messages</p> <p>Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents</p> <p>Introduction to the terms 'templates', 'orientation', and 'placeholders' (and begin to understand how</p>	<p><b>Programming B – Repetition in games</b></p> <p>Explore the links between events and actions, whilst consolidating prior learning relating to sequencing</p> <p>Move a sprite in four directions (up, down, left and right)</p> <p>Explore movement within the context of a maze, using design to choose an appropriately sized sprite</p>

	<p>can access, add, and create</p> <p>Evaluate online content to decide how honest, accurate, or reliable it is</p> <p>Understand the consequences of false information</p>	<p>and opening and saving the audio files)</p> <p>Evaluate work and give feedback to their peers</p>	<p>Produce a representation of a piano.</p> <p>Apply stages of program design through this unit</p>	<p>Create an identification tool using a branching database</p> <p>Consider real-world applications for branching databases</p>	<p>these can support them in making their own template for a magazine front cover)</p> <p>Add text and images to create their own pieces of work using desktop publishing software</p> <p>Explore at a range of page layouts thinking carefully about the purpose of these</p> <p>Evaluate how and why desktop publishing is used in the real world</p>	<p>Introduction to programming extensions, through the use of pen blocks</p> <p>Draw lines with sprites and change the size and colour of lines</p> <p>Design and code a maze tracing program</p>
<p>There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online</p>						
<p><b>Geography</b></p>	<p><b>Name and locate</b></p> <p>countries, regions, counties and cities in the UK</p> <p>Name and locate the continents, oceans and lines of latitude</p> <p>Recognise different environmental regions and where in the world they are located.</p> <p>Name and locate countries and cities in Europe</p> <p>Identify topographical features within Europe: rivers and mountains</p> <p>Human and physical features and land-use patterns in Europe</p>	<p><b>Mountains, volcanoes and earthquakes</b></p> <p>How do mountains form?</p> <p>Where and why do volcanoes and earthquakes occur?</p> <p>What happens when a volcano erupts?</p> <p>How do volcanoes affect the environment around them?</p> <p>Case study of Haiti 2010</p> <p><b>Environmental Work</b></p> <p>Impacts of food waste</p> <p>How we can reduce food waste</p>	<p><b>Lagos, Nigeria</b></p> <p>Physical and human features</p> <p><b>Fieldwork in the local environment (Southampton Common)</b></p> <p>Past land use on Southampton Common</p> <p>Biodiversity on Southampton Common</p> <p>Present day land use on Southampton Common</p>			
<p><b>History</b></p>	<p><b>Romans</b></p> <p>Who were the Romans and when did Roman Britain begin?</p> <p>Why were Roman soldiers so successful?</p> <p>Why did the Romans invade Britain?</p> <p>Why did Boudicca stand up to the Romans and what image do we have of her today?</p> <p>What changes occurred in Britain because of the Roman invasion?</p>	<p><b>The Anglo-Saxons</b></p> <p>Why did the Anglo-Saxons invade and how do we know where they settled?</p> <p>How do we know where the Anglo-Saxons lived and settled?</p> <p>Who were the Anglo-Saxons and how did they live?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>Just how 'great' was Alfred?</p> <p>When did the Anglo-Saxon era end?</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>When did the Vikings come to Britain and where did they settle?</p> <p>What happened when the Vikings came to Britain?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>			

<b>Art</b>	<b>Project 1</b> How to draw with gesture Drawing human hands with accurate proportions Creating highlights with shadow and tone Drawing different textures – hatching, cross-hatching, contour, circulism, contrast tones Mixing realistic flesh tones Tints and shades Complementary colours		<b>Project 2</b> What is the impressionist style and how can we re-create this with pastels? Using tints, shades and small brush strokes How were people painted during the impressionism era? How can we use different materials to paint an impressionist landscape? Paint a local area in an impressionist style Mosaics Using the grid method for scale and proportion Artist study: Claude Monet Pierre-Auguste Renoir Berthe Morisot Antoni Gaudi		<b>Project 3</b> Darken colours without black Create a tessellation pattern Create overlapping patterns Relief print Create clay coils Join clay coils securely Artist study: Escher	
	<b>DT</b>	<b>Food</b> Pizza Understand the principals of seasonality and a healthy diet Use bridge hold and claw grip to cut foods Grate cheese Measure, mix, stir and combine ingredients Knead dough Arrange toppings		<b>Textiles</b> Roman Purses Develop design criteria based on purpose, security and shape Create a step by step plan Join textiles with back stitch Create a drawstring fastening Evaluate product based on design criteria		<b>Woodwork</b> Scarecrow – (links with electricity) Evaluate existing products Strategies to cutting wood accurately Include an electrical circuit in design Join wood Stabilise items Shaping and joining textiles
<b>PE</b>	Basketball Tennis Gymnastics Football Dance		Gaelic Football Hockey Gymnastics		Cricket Athletics (track and field) Invasion Games	
<b>French</b>	French phonetics Fruit	I am able... I know how...	Vegetables	Presenting myself	In the classroom	At the tea room At the café At the restaurant
<b>Music</b>	Learning about the recorder including holding, blowing and playing notes Recognising notes on a stave	Christmas Preparation including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience	Playing simple music with accompaniment gradually increasing knowledge of finger positions and ability to recognise notes and follow music on a stave	Notes BAGE and high C.  Using correct vocab to discuss lengths of notes and note values Simple composition using recorder	Rests 1 and 2 beat Notes B-F# on a stave Dynamics Ties 3/4 and 4/4 time signature Some Italian terms Legato Staccato	Play the recorder as part of a large group, smaller groups and when appropriate, as a solo Use rhythm patterns as directed by the music. Combine and control sounds to create desired effects Prepare performance demonstrating note

						reading and recorder playing techniques
<b>Enrichment</b>	Swimming lessons		Art on wheels (clay workshop)		Minstead residential trip	