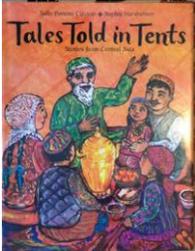
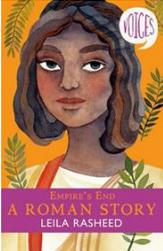
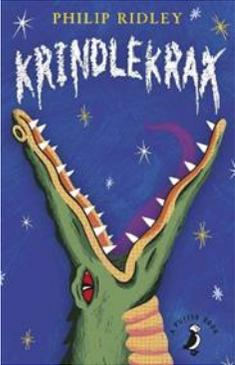
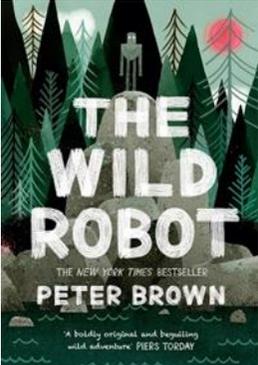
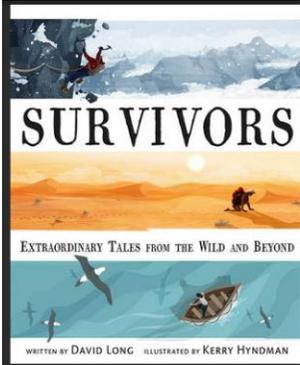
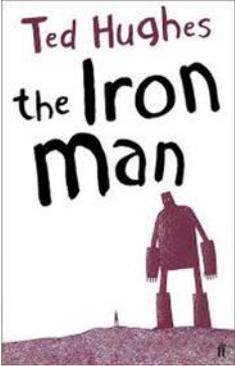


Year 4 Curriculum Map 2024/25

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Cultural fiction</b></p>  <p><i>The tunnel</i> <i>Tales told in tents</i></p>	<p><b>Historical fiction</b></p>  <p><i>Empires End</i></p>	<p><b>Fiction narrated by boys</b></p>  <p><i>Krindlekrax</i></p>	<p><b>Fantasy fiction</b></p>  <p><i>The Wild Robot</i></p>	<p><b>Non-fiction/poetry</b></p>  <p><i>Survivors</i></p>	<p><b>Classical literature</b></p>  <p><i>The Iron Man</i></p>
Maths	<p><b>Place value</b></p> <p><i>Partitioning</i> <i>More or less</i> <i>Estimation</i> <i>Ordering</i></p>	<p><b>Multiplication and division</b></p> <p><i>Grouping and sharing</i></p>	<p><b>Fractions</b></p> <p><i>Partitioning</i> <i>Values less than 1</i></p>	<p><b>Money</b></p> <p><i>Amounts/value</i></p>	<p><b>Statistics</b></p> <p><i>Data</i> <i>Graphs</i></p>	<p><b>Shape</b></p> <p><i>Geometry</i></p>
Science	<p><b>States of matter</b></p> <p><i>Classify</i> <i>Identify</i> <i>Observe</i></p>	<p><b>Sound</b></p> <p><i>Observation</i> <i>Enquiry</i> <i>Recording</i></p>	<p><b>Animals including humans</b></p> <p><i>Classifying</i> <i>Comparing</i></p>	<p><b>Animals including humans</b></p> <p><i>Classifying</i> <i>Comparing</i></p>	<p><b>Living things and habitats</b></p> <p><i>Identify</i> <i>Classify</i> <i>Observe</i></p>	<p><b>Electricity</b></p> <p><i>Observe</i> <i>Classify</i> <i>Identify</i></p>
History & Geography	<p><b>The water cycle</b></p> <p><i>States of matter</i> <i>Water cycle</i> <i>Flooding</i> <i>Drinking water</i></p>	<p><b>Roman Empire in Britain</b></p> <p><i>Empire</i> <i>Invasion</i> <i>Slavery</i> <i>Trade</i> <i>Migration</i></p>	<p><b>Settlements</b></p> <p><i>Human</i> <i>Geography</i> <i>Maps</i> <i>Compass points</i></p>	<p><b>Anglo Saxons</b></p> <p><i>Invasion</i> <i>Trade</i> <i>Migration</i> <i>Legacy</i> <i>Settlements</i></p>	<p><b>The Earth</b></p> <p><i>Equator</i> <i>Latitude and longitude</i> <i>Time zones</i></p>	<p><b>The Suffragettes</b></p> <p><i>Inequality</i> <i>Education</i> <i>Democracy</i> <i>Legacy</i></p>

<b>Art / Design Technology</b>	<b>Drawing</b> <i>Faces Using memory Mood evaluation</i>	<b>Creating a garment</b> <i>Textiles</i>	<b>3D art</b> <i>Using tools Clay Head representations</i>	<b>Making bread</b> <i>Cooking</i>	<b>Painting</b> <i>Mood Scale Evaluation</i>	<b>Electrical circuits</b> <i>Design and create a torch</i>
<b>P.E.</b>	<b>Games</b> <i>Accuracy and co-ordination Dribbling and moving Competition</i>	<b>Dance</b> <i>Styles Creative movement Feedback Composition</i>	<b>Gymnastics</b> <i>Shape Position Sequencing Feedback</i>	<b>Athletics</b> <i>Knowledge Run Jump Throw</i>	<b>OAA</b> <i>Knowledge compass Directional Map</i>	<b>Striking games</b> <i>Recap</i>
<b>Computing</b>	<b>Algorithms</b> <i>Developing a game Prototyping a toy</i>	<b>Algorithms</b> <i>Developing a game Prototyping a toy</i>	<b>Information technology/digital literacy</b> <i>editing and writing HTML</i>	<b>Algorithms/Digital Literacy</b> <i>Converting a human algorithm Decomposing a game</i>	<b>Algorithms/Digital Literacy</b> <i>Converting a human algorithm Decomposing a game</i>	<b>Digital literacy/information technology</b> <i>Digital music</i>
<b>P.S.H.E.</b>	<b>How can we be a good friend?</b> <i>Feelings Disputes Negotiation Feedback</i>	<b>How can we keep safe in our local area?</b> <i>risks Negative pressure Dares People who help</i>	<b>How can we keep safe in our local area?</b> <i>risks Negative pressure Dares People who help</i>	<b>What choices can help us to be healthy?</b> <i>Balanced lifestyle Choices Habits Drugs</i>	<b>What is diversity?</b> <i>Differences Values Customs Stereotypes</i>	<b>How can we manage our money?</b> <i>Managing money Critical consumer Media images</i>
<b>Music &amp; MFL: French</b>	<b>On y va (All aboard)</b> <i>Weather On our travels Travelling</i>	<b>Rhythm</b> <i>Playing in time Evaluation</i>	<b>Raconte-moi une histoire! (tell me a story)</b> <i>Giving instructions Counting Descriptions</i>	<b>Tempo and dynamics</b> <i>Choosing instruments</i>	<b>Quel temps fait-il? (What's the weather like?)</b> <i>Weather Temperature</i> <b>Je Suis le musicien (I am the music man)</b> <i>Opinions Rhythm</i>	<b>Timbre and crochet</b> <i>Meaning Expression and mood</i>

<b>Religious Education</b>	<b>What does it mean to be Jewish?</b>	<b>What does it mean to be Jewish?</b>	<b>What matters to Humanists and Christians?</b>	<b>Who should inspire us?</b>	<b>Where how and why do people worship?</b>	<b>How and why do religious believers show their commitments during the journey of life?</b>
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