Year 4 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and Reading	**Varjak Paw** -Expanded noun phrases -Direct speech -Subordinating conjunctions (time and cause) -Plan and write an action story -Plan and write a non-chronological report **Make predictions**	**How to Train Your Dragon** -Write a setting using my senses -Develop characters through action and description -Write in the formal style -Plan and write a fantasy story -Write an information text about dragons **Retrieve information from the text**	**Charlie and the Chocolate Factory** **The Maya** -Develop a character's personality, feelings and thoughts through speech -Investigate and use figurative -Emotive language -Relative clauses -Plan and write a letter of complaint **Make inferences from the text**	**Krindlekrax** -Use a variety of sentence types to build suspense -Identify and use personification -Plan and write my own resolution and ending -Write a newspaper report **Make comparison and connections**	**Narnia – The Lion the Witch and the Wardrobe** -Apostrophes to show plural possession -Expanded noun phrases that include prepositions -Create a character in a story -Write a narrative **To say whether a testament is true or false**	**The Explorer** **Everything Vikings** -Understand and identify a non-fiction text's structure and features -Use technical vocabulary related to the topic To use emotive language to appeal to the reader. -Plan and write a holiday brochure **Summarise**
Curriculum	**Potions** Develop children's knowledge of the properties of materials. Children learn the properties of solids, liquids and gases, recognise hazardous materials and learn how and why medicines, such as anaesthetics, were developed.	**I am Warrior!** Develop the children's knowledge of the Romans and Celts. Children learn about and compare the two cultures and warfare tactics, understand chronology, and study key individuals.	**Burps, Bottoms and Bile** Develop children's knowledge of the digestive system. Children learn about teeth, bodily functions, healthy eating and, of course, poo!	**Playlist** Children learn about musical genres and sound, developing knowledge about composers, the different qualities of sound and how to perform compositions.	**Blue Abyss** Teach children about the human uses and physical features of the sea developing their knowledge of ocean layers, sea exploration, food chains, habitats and pollution.	**Traders and Raiders** Develop children's knowledge of Britain's early invaders and settlers. Children learn about Anglo-Saxon and Viking culture, chronology and key events.
Science (In Curriculum)	**States of Matter** -Compare and group materials together based on their state -Explain the impact of heating and cooling on materials -Identify differences, similarities or changes related to scientific ideas	**Investigation Skills** -Asking questions and using different types of scientific enquiries to answer them -Simple practical enquiries, comparative and fair tests -Making systematic and careful observations -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -Using results to draw simple conclusions, make predictions, suggest improvements and raise further questions	**Animals including Humans** -Name parts of the digestive system -Add functions to the parts of the digestive system -Identify the function of teeth in humans -Construct a simple food chain	**Sound** -Identify and explain how sounds are made -Recognise that vibrations from sounds travel to the ear -Find patterns between pitch and features of objects producing sound -Find patterns between volume and length of vibration	**Living Things and their Habitats** -Sort living things into groups -Generate questions about animals -See similarities and differences between vertebrates. -Identify vertebrate groups and the characteristics of living things. -Suggest how to have a positive effect on the local environment. -Name some endangered species. **Science Week: Electricity!**	**Investigation Skills** -Asking questions and using different types of scientific enquiries to answer them -Simple practical enquiries, comparative and fair tests -Making systematic and careful observations -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -Using results to draw simple conclusions, make predictions, suggest improvements and raise further questions

Maths	**Review of column addition and subtraction** Add using column addition with regrouping Use column addition to solve problems Use known facts and strategies to accurately and efficiently calculate and check column addition Subtract using column subtraction and regrouping Evaluate the efficiency of strategies for subtraction **Numbers to 10,000** Explain how many tens, hundreds and ones 1,000 is composed of Explain common measure conversions Use knowledge of 1,000 to solve problems Compose and decompose four-digit numbers in different ways Compare, order and calculate four-digit numbers Round a four-digit number to the nearest thousand, hundred and ten Add and subtract four-digit numbers using a column addition Use strategies to make solving calculations more efficient Explain how many '100s', '200s', '500s' and '250s', 1,000 is composed of	**Perimeter** Perimeter is the distance around a 2D shape Different shapes can have the same perimeter Measuring and calculating perimeter Adding together sides to calculate perimeter Perimeter of rectangles and squares can be calculated using addition and multiplication Finding unknown sides **3, 6, 9 times tables** Explain the relationship between adjacent multiples Represent counting in 3s, 6s and 9s as times tables Solving problems Explain the relationship between 3 and 6 times tables Use known facts from 10s to calculate 9s Explain the relationship between pairs of 3 and 9 table facts with the same product	**7 times tables and patterns** Represent counting in 7s as 7 times tables Explain the relationship between adjacent multiples Solve problems Identify patterns of odd and even numbers in the times table Represent a square number Use divisibility rules to solve problems **Understanding and manipulating multiplicative relationships** Partition factors in a multiplication equation in different ways Find the efficient factor to partition to solve a multiplication problem Solve two part addition and subtraction problems Calculate products beyond known times tables facts	**Understanding and manipulating multiplicative relationships** Explain why a zero can be placed/removed after the final digit of a number when we multiply/divide it by 10 Explain why two zeros can be placed/removed after the final digit of a single-digit number when we multiply/divide it by 100 Explain how manipulation affect the rest of the calculation Scale known multiplication facts by 100 Scale division derived from multiplication facts by 100 **Coordinates** Pupils give directions and move object from one position to another on a grid Describe translations of polygons on a square grid Draw polygons specified by translations Mark points specified as a translation from the origin Write coordinates for already-marked points Draw polygons specified by coordinates in the first quadrant Translate polygons in the first quadrant	**Review of fractions** Explain why a part can only be defined when in relation to a whole Identify the number of equal or unequal parts in a whole Explain the size of the part in relation to the whole Construct a whole when given a part and the number of parts **Fractions greater than 1** Explain how a quantity made up of whole numbers and a fractional part is composed Compose and decompose quantities made of whole numbers and fractional parts Identify and estimate the position of numbers on a number line using fraction sense Compare and order mixed numbers using fraction sense Express a quantity as a mixed number and an improper fraction Convert a quantity from an improper fraction to a mixed number Explain how an improper fraction is converted into a mixed number and vice versa Add mixed numbers Subtract a proper fraction from a mixed number (converting to an improper fraction first) Subtract a mixed number from a mixed number and explain which strategy is most efficient	**Symmetry in 2D shapes** Compose symmetrical shapes from two congruent shapes Investigate lines of symmetry in 2D shapes by folding paper shape cut-outs Find lines of symmetry in 2D shapes using a mirror Reflect polygons in a line of symmetry Reflect polygons that are dissected by a line of symmetry **Time** Read, write and convert time between analogue and digital 12 and 24 hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Division with remainders** Interpret a division story when there is a remainder and represent it with an equation Explain how the remainder relates to the divisor in a division equation Explain when there will and will not be a remainder in a division equation Use knowledge of division equations and remainders to solve problems Interpret the answer to a division calculation to solve a problem
RE	**Believing** **Why is Jesus inspiring to some people?** Which people are special and why? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What is so radical about Jesus?	**Expressing** **Why do people pray?** Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving?	**Expressing** **Why are festivals important to religious communities?** Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?	**Expressing** **Why do some people think that life is a journey? What significant experiences mark this?** Which times are special and why? How and why do we celebrate special and sacred times?	**Living** **What does it mean to be a Hindu in Britain today?** Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it meant to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	**Living** **What can we learn from religions about deciding what is right and wrong?** How should we care for others and the world, and why does it matter? What matters most to Christians and Humanists? Does religion help people to be good?
PE	**Athletics**	**Football**	**Tag Rugby**	**Basketball**	**Rounders**	**Tennis**
Music Sequencing/term taught varies across the year but all covered.	**Year 4** **Key genre/person/song(s)** African Ladysmith Black Mambazo Funga Alafia(Nana Malaya) Nanuma **Listening** Listen to high quality music, note the elements of music that are used and	**Storytelling/Acting** Create and act out a complex storyline to music as part of a group and understand that music can represent many areas of life and can include many forms of movement and sound making.	**Composing** Compose music that represents a journey with a small group using graphic score notation. This is written for tuned and un-tuned percussion.	**Notation** Follow a conductor to read graphic score notation with changing dynamics. Follow basic B,A,G, notation on the recorder with use of crotchets, minims and quavers. **Performing**	**Understanding** Use knowledge of the elements of music and beat/rhythm in order to appraise music, practise time keeping and improve compositions of their own and others work.	**Singing** Sing one part in a two part song and is able to keep in time and at the correct pitch with their group.

	work out how these could be used to represent a variety of areas in life including a whole weather system or journey in life.			Perform an individual part in a piece of music that they have composed in a group using graphic score notation.		
Computing Sequencing/term taught varies across the year but all covered.	**Online Safety** (Digital Literacy) **Effective Search** (Information Technology)	**Writing for Different Audiences** (Information Technology) **Hardware Investigators** (Computer Science)	**Spreadsheets** (Information Technology)	**Making Music** (Information Technology) **Animation** (Information Technology)	**Coding** (Computer Science)	**Logo** (Computer Science)
PSHE/RHE Sequencing/term taught varies across the year but all covered.	**PSHE** – Keeping Safe – Cycle Safety **RHE** – Growing and Changing Baseline **No Outsiders!** – To know when to be assertive.	**PSHE** –Keeping Healthy – Healthy Living **RHE** – Healthy Relationships **No Outsiders!** – To understand why people get married.	**PSHE** – Growing and Changing – Appropriate Touch **RHE** – Computer Safety – Online Bullying **No Outsiders!** – To overcome language as a barrier.	**PSHE** –Being Responsible – Coming Home on Time **RHE** – Feelings and Emotions **No Outsiders!** – To ask questions.	**PSHE** – A World Without Judgement – Breaking Down Barriers **RHE** – Jealousy **No Outsiders!** – To be who you want to be.	**PSHE** – The Working Wold – Chores at Home **RHE** – Computer Safety Assessment **No Outsiders!** – Review and Recap