



## St. Mary's Catholic Primary School - Year 4 Curriculum Map

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>RE</b>	Creation Prayers, Saints & Feasts	Sacraments Advent	Christmas Revelation	Lent Holy Week Easter	Pentecost and Mission	Prayers, Saints & Feasts Other Faiths
<b>Class Story Books/ Author</b>	Follow the Pharaoh	Cross curricular History link – Egyptians.	Varjak Paw-SF Said.	I was a Rat! - Philip Pullman.	Range of Poetry	Treason- Berlie Doherty.
<b>Reading (may be taught in different order based on AFL)</b>  <b>SKILLS:</b> <b>Retrieve</b> <b>Choice</b> <b>Viewpoint</b> <b>Interpret</b> <b>Perform</b>	<b>SKILLS:</b>  Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. Using dictionaries to check the meaning of words.	<b>SKILLS:</b>  Listening to (and discussing) a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.  Strategies to choose and read a wider range of books  Playscripts	<b>SKILLS:</b>  Identifying themes and conventions in a wide range of books.  Retrieve and record information from non-fiction; use contents and index.	<b>SKILLS:</b>  Checking that the text makes sense. Discussing, understanding and explaining the meaning of words in context.  Identifying main ideas drawn from more than one paragraph and summarising these.	<b>SKILLS:</b>  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence.	<b>SKILLS:</b>  Predicting what might happen from details stated and implied.  Recognise conventions of different genres such as the greeting in letters, a diary written in the first person, numbering and headings in instructions.
<b>Composition Writing (May be taught in different order based on AFL)</b>	<b>Context:</b> Egyptians – Tutankhamun <b>Genre:</b> Letters, Diaries. <b>Focus:</b> fronted adverbials, expanded noun phrases,	<b>Context:</b> Paultons Park trip (Science) <b>Genre: Recounts</b> <b>Focus:</b> use of paragraphs, correct use of past tense verbs, Prepositions to	<b>Context:</b> T4W Zelda the rain cat text <b>Genre: Suspense Narrative.</b> <b>Focus:</b> setting and atmosphere Prepositions to	<b>Context:</b> I was a Rat text <b>Genre: Discussion</b> <b>Focus:</b> structure of text, generalisers, use of language to engage the reader,	<b>Context:</b> T4W Dragon text <b>Genre: Non- Chronological Report</b> <b>Focus:</b> structure of text , use of sub- headings and or topic	<b>Context:</b> The Tunnel – Anthony Browne <b>Genre: Warning Narrative.</b> <b>Focus:</b> Character description

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	<p>Prepositions to express time and cause using fronted adverbials</p> <p><b>Context:</b> Egyptians – Fish mummification (History) <b>Genre:</b> Instructions and diary(application)</p> <p><b>Context:</b> Paulton’s Park <b>Genre:</b> Letter</p> <p><b>Context:</b> Democracy <b>Genre-</b> Leaflet/persuasion.</p>	<p>express time and cause, fronted adverbials</p> <p><b>Context:</b> T4W Little Red Riding Hood text <b>Genre: Newspaper</b> <b>Focus:</b> structure of text, past tense verbs</p> <p><b>Application:</b></p>	<p>express time and cause, fronted adverbials with commas</p> <p><b>Application:</b></p>	<p><b>Application:</b> <b>Discussion – Science habitats</b></p>	<p>sentences</p> <p><b>Application: Non-Chronological Report on school grounds</b></p>	<p>Prepositions to express time and cause, fronted adverbials with commas</p> <p><b>Application:</b> <b>Newspaper/diary/letter – linked to class novel ‘Treason’</b></p> <p><b>Recount/non-chronological report – linked to class trip</b></p>
<p><b>Phonics, Spelling, Punctuation and Grammar</b></p> <p><b>Sentence Types:</b> MC. MC: __, __ and __. __, __ and __. MC Co-CO MC. MC Sub-Co SC. MC, SC. MC – SC. SC, MC. MC, RC, MC. MC, SC, MC.</p>	<p><b>SPELLING:</b> Homophones – peace/piece mane/main fair/fare Prefixes/ suffixes Statutory word list possessive apostrophe with singular proper nouns <b>GRAMMAR &amp; PUNCTUATION</b> Specific determiners(there, whose, this, that, their, those, which Starting a sentence with words ending in – ing/ ed/ly</p>	<p><b>SPELLING:</b> Statutory word list Proof reading for spelling errors Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Words with the /ei/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the //j/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)</p>	<p><b>SPELLING:</b> The /g/ sound spelt ‘gu’ Words with endings sounding like /tʃə/ spelt ‘-ture’ Possessive apostrophe with Plurals Homophones (scene/seen, mail/male, bawl/ball) <b>GRAMMAR &amp; PUNCTUATION:</b> Possessive apostrophe Expanded noun phrases</p>	<p><b>SPELLING:</b> Prefixes ‘anti-’ and ‘inter-’ Strategies at the point of writing: Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Statutory word list <b>GRAMMAR &amp; PUNCTUATION:</b> Inverted commas where speech is preceded by the speaker (Mary yelled, “Sit down!” MC, RC, MC.</p>	<p><b>SPELLING:</b> Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like /zən/ spelt ‘sion’ Apostrophes for possession, including singular and plural Homophones – whether/weather, medal/meddle team/teem whose/who’s mist/missed Statutory word list</p>	<p><b>SPELLING:</b> Suffix ‘-ous’ Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Statutory word list <b>GRAMMAR &amp; PUNCTUATION:</b> Nouns and pronouns for clarity, cohesion and to avoid repetition Brackets for parenthesis. MC.</p>

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	<p>Modals (could, would, should) Capital letters for proper nouns. Compound and complex sentences.</p> <p><b>Sentence Types:</b> MC. ___, ___ and ___. MC Co-CO MC. MC Sub-Co SC. Use the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of cursive script.</p>	<p><b>GRAMMAR &amp; PUNCTUATION:</b> Difference between plural and possessive apostrophe. Using commas after fronted adverbials.</p> <p>MC, SC. MC – SC. SC, MC. MC, RC, MC. MC, SC, MC.</p>	<p>Drop-in clauses MC, RC, MC. MC, SC, MC Fronted adverbials Extending range of sentences: when, if, because, although Use of paragraphs to organise ideas around a theme.</p>	<p>MC, SC, MC. MC, SC. MC – SC.</p>	<p><b>GRAMMAR &amp; PUNCTUATION:</b> Extending range of sentences: when, if, because, although Conjunctions to build cohesion Relative clauses to add detail. ___, ___ and ___.</p> <p>MC: __, __ and ___. MC, RC, MC. MC Sub-Co SC.</p>	<p>MC: __, __ and ___. ___, ___ and ___. MC Co-CO MC. MC Sub-Co SC. MC, SC. MC – SC. SC, MC. MC, RC, MC. MC, SC, MC.</p>
<p><b>Mathematics</b></p>	<p><b>NUMBER</b> Place Value Addition Subtraction</p>	<p><b>NUMBER</b> Multiplication Division</p>	<p><b>STATISTICS</b></p> <p><b>NUMBER</b> Fractions</p> <p><b>TIME</b></p>	<p><b>NUMBER</b> Decimals</p> <p><b>NUMBER</b> Money</p>	<p><b>SPACE, SHAPE AND MEASURE</b> Mass, Volume and Length</p> <p><b>SPACE, SHAPE AND MEASURE</b> Area</p> <p><b>PACE, SHAPE AND MEASURE</b> Geometry</p>	<p><b>NUMBER</b> Roman Numerals</p> <p><b>SPACE, SHAPE AND MEASURE</b> Position and Movement</p>

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<b>Science</b>		Forces. Electricity.		States of Matter. Animals including humans – teeth.		Living things.
<b>Computing</b>	Word Powerpoint	Coding	e-mail	e-safety	Making websites	Making websites
<b>Geography</b>			Why do places change?		Earthquakes	
<b>History</b>	Ancient Egypt					Crime and Punishment - Tudors
<b>Art</b>	Coil pots	Matisse	Observational Drawing	Colour mixing	Food Technology	
<b>DT</b>	Making a Shaduf					
<b>PE</b>	Dance  Football	Dance  Bootcamp	Gym sequences  I Gymfit circuits	Cool Core-pilates  Football	Fitness Frenzy  Tennis	Step to the beat  Tennis
<b>PHSE/SMSC</b>	Being Me in My World.	Celebrating differences.	Dreams and Goals.	Healthy Me.	Relationships.	Changing Me.
<b>Music</b>	Steel Pans	Melodies – Learning to play famous melodies on the keyboard.	Chinese Music – Listening, improvisation and composition.	Link with SoundStorm Music Hub. Workshops and learning delivered by outside practitioners.	Rhythm & Pitch – Learning about and reading simple staff notation.	Samba – Exploring rhythms from Brazil. Ensemble performance.
<b>French</b>	Les animaux: oracy, literacy, Knowledge about Language, Language Learning Strategies (noun groups, pets, adjectives, negative verbs, phonics, cognates, Christmas)	Les animaux: oracy, literacy, Knowledge about Language, Language Learning Strategies (noun groups, pets, adjectives, negative verbs, phonics, cognates, Christmas)	Le monde: oracy, literacy, KAL, LLS (Epiphany, numbers, times tables, phonics, La Francophonie, countries in Europe, prepositions, points of a compass, Easter)	Le monde: oracy, literacy, KAL, LLS (Epiphany, numbers, times tables, phonics, La Francophonie, countries in Europe, prepositions, points of a compass, Easter)	Mon anniversaire: oracy, literacy, KAL, LLS (dates and numbers, telling the time, morning and evening, French Revolution)	Mon anniversaire: oracy, literacy, KAL, LLS (dates and numbers, telling the time, morning and evening, French Revolution)

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