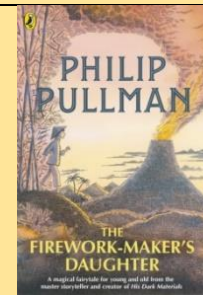
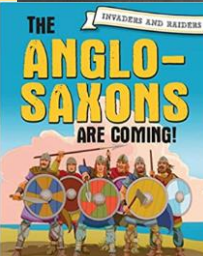
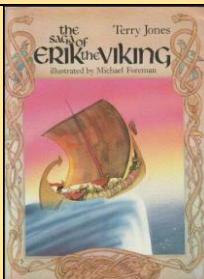
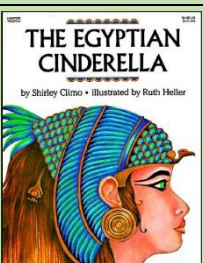
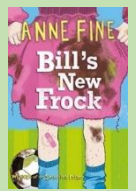
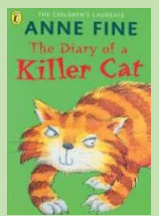
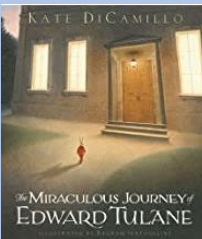
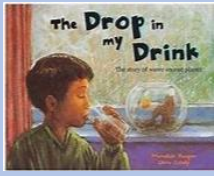
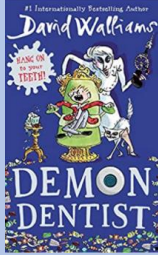
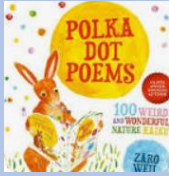




Tickhill Estfeld Primary School Curriculum Map – Year 4

Year	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
PSHCE and Well-being	Being Me in My World 'Who am I and where do I fit?'	Celebrating Difference Respect for similarities and differences. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Topic	The struggle for the Kingdom of England Anglo Saxons & Vikings		Walk like an Egyptian!		River deep, mountain high!	
Visits and Special Events		York day visit	Egyptian day		Austerfield residential visit	
Careers Link	Hokusai – Artist link	Archaeologist – linked to Jorvik	Engineering and mechanics	Visit from an Audiologist	Link to the jobs seen whilst on the residential	Visit from a dentist. Jobs in programming (ICT)
Book Focus	 			 	 	 
English – Contexts for Reading and Writing	- Poetry – All about me (Kennings) - Story from another culture – Firework Maker's Daughter by Phillip Pulman - Information / explanation texts – Anglo Saxon way of life	- Poetry – Fireworks (similes and metaphors) - Historical narrative – Erik the Viking by Terry Deary - Jorvik persuasive writing	- Poetry – Winter poem (similes and metaphors) - Egyptian Cinderella - Stories by the same author – Anne Fine – Killer Cat, Bill's New Frock	- Poetry – The Sound collector/ Music rap - Instructional text – mummification	Poetry – The water in the glass/ Drop in my drink (Free verse) Explanation – the water cycle/ The drop in my drink by Meredith Hopper - The Miraculous Journey of Edward Tulane by Kate DiCamillo	Poetry – nature and animals – Haiku - Recount – Austerfield Visit -

Reading Skills Focus (on-going throughout the year)	Word reading - Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension - Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Use dictionaries to check the meaning of words that they have read - Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry - Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predict what might happen from details stated and implied - Identify main ideas drawn from more than one paragraph and summarising these - Identify how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Consolidate introductions of VIPERS from Year 3 - Reading skills - Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise / Sequence					
Spelling	- Review r controlled vowel sounds from KS1: ir (/ɜ:/) - Review r controlled vowel sounds from KS1: air (/ɛə/) - Review Year 2 common exception words and other high frequency words - Review vowel suffixes -ed, -ing: chop, change and double - Review vowel suffixes -y, -er, est to create adjectives: chop, change and double - Review consonant suffixes -ment, -ness, -ful, -less - Review the suffixes -ly and -ally - Review -tion and -ation endings - Explore -sion and -ssion endings - Explore -cian endings - Focus on vowel digraphs: words from the Y3/4 statutory word list	- Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti- - Explore more prefixes: sub-, inter-, super-, re-, auto- - Focus on multi-syllabic words including prefixes and suffixes: - words from the Y34 statutory word list - Review the /ɔ:/ sound spelt or, ore, aw and other variations - Review the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; - the /ɔ:/ sound spelt ar after w - Review words with the /ei/ sound spelt ei, eigh, ey - Focus on vowels: words from the Y3/4 statutory word list - Review homophones - Explore apostrophes for possession - Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)	- Explore suffixes beginning with vowel letters to words of more than one syllable - Review the soft g sound /dʒ/ spelt g, ge or dge - Explore words ending with the /g/ sound spelt -gue - Explore words ending with the /k/ sound spelt -que - Explore words with the /j/ sound spelt ch- - Explore words with the /k/ sound spelt ch - Explore words with the /s/ sound spelt sc - Explore etymology of words - 31 Focus on unstressed vowels: words from the Y3/4 statutory word list - Focus on silent letters: words from the Y3/4 statutory word list			

			- Explore the suffix -ous and ious/ eous			
Grammar and Punctuation	Revision and consolidation from Year 3 - Using Determiners - Clauses - Expanding Sentences using Conjunctions - Expanding Sentences using Adverbs - Expanding Sentences using Prepositions - Direct Speech - Past Tense - Present Tense - Present Perfect or Simple Past? - Using Paragraphs	Nouns & Pronouns - Recognising Nouns - Recognising Pronouns - Using Pronouns - Pronoun or Noun? Fronted Adverbials - What is an adverbial? - Recognising Fronted Adverbials - Time Specific Adverbials - Place Specific (Prepositional) - Descriptive Fronted Adverbials - Recognising Fronted Adverbials revision - Using Fronted Adverbials	Apostrophes - Recognising Apostrophes - Using Apostrophes for Plural Possession - When Should you NOT use an Apostrophe - Using Apostrophes for Possession or Contraction Direct Speech - Recognising Speech - Punctuating Direct Speech - Direct Speech or Indirect Speech?	- Identifying Noun Phrases - Modifying Adjectives and Nouns - Determiners Before Modifiers - Prepositional Phrases - Using Expanded Noun Phrases	Standard English: - 'Were' or 'Was' and 'Did' or 'Done' - 'I' or 'Me' - 'Have' not 'Of' and 'These/Those' not 'Them' Paragraphs: - Identifying Paragraphs - Using Fronted Adverbials in Paragraphs - Using Pronouns and Conjunctions in Paragraphs - Using Speech in Paragraphs - More Than One Paragraph - Sequencing Paragraphs	Revision & Consolidation - Determiners - Coordinating Conjunctions - Subordinating Conjunctions - Adverbs - Prepositions - Speech - Tenses - Noun Types - Root Words - Fronted Adverbials - Apostrophes - Writing Paragraphs in Standard and Non-Standard English
Handwriting	Weekly practice to consolidate joining skills already learnt in Year 2 and 3					
Mathematics	Place value	Area	Multiplication & division	Fractions	Decimals	Shape
	Addition and subtraction	Multiplication & division	Length & perimeter	Decimals	Money	Statistics
					Time	Position and direction
Science	Teeth and digestion	States of matter - Solids, liquids and gases	States of matter - the water cycle	Sound	Living things and their habitats	Electricity
Computing	The internet	Audio production	Repetition in shapes	Data logging	Photo editing	Repetition in games

Design and Technology		Mechanical control - Levers & linkages (Xmas card) Design and make a party hat		Structures		Electrical control - Torches
History	Anglo Saxons	Vikings	Ancient Egypt			
Geography					Water and rivers	Rivers Cont'd Mountains
RE	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (pathway 4)	FL2.13 Why do people follow inspirational leaders? (pathways 3&5)	CL2.5 What faiths and beliefs can be found in our country and community? (pathway 5)		CL2.6 How do ancient stories influence modern celebrations? (Sing Up pathway 6)	
Music	Sing Up	Sing Up	Sing Up	Sing Up	Sing Up	Sing Up
Art	Hokusai - The wave Colour exploration - water Viking themed art work - ocean line drawing / painting		Kandinsky - soundscape - linked to science. Egyptian cartouche - 3D work (clay)		Reflections - Monet water lilies / Impressionists Insect themed printing	
PE	Games - Football Gymnastics - floor work and small apparatus	Games - Netball Dance	Games - Athletics Gymnastics - large apparatus	Games - Basketball Dance	Games - Rounders Tennis	Games - Cricket Orienteering / Sports day practice
French	Phonics and pronunciation lesson 2 In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type. I IN IQUE ILLE Presenting myself (IT) · Count to 20. · Say their name and age. · Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. · Tell you where		My family (IN) · Tell somebody the members, names and various ages of either their own or a fictional family in French. · Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. · Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. · Move from 1st person singular to 3rd person singular of	In the classroom (IN) · Remember and recall 12 classroom objects with their indefinite article/determiner. · Replace an indefinite article/determiner with a possessive adjective. · Say and write what they have and do not have in their pencil case.	At the Tea Room (IN) · Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. · To understand better how to change a singular noun to plural form. · Perform a short role-play ordering what they would like to eat and drink.	

	they live. · Tell you their nationality and understand basic gender agreement rules.		the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).			
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