



Yearly Curriculum Map Overview Year 4 2023/24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Word Reading	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both 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 understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying 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 					
	Selected Texts	There's a boy in the girls' bathroom (Louis Sachar)	Bonfire Poetry Marshmallows The Jolly Christmas Postman	Gangsta Granny (David Walliams)	Baewolf (Michael Foreman)	The Boy at the Back of the Class (Onjali Q Rauf)	
Writing	Transcription	Pupils should be taught to: <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
	Composition	Pupils should be taught to:					



Yearly Curriculum Map Overview Year 4 2023/24

		<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
	SPAG	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
	Speaking and Listening	<ul style="list-style-type: none"> • Listen to information, work out what is the important information they need to convey to their audience. • Be specific when asking for clarification. • Infer meanings and make predictions from what's said and how it is said. • Ask question to seek additional information for clarification. • Beginning to understand that there is a logical sequence to asking questions. • Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices. • Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. • Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread. • Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension Vary



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		<p>the tone of their voices to make story telling exciting and come to life.</p> <ul style="list-style-type: none"> • Understand the interests of the listener, e.g. 'guess who I saw yesterday' • Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating • Use grammatically accurate standard English • Recognise the difference between formal and informal language. • Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task • Vary their tone of voice to make role play/information more exciting. • Add detail or leave information out according to how much is already known by the listener • Understand the interests of the listener and respond appropriately • Join in discussions using appropriate and relevant vocabulary. • Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints. • Use formal or informal language where appropriate in familiar situations to ensure the listener understands 					
Maths		Place Value Addition and Subtraction	Measurement (Area) Multiplication and division A	Multiplication and division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction
Science		States of Matter	Sound	Electricity	Animals Including Humans	Living Things and Their Habitats	
Computing		Computer Systems and Networks	Programming 1	Website Design Skills Showcase -HTML	Programming 2	Data Handling	Online Safety
Humanities	History		The Anglo-Saxons, Picts and Scots		The Vikings		Local area study How have the Vikings impacted our locality?
	Geography	When Land Meets Sea		Why does Italy Shake and Roar?		What can we Learn about Europe?	
Creativity	D.T.		Torches Making a sling shot car		Mindful Moments Timer		Adapting a Recipe Pavillions
	Art and Design	Power Prints Painting and Mixed Media – Light and Dark		Sculpture and 3D: Mega materials		Craft and Design – Fabric of Nature	



Yearly Curriculum Map Overview Year 4

2023/24

Music		Ancient China	Jazz	Samba	Words, words, words	Minimalism	Rivers
PSHE/RSE		Core theme: Health and wellbeing Healthy Lifestyles Ourselves, growing and changing Keeping safe		Core theme: Relationships Respecting ourselves and others Families and friendships Safe relationships		Core theme: Living in the wider world Belonging to a Community Media, literacy and digital resilience Money and Work	
RE		What do we know about the Bible?	Why do Christians call Jesus 'The Light of the World'?	What do Christians believe about Jesus?	Why is Lent such an important time for Christians?	How and why do people show care for others?	Why do people visit Durham Cathedral today?
PE		Fitness Dance (coach)	Swimming Basketball	Gymnastics Dodgeball	Swimming Tag Rugby	Athletics Cricket	Rounders OAA



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