

YEAR 4 SUBJECT MAP

Term																	
Subject	Autumn							Spring					Summer				
English	TEXTS: The Egyptian Cinderella			TEXTS: Poetry				TEXTS: Narrative Stories with historical setting.			TEXTS: Playscripts		TEXTS: Narrative Stories set in imaginary worlds		TEXTS: Narrative Classic Text		
	Narrative Stories from Other Cultures			Non Fiction Explanation Text				Non-fiction Recounts			Non-fiction Information text		Non-fiction Adverts		Non-fiction Persuasive text		
	Non-fiction Instructions			Writing – transcription Spellings.				Writing – transcription			Writing – transcription				Writing – transcription		
	Handwriting Cursive writing – which letters join.																
Maths	week	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	Autumn	Numbers to 10,000 (bar charts for rounding and comparing large numbers) <i>Block 1A</i>			Addition and subtraction (including mental fluency) (include perimeter as one of the contexts) <i>Block 2A & 3A</i>					Multiplication and division (FLUENCY and mental strategies) <i>Block 4A</i>			Multiplication – (moving to standard form) <i>Block 1Sp</i>		Review/consolidate learning		
	Spring	Division (ppw method) and problem solving <i>Block 1Sp</i>		Fractions <i>Block 3 Sp</i>			Time <i>Block 3S</i>		Time including line graphs <i>Block 3S</i>	Decimals <i>Block 4Sp</i>			Money <i>Block 2S</i>		Review/consolidate learning		
	Summer	Mass, volume, length (include revisiting calculation strategies) <i>Block 3A</i>			Area (counting squares and parts of squares) <i>Block 2Sp</i>			Geometry (including puzzles that involve calculations) <i>Block 5 S</i>			Position and movement <i>Block 6S</i>	Roman Numerals <i>Block 1A</i>	Review / revisit / consolidate				

<p>Science</p>	<p>Classifying Living Things</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Digestive System</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<p>Sounds as Vibrations</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases <p>Changes of State</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Food Chains</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Electricity, Circuits and Conductors</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors
<p>D&T</p>	<p>Design – Ancient Egyptian jewellery</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p>	<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p>	<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p>

	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Food D&T</p> <p>Taste, evaluate and make traditional festive food.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>
A&D	<p>Drawings (e.g. pencil, chalk, pastel, charcoal)</p> <p>Egyptian Gods</p> <p>Uses line and tone to represent things seen, remembered or observed.</p> <p>Explores shading, using different media.</p> <p>Sculpture –ModRoc linked to Egyptians</p> <p>Uses the technique of adding materials to create texture, feeling expression or movement (e.g. wrinkles on a portrait sculpture).</p> <p>Use clay to make prehistoric artefacts.</p>	<p>Collage work – Roman Mosaic</p> <p>Develops awareness of contrasts in texture and colour.</p>	<p>Paintings</p> <p>Introduces different types of brushes for specific purposes.</p> <p>Explores the effect on paint of adding water, glue, sand and sawdust.</p> <p>Printing</p> <p>Explores colour mixing through printing, using two colours and a variety of materials.</p> <p>Uses printing to represent the natural environment.</p>
History	<p>Earliest Ancient Civilisations</p> <p>Ancient Egypt <i>Early civilisation –why are there pyramids in Ancient Egypt?</i></p> <p><i>Put events, people, places and artefacts on a time- line</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p>Romans</p> <p>Roman Empire and Impact on Britain</p>	

Geography	Describe & understand mountains, volcanoes, earthquakes.				Locate world's countries, focussing on Europe & focus on key physical & human features Study a region of Europe (not local area)	
Music	<ul style="list-style-type: none"> • Use voice & instruments with increasing accuracy, control and expression • Improvise & compose music • Listen with attention to detail • Appreciate wide range of live & recorded music • Begin to develop understanding of history 					
PE	HOCKEY DANCE	FOOTBALL SWIMMING	NETBALL GYM	ATHLETICS	CRICKET	BADMINTON
Computing	Use the internet safely and appropriately. Computer Science: solve problems by decomposing programs into smaller parts <ul style="list-style-type: none"> • detect and correct errors in algorithms and programs 		Use the internet safely and appropriately <i>learn to conduct searches that provide them with the most helpful and relevant information</i> Computer Science Information Technology: Create a short film or animation. Design a mosaic		Use the internet safely and appropriately. Digital Creativity: Compose and edit a piece of music. Computer Science – create 3D images	
RE	Christianity Judaism		Christianity Islam		Christianity Religious Enquiry	
Languages	Meeting and Greeting Intro to French – building confidence and enjoyment – cultural element. Meeting and Greeting (continued) Further intro – basic conversation. Welcome to school Shops, signs and directions		Family tree Body Parts		Jungle animals Weather	