

Bishop William Ward Curriculum Map: Year 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Anglo-Saxons / Scotts		North American Study - Alaska		Mysterious Mayans	
English	<p>Over the course of Y.4 the children will focus on the following skills through the genres set out below:</p> <ul style="list-style-type: none"> • Developing skills for planning their writing • Develop their understanding of paragraphs and using them to organize their writing and allow it to flow • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Evaluating and editing their writing, as well proof reading it for errors • Expanding on their understanding of punctuation, in particular, commas and speech punctuation • Developing their skills and confidence in reading, through a wide range of genres and text types • Developing their understanding and interpretation of the texts they read. 					
	Genres 1:1	Genres 1:2	Genres 2:1	Genres 2:2	Genres 3:1	Genres 3:2
	Narrative Stories (Stories set in imaginary worlds) Poetry – To read and perform	Diary in 1st person (Recounts / Stories set in Historical Settings)	Poetry – Free Verse Narrative – Fairy stories and Folk Tales (Stories from other cultures)	Dictionaries/ Reference books / Text books (Information texts) Persuasive texts	Narrative – Myths and Legends Narrative – Plays	Poetry – Narrative Poetry Non-fiction – Explanation text
Mathematics	<p>Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers</p> <p>Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers</p> <p>Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts</p> <p>Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, rganizatio and rganizatio; convert lengths between units; record using decimal notation</p> <p>Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)</p>	<p>Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)</p> <p>Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns</p> <p>Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information</p> <p>Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use</p> <p>Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder</p>	<p>Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers</p> <p>Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one ‘exchange’); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one ‘carry’); learn the 7 times-table and ‘tricky’ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers</p> <p>Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)</p> <p>Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties; draw the other half of symmetrical shapes</p> <p>Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50</p>	<p>Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimal numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000</p> <p>Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction)</p> <p>Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters</p> <p>Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog)</p> <p>Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems</p>	<p>Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature</p> <p>Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (00.1s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number</p> <p>Learn 11 and 12\times tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division ‘undoes’ multiplication and vice versa; divide above the tables facts using multiples of 10</p> <p>Recognise and write Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes</p> <p>Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalent</p>	<p>Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies</p> <p>Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method</p> <p>Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning</p> <p>Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using ‘chunking’; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)</p> <p>Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts</p>

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Science	<p>Working Scientifically: During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes. • using straightforward scientific evidence to answer questions or to support their findings. 					
	<p>All living things Children will learn about what it means to be alive and explore the different ways in which living things can be grouped. They will learn about a range of habitats and investigate habitats in the local area, to gain an understanding of the creatures that live there. They will also explore how habitats can change over time</p>	<p>Sound Children will learn how sounds are made and how we in turn hear them. Children will explore the patterns between the object that is used to create the sound, the pitch that is created and the force used to create a desired volume.</p>	<p>States of matter Children will gain an understanding of the three states of matter and learn to group materials according to them. They will explore how materials can change state after heat is either added or removed and link this to the water cycle.</p>		<p>Animals, including humans Children will learn about the digestive system and its importance, linking this with learning about the different teeth in humans and their function. They will explore a variety of food chain and begin to understand and use the terminology involved.</p>	<p>Electricity Children will explore how electricity is a vital resource around the home and learn about insulators and conductors. They will learn to design and create simple series circuits, gaining an understanding of the role of the switch and using the correct terminology and symbols. They will learn how to troubleshoot whether a simple circuit will light a lamp or not.</p>
Computing	<p>To code (Espresso Coding) Children will use specified screen controls to change the appearance of objects, create and edit sounds, as well explore a range of different functions.</p> <p>To communicate (photo editing within word) Children will learn to use some of the advanced features of applications and devices in order to communicate ideas for a specific effect.</p>		<p>To communicate (Publisher) Children will explore the different features of publisher, as well as applying what they have learnt in the previous unit, in order to present information for a specific audience.</p> <p>To collect (Excel) Children will use Excel to input and present data both within tables and various graphs.</p>		<p>To communicate (Publisher/Word) Children will use a combination of Publisher and Word, as part of a group project, exploring and using a range of features within the program.</p> <p>To connect (DB Primary, Blogging) Children will learn to contribute to blogs that are moderated by teachers, explore the term 'copywrite' and gain an understanding of how to stay safe online.</p> <ul style="list-style-type: none"> • Understand how online services work. 	
RE	Harvest: Belonging to each other.	Christian Symbols The Christmas Message	Parables of Jesus	Passover (Judaism) Easter: Changing relationship	Pentecost: God's transforming power Places of worship Synagogue temple	Circle of the Christian Year
History	History this term will be focusing on the Anglo-Saxons and their invasion of Roman occupied Britain, as well as other invaders such as the Scots. Children will be investigating what life was like in Anglo-Saxon times through a variety of sources and first hand experiences. They will be expected to draw conclusions and learn to back these up with the evidence that they have found out.			History this term will be focusing the Ancient Mayan Civilization, investigating who they were, where they came lived and what they discovered. Children will look at the timeline of their existence and explore both their mythical origins and their eventual demise. They will also compare ancient Mayan life with modern day Mayan life.		
Geography	Through our topic of the Anglo-Saxons the children will be comparing historical places with the present day. They will locate various settlements (old and new) on a map and compare them according to their geographical features, investigating why the invaders chose to settle where they did.		The children will investigate the country of Alaska and identify its main geographical features both physical and human. They will locate the country of Alaska both within the continent and on the world map, comparing it to where they live in the UK.		Through our topic on the Mayans, the children will develop an understanding of the countries that make up Central and South America. They will develop their understand of an Atlas both for locating and researching different countries. The children will develop an understanding of how humans can effect their own environment and in the case of the Mayans, lead to the end of a great civilization.	
Art	<p>Digital media Children will learn to use digital media such as photo-editing tools to create specific effects in relation to mood and atmosphere.</p>		<p>Painting Children will be taught to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines, as well as being taught to mix colours effectively.</p> <p>To take inspiration from the greats (classic and modern) Children will be taught to replicate some of the techniques used by notable artists and create an original piece of work that is influenced by what they have explored and learnt.</p>		<p>Sculpture Children will be taught to create and combine shapes to create an end product based on a design they have drawn. They will be taught to include texture that demonstrates feelings and emotions</p> <p>Collage Children will be taught to select and arrange materials they require, use skills such as coiling, overlapping, tessellation, mosaic and montage for a specific effect, ensure their work is precise.</p>	
D&T	<p>Materials Children will be taught to design, make and evaluate a product of their own creation. They will be taught to work efficiently by carefully selecting the materials they need, measuring accurately, and evaluate continuously as their work progresses to allow them to continually refine their work.</p>		<p>Computing Children will learn to control and monitor models using software designed for this purpose.</p>		<p>Electronics Children will create both series and parallel circuits to fulfill a specific task/objective.</p>	
Music	Children will explore the song Mamma Mia and learn to sing and perform it both with voices and tuned/un-tuned percussion. They will work creatively as a group to develop improvisation and composition skills.	Children will learn to sing with expression through opportunities within class and performances including Harvest Festival and Christmas Carol Service.	Children will continue to learn the recorder, expanding on the knowledge that they have already gained and developing a further understanding of musical notation.		Learning will be focused around the song Lean on Me and children will also start to gain an understanding of the C-Major scale, through composition and improvisation.	Children will learn about the history and language of music as well as consolidating all of the skills and understanding that they have gained throughout the year. They will also continue to develop their ability to compose and perform.
PE	Rugby Gymnastics (Balance and composition)	Golf Gymnastics (Travelling)	Swimming Hockey	Swimming Taekwondo	Athletics Dance	Kwik cricket Circuit Training
PSHE	Me and My Feelings, Me and My Relationships,	Me and Keeping Safe,	Me and Making a Positive Contribution,	Me and My Healthy Lifestyle,	Me and Growing and Changing,	Me and Medicines and Drugs,

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