



## Lynch Hill Primary Academy Curriculum Map for Year 4

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews>

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Themes and Topics</b>	Saving the world Rainforest biology, living things, food chain, classification	Saving the world Bright sparks- electricity	Scavengers and settlers Turn it up-Sound	Scavengers and settlers Teeth and the Digestive system	The chocolate project States of matter	The chocolate project States of matter
<b>Key Texts</b>	<b>Charlie and the Chocolate Factory</b>	<b>'Charlie and the Chocolate Factory'</b>	<b>Shrek</b>	<b>Shrek</b>	<b>Gangsta Granny</b>	<b>Gangsta Granny</b>
<b>English Writing</b>	<b>Quests</b> *Sentence composition *Punctuation *Word classes	<b>Fantasy Stories</b> Charlie and the Chocolate Factory' *Creating settings, characters and plot *Use descriptive language *Drafting writing and making improvements. *Organising paragraphs around a theme	<b>Journalistic Writing</b> *Identify features *Identify page furniture *Discuss, plan and write a report *Edit and improve report *Identify the formal tone when writing a newspaper. *Use features such as headlines, lead, body, caption. Writing direct quotes punctuated correctly. *Using the present perfect form of verbs in contrast to the past tense *Use the correct form of 'a' or 'an'	<b>Quests (Shrek)</b> Understand the different between the Quest and Adventure texts  Identify features Plan and write own quest story, creating different atmospheres such as suspense, action, celebration; dialogue between characters with a surprise or a twist before the end.  <b>Poetry (Jabberwocky)</b> Look at different types of poems and focus on a 'nonsense' poem. Identify the theme and mood.	<b>Explanation Texts</b> *Features of explanation texts * Understand the purpose of the text *Respond appropriately to the contributions of others in light of different view points *Use knowledge of different organizational features of text to find information effectively. *Explain how ideas are developed  <b>Narrative Writing (The man on the moon)</b>	<b>Diary Entry- (Gangsta Granny)</b> *Features of diary entry *Able to use emotive language to write from first person. *Understand how to use colloquial language to add an informal tone. *Points of views, present perfect tense, simple past, pronouns

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<p><b>English Reading</b></p>	<p><b><u>Kopak Tree Inference</u></b>          *Develop a positive attitude to reading and understanding of what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.          *Apply growing knowledge of root words, prefixes and suffixes, read further exception words noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p><b><u>Charlie and the chocolate factory</u></b>          *Composing and rehearsing sentences orally (including dialogue)          *Progressively building a varied and rich vocabulary and an increasing range of sentence structures          *Organising paragraphs around a theme</p>	<p><b><u>Charlie and the chocolate factory</u></b>          *Understanding how to use skimming and scanning to identify and retrieve information from texts.</p>	<p><b><u>Shrek</u></b>          * Composing and rehearsing sentences orally (including dialogue)          *Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p><b><u>Gangsta Granny</u></b>          *Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader’s interest and imagination           *Inference Skills          Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b><u>Gangsta Granny</u></b>          *Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning           *Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied</p>
<p><b>Maths</b></p>	<p><b><u>Place value, addition and subtraction.</u></b>          *Number-add and subtract numbers up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.          *Estimate and use</p>	<p><b><u>Perimeter, multiplication and division</u></b>          * Number-Multiplication          *Count in multiples of 6,7,9,25 and 1000.          *Multiply numbers up to 4 digits using the formal written methods of columnar</p>	<p><b><u>Multiplication and division 2</u></b>  <b><u>Area</u></b>          *Count in multiples of 6,7,9,25 and 1000.          *Estimate and use inverse operations to check answers to a calculation.          *Solve addition and</p>	<p><b><u>Fractions and decimals</u></b>          * Identifying fractions          * Adding fractions          * Subtracting fractions          *Equivalent fractions          *Fractions as decimals</p>	<p><b><u>Decimals 2</u></b>  <b><u>Money and Time</u></b>          *Estimate, compare and calculate different measures including money in pound and pence.          *Solve simple money problems involving fractions and decimals to 2</p>	<p><b><u>Statistics and Geometry</u></b>          *Interpret and present discreet and continuous data using appropriate graphical methods, including bar charts and time graphs.          * Solve comparison sum an difference</p>

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	<p>inverse operations to check answers to a calculation. *Solve addition and subtraction 2 step problems. Place Value *Find 1000 more and less than a given number. *Recognise the place value of each digit in a four digit number (Thousands, Hundreds, Tens and Ones). *Order and compare numbers to 1000, *Identify, represent and estimate numbers using different representations.</p>	<p>multiplication. *Estimate and use inverse operations to check answers to a calculation. *Calculate perimeter of shapes</p>	<p>subtraction 2 step problems. Place Value</p>		<p>decimal places. Time *Read, write and convert time between analogue and digital 12- and 24 hour clocks. *Solve problems involving, converting from hours to minutes; minutes to seconds; years to months and weeks to days.</p>	<p>problems using information presented in bar charts, pictograms, tables and other graphs. *Identify acute and obtuse angles up to two right angles by size. *Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. *Identify lines of symmetry in 2D shapes presented in different orientations. *Complete a simple symmetric figure with respect to a specific line of symmetry.</p>
<b>Science</b>	<p><b><u>Biology - Rainforests</u></b> *To recognise that living things can be grouped in a variety of ways. *Explore and use classification keys to help group, identify</p>	<p><b><u>Physics - Bright sparks</u></b> *To name different components in a circuit *To identify electrical appliances and the type of electricity</p>	<p><b><u>Physics - Turn it up</u></b> *Identify how sounds are made, associating some of them with something vibrating *To recognise that vibrations from</p>	<p><b><u>Biology - Teeth and Digestive System.</u></b> *Identify and label the digestive system *Explain the function of the parts of the digestive system *Identify and label</p>	<p><b><u>Chemistry - Chocolate Project States of Matter</u></b> *Compare and group materials together according to whether they are solids, liquids or gases *Identify the part played by evaporation and condensation and the water cycle and associate the rate of evaporation with</p>	



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	<p>and name a variety of living things in the local and wider environment.</p> <p>*Recognise that environments can change and this can sometimes pose dangers to living things.</p> <p>*Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b><u>Working scientifically</u></b></p> <p>*Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>*Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p>	<p>they use</p> <p>*To predict and test complete and incomplete circuits</p> <p>*To identify conductors and insulators</p> <p>*To plan and carry out an investigation</p> <p><b><u>Working scientifically</u></b></p> <p>*Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>*Set up simple practical enquiries, comparative and fair tests</p> <p>*Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>sounds travel through a medium to the ear</p> <p>*Recognise that sounds get fainter as the distance from a sound source increase</p> <p>*To find patterns between the pitch of a sound and features of the object that produced it.</p> <p><b><u>Working scientifically</u></b></p> <p>*Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>*Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>teeth in humans and animals</p> <p>*Understand what constitutes a balanced diet</p> <p>*Create a healthy meal.</p> <p><b><u>Working scientifically</u></b></p> <p>*Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>*Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>temperature.</p> <p>*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.</p> <p><b><u>Working scientifically</u></b></p> <p>*Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>*Set up simple practical enquiries, comparative and fair tests</p> <p>*report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	
<b>Computing</b>	We are Software Developers	We are Toy Designers	We are Musicians	We are HTML Editors	We are Co-Authors	We are Meteorologists.
<b>History</b>	<p><u>Saving the World</u></p> <p>*To research and identify the history of</p>		<p><u>Scavengers and Settlers-Time Travel Back to Skara Bray</u></p>		<p><u>History of Chocolate</u></p> <p>*To produce a timeline showing the history</p>	

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	<p>various tribal groups within the rainforest</p> <ul style="list-style-type: none"> <li>*To distinguish how the lives of people living in the rainforests will change in the future.</li> </ul>	<ul style="list-style-type: none"> <li>*To use maps to identify where early humans migrated</li> <li>*To identify what homes were like in Skara Bray and what skills did people have</li> <li>*What materials were used to build homes and what it tells us about the people that lived there</li> </ul>	<p>of chocolate</p> <ul style="list-style-type: none"> <li>*To know how and when chocolate making started</li> <li>*Develop research skills</li> <li>*Complete survey questionnaires</li> </ul>
<b>Geography</b>	<p><u>Saving the World</u></p> <ul style="list-style-type: none"> <li>*Use atlases and maps to locate the areas of the main tropical rainforests</li> <li>*To research and identify the layers of the rainforest, endangered species and understand the process of deforestation.</li> </ul>	<p><u>Scavengers and Settlers-Time Travel Back to Skara Bray</u></p> <ul style="list-style-type: none"> <li>*To learn about the settlement of Skara Bray</li> <li>*To understand how people, settle in the various river valleys and develop settlements and farms</li> <li>*To identify various types of stone age settlements that are built to suit the landscapes and regions.</li> </ul>	<p><u>Fairtrade</u></p> <ul style="list-style-type: none"> <li>*To know what fair-trade is</li> <li>*To know why fair-trade organizations, exist and how they help farmers</li> <li>*To understand how fair-trade affects the wider global community</li> </ul>
<b>Art</b>	<p><u>Sketching</u></p> <ul style="list-style-type: none"> <li>*To draw from observation, a variety of rainforest animals identifying how to use shading to create definition and a 3D effect.</li> </ul>	<p><u>Cave Painting</u></p> <ul style="list-style-type: none"> <li>*To create a prehistoric cave painting</li> <li>*Plan a cave painting using different colours and patterns.</li> </ul>	<p><u>Sketching of the Cocoa Bean</u></p> <ul style="list-style-type: none"> <li>*To use different sketching techniques (Different strokes of shading)</li> <li>* To design and draw the cocoa bean</li> </ul>
<b>Design &amp; Technology</b>	<p><u>Face Masks</u></p> <ul style="list-style-type: none"> <li>*To design and create a tribal face mask using a variety of colours and techniques practiced in Art lessons.</li> </ul>	<p><u>Skara Bray</u></p> <ul style="list-style-type: none"> <li>*To create a piece of pottery from Skara Bray or the Indus Valley</li> </ul>	<p><u>The Chocolate Project</u></p> <ul style="list-style-type: none"> <li>*To design and make chocolate packaging</li> </ul>
<b>Music</b>	<p>Whole class viola lessons</p> <ul style="list-style-type: none"> <li>*To understand how a viola is different to a violin</li> <li>*To know the 5 elements of posture in rest and playing position</li> <li>*To know the note names of each string</li> <li>*To use pizzicato and the bow to play notes</li> <li>*To use dynamics (lounds and softs) when playing</li> </ul>	<ul style="list-style-type: none"> <li>*To learn how to play downbow and upbow</li> <li>*To learn how to play smooth and 'choppy' notes</li> <li>*To play a note using the first finger (A)</li> <li>*To play as an ensemble (part of a group)</li> <li>*To read and play rhythmic notation</li> </ul>	<ul style="list-style-type: none"> <li>*To play notes that use two to three fingers</li> <li>*To play in harmony</li> <li>* To begin to read stave notation</li> <li>* To conduct a group</li> </ul>

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	*To write lyrics to a Christmas carol and play a drone accompaniment.					
<b>PSHE Jigsaw</b>	<u>Being Me</u> *Explain why being listened to and listening to others is important in my school community *To explain why being democratic is important and can help themselves and others feel valued.	<u>Celebrating Difference</u> *To tell a time when a first impression of someone has changed as I have got to know them. *To explain when bullying might be difficult to spot and what to do about it when not sure. * To explain how I form opinions about myself and other people and what might influence me about that.	<u>Dreams and Goals</u> *Plan and set new goals even after a disappointment. *To explain what it means to be resilient and have a positive attitude.	<u>Healthy Me</u> *To problem solve and identify a variety of strategies in different situations where I may experience peer pressure. *To identify feelings of anxiety and fear associated with peer pressure.	<u>Relationships</u> *To recognize how people are feeling when they miss a special person or animal. *To give ways to help me manage my feelings when missing a special person or animal.	<u>Changing Me</u> To summarise the changes that happen to boy's and girl's bodies that prepare them for making a baby when they are older. *To explain some of the choices I might make in the future and some of the choices I have no control over. *To offer some suggestions about how I might manage my feelings when changes happen.
<b>RE Discovery</b>	Key Question: How special is the relationship Jews have with God?	Key Question: What is the most significant part of the nativity story for Christians today?	Key Question: How important is it for Jewish people to do what God asks them to do?	Key Question: Is forgiveness always possible for Christians?	Key Question: What is the best way for a Jew to show commitment to God?	Key Question: Do people need to go to church to show they are Christians.
<b>French</b>	<u>All Around Town.</u> *Learn French towns and cities. *Compare and contrast French towns.	<u>On the Move</u> *Different ways of travelling *Giving and responding to simple directions.	<u>Go Shopping</u> *Understanding vocabulary about going shopping, food, clothes. *Understanding French money.	<u>Where in the World?</u> *Look at different continents * Name the different countries and continents, identifying if they are masculine or femine.	<u>What's the Time?</u> *Learn how to say the time in French, o'clock, half past and the school day.	<u>Holidays and Hobbies</u> *Understanding the seasons and the weather around the world.



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				*Name at least 10 animals in French.		
<b>Possible Trips, Presentations &amp; Events</b>	Kew Gardens	Christmas Presentation	Learning presentation	Cadbury World	Learning presentation	Legoland