Lynch Hill Primary Academy
Curriculum Map for Year 4

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts	➢ Shrek ➢ A Kid's Life in Ancient Rome ➢ We are Romans ➢ Escape From Pompeii	➢ Shrek ➢ The Great Kapok Tree ➢ Rainforest Warrior ➢ The Explorer	➢ Gangsta Granny ➢ Smashing Saxons ➢ The Anglo-Saxon Boy ➢ Viking Voyagers ➢ The 1,000-Year-Old Boy ➢ A Kid's Life as a Viking	➢ Gangsta Granny ➢ The Street Beneath My Feet ➢ The Pebble in My Pocket ➢ Geology – Science is all around you!	➢ Charlie and the Chocolate Factory ➢ Hero Twins ➢ The Mayans ➢ Mayan Civilisation	➢ Charlie and the Chocolate Factory ➢ South America ➢ Mapping South America
English Writing	**Purpose:** Writing to Entertain **Genre:** Poetry **Learning outcomes:** Identify the themes and features of a range of poems. Plan and draft their own poems of different styles. **Grammar focus:** Nouns, adjectives, similes, metaphors, hyperbole, alliteration, repetition, rhyming, syllables. **Purpose:** Writing to Entertain **Genre:** Descriptive writing	**Purpose:** Writing to Entertain **Genre:** Descriptive Writing **Learning outcomes:** Detailed descriptions of settings. Introduction to description of actions. Compare different settings as well as the actions of characters. **Grammar focus:** Conjunctions, full stops, commas, paragraphs. **Purpose:** Writing to Entertain	**Purpose:** Writing to Inform **Genre:** Journalistic Writing **Learning outcomes:** Using the present perfect form of verbs in contrast to the past tense. Use the correct form of 'a' or 'an'. Referring to nouns in different ways. Identify the features of newspapers and articles. Identify the formal tone when writing a newspaper. Use features such as headlines, lead, body and caption. Writing direct quotes punctuated correctly.	**Purpose:** Writing to Persuade **Genre:** Persuasive Writing (Gangsta Granny) **Learning outcomes:** Features of persuasive letters. Able to use emotive language to write from first person. Understand how to use formal language to add a formal tone. Different points of view, present perfect tense, simple past, pronouns. Rhetorical questions. Balanced arguments.	**Purpose:** Writing to Discuss **Genre:** Explanation Texts **Learning outcomes:** Features of explanation texts. Understand the purpose of the text. Respond appropriately to the contributions of others in light of different viewpoints. Use knowledge of different organisational features of text to find information effectively. Explain	**Purpose:** Writing to Entertain **Genre:** Narrative (Fantasy Stories) Charlie and the Chocolate Factory **Learning outcomes:** Creating settings, characters, and plot. Use descriptive language. Drafting writing and making improvements. Organising paragraphs around a theme.

Lynch Hill Primary Academy
Curriculum Map for Year 4

	Learning outcome: Detailed descriptions of the characters. Introduction to descriptions of actions. Compare the different actions of the characters. **Grammar focus:** Expanded noun phrases, dialogue, inverted commas, fronted adverbials	**Genre:** Narrative Writing (The Man on the Moon) **Learning outcome:** Describe contrasting characters and settings. Plan and write their own narrative. Creating different atmospheres such as suspense, action, celebration; dialogue between characters with a surprise or a twist before the end. **Grammar focus:** Suffix y, complex sentences, synonyms (sad), show - not tell	Discuss, plan, and write a report. Edit and improve the report after. **Grammar focus:** Relative pronouns. Relative clauses. Exclamation marks.		how ideas are developed.	
English Reading	**Oracy and Reading** ➢ Discuss a range of texts, explaining key information and giving own opinions about it. ➢ Asks questions to improve understanding. ➢ Read a range of texts using expression, flow	**Word Reading and Decoding** ➢ Reads and understands the meaning of words with prefixes from the Year 3 and 4 curriculum. ➢ Reads and understands the meaning of words with suffixes from the Year 3 and 4 curriculum.	**Retrieval** ➢ Skims short passages to answer recall questions. ➢ Scans short passages to answer recall questions. ➢ Answer 'who, what, why, where, when and how' questions, referring to the text.	**Sequencing and Summarising** ➢ Summarise the main idea from a text. ➢ Discuss ideas from throughout a text. **Inference** ➢ Make inferences about characters' feelings and thoughts in a	**Inference** ➢ Identify the purpose of a text and how the author wants the reader to respond. ➢ Make predictions based on knowledge of the text or similar reading experiences, giving clear	**Themes and Conventions** ➢ Identify a range of text types according to their features. ➢ Use a range of text features in non-fiction to locate specific information. ➢ Explain how the layout of a non-fiction text

Lynch Hill Primary Academy
Curriculum Map for Year 4

	and pace to show understanding. ➢ Retell a wider range of stories, fairytales, myths and legends through a chosen format. ➢ Prepares poems and playscripts to read aloud and to perform, showing understanding intonation, tone, volume and action. ➢ Discuss words and phrases that capture the reader's interest.	**Language in Context** ➢ Checks that the text makes sense as they read and can correct inaccurate reading. ➢ Use existing vocabulary knowledge to identify word meanings. ➢ Give meaning to new language using the context it appears. ➢ Use a dictionary to check the meaning of words.	➢ Read silently and discuss what has been read. **Sequencing and Summarising** ➢ Sequence events or main points from across a whole chapter or text. ➢ Understand and explain the main points from longer texts, with direct reference to the text	story based on their actions. ➢ Identify the viewpoints of different characters in a text. ➢ Empathise with a characters motives and behaviour. ➢ ➢ Justify inferences with evidence from the text.	reasons for their ideas. **Choice of Language** ➢ Explain how vocabulary choices affect meaning in a range of text types. ➢ Identify language used to create an atmosphere and discuss why this language has been chosen. ➢ Identify how the use of different sentence structures changes the meaning of a passage.	impacts the reader. ➢ Recognise themes in what they read. ➢ Talk about the key differences between text types, including texts of the same type but written by different authors. ➢ Be familiar with different types of poetry.
Maths	**Place value, addition, and subtraction.** ➢ Add and subtract numbers up to 4 digits using the formal written methods of columnar addition and	**Perimeter, multiplication, and division** ➢ Count in multiples of 6,7,9,25 and 1000. ➢ Multiply numbers up to 4 digits using the formal written methods of	**Multiplication and division 2** **Area** ➢ Count in multiples of 6,7,9,25 and 1000. ➢ Estimate and use inverse operations to check answers to a calculation.	**Fractions and decimals** ➢ Identifying fractions ➢ Adding fractions ➢ Subtracting fractions ➢ Equivalent fractions	**Decimals 2** **Money and Time** ➢ Estimate, compare and calculate different measures including money in pounds and pence.	**Statistics and Geometry** ➢ Interpret and present discreet and continuous data using appropriate graphical methods, including bar

Lynch Hill Primary Academy
Curriculum Map for Year 4

	subtraction where appropriate. ➢ Estimate and use 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.	columnar multiplication. ➢ Estimate and use inverse operations to check answers to a calculation. ➢ Calculate perimeter of shapes	➢ Solve addition and subtraction 2 step problems. ➢ Calculate the area of rectilinear shapes	➢ Fractions as decimals	➢ Solve simple money problems involving fractions and decimals to 2 decimal places. ➢ 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.	charts and time graphs. ➢ Solve comparison sum and difference 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

Lynch Hill Primary Academy
Curriculum Map for Year 4

						respect to a specific line of symmetry.
Science	**Biology:** *Living Things & Habitats* **Overview:** • To recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help groups identify and name a variety of living things in the local and wider environment. • Recognise that environments can change, and this can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying	**Biology:** *Teeth & Digestive System* **Overview:** • Identify and label the digestive system. • Explain the function of the parts of the digestive system. • Identify and label teeth in humans and animals. • Understand what constitutes a balanced diet. • Create a healthy meal. **Working Scientifically:** Ask relevant questions and use diverse types of scientific enquiries to answer them. Record findings using simple scientific language, drawings, labelled diagrams,	**Chemistry:** *States of Matter* **Overview:** • 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 temperature. • 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. **Working Scientifically:** Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative, and fair tests. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.		**Physics –** *Sound* **Overview:** • Identify how sounds are made, associating some of them with something vibrating. • To recognise that vibrations from sounds travel through a medium to the ear. • Recognise that sounds get fainter as the distance from a sound source increase. • Collect/ record results using equipment. • To find patterns between the pitch of a sound and features of	**Physics –** *Electricity* **Overview:** • To name different components in a circuit. • To identify electrical appliances and the type of electricity they use. • To predict and test complete and incomplete circuits. • To identify conductors and insulators. • To plan and carry out an investigation. **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them.

	producers, predators, and prey. **Working Scientifically:** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and take accurate measurements using standard units, where appropriate.	keys, bar charts, and tables.		the object that produced it. **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Set up simple practical enquiries, comparative, and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Lynch Hill Primary Academy
Curriculum Map for Year 4

Computing *Online safety delivered throughout the year using the unit 'Being safe in the digital world'*	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Self-Image and Identity • To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. • To know how to get help **Unpacking Hardware and Software** • To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Online Relationships • To understand how sharing something online may have an impact either positively or negatively. • To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • To understand taking or sharing inappropriate images of someone (e.g. embarrassing images), even if	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Online Reputation • To explain the ways in which anyone can develop a positive online reputation. • To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **Sound Stories** • To understand what makes audiobooks effective and identify the key features that make them engaging. • To plan and write a script for an engaging audiobook.	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Online Bullying • To describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help. • To explain how someone would report online bullying in different contexts. **Effective Searching** • To understand what a search engine is, how it works and how to use simple keywords to find information online. • To understand how search engines collect,	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Privacy and Security • To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • To explain what to do if a password is shared, lost or stolen. • To describe how and why people should keep their software and apps up to date, e.g. auto updates. • To describe ways in which some online content targets people to gain money or	**Online Safety –** *Being Safe in the Digital World* **Key Learning:** Managing Information Online • To explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting'

Lynch Hill Primary Academy
Curriculum Map for Year 4

	• To identify and describe different pieces of computer hardware and understand their functions. • To understand what software is and how we use it to complete tasks. • To explore how hardware and software interact to complete everyday tasks. • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output.	they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **Logo** • To know key commands and input simple instructions. • To use a variety of commands to create shapes using multi-line mode. • To use the Repeat command. • To change the line thickness and colour. • To use procedures to write instructions.	• To record clear narration and add sound effects to an audiobook. • To edit, improve and finalise an audiobook using recording and sound design tools. **Composing Beats** • To identify and discuss the main elements of music. • To understand and experiment with rhythm and tempo. • To create a melodic phrase. • To electronically compose a piece of music.	sort and rank results, and why some results appear first. • To learn advanced ways to improve searches so we can find the most accurate and useful results quickly. • To develop strategies to judge whether information online is true and if sources can be trusted.	information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). **Coding** • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use co-ordinates in computer programming. • To understand the 'repeat until' command. • To understand how an IF/ELSE statement works. • To understand what a variable	and targeting for fake news). • To describe the difference between online misinformation and dis-information. • To identify, flag and report inappropriate content. **Artificial Intelligence** • To learn what is meant by the term artificial intelligence. • To be clear about ways artificial intelligence is used in our everyday lives. • To consider the future of artificial intelligence. • To look at how artificial intelligence is used in music

Lynch Hill Primary Academy
Curriculum Map for Year 4

		Animation • To understand what animation is. • To understand the term onion skinning and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation and evaluate it.			is in programming. • To use a number variable. • To create a playable game.	and the arts to create things.
History	**Roman Britain (Autumn 1)** For this unit of work, the key learning questions are: - Who were the Romans and how did they build their empire? - Why did the Romans invade Britain? - How Romans built Roads and towns? - Who was Boudica and why did she lead a rebellion? - Why was Hadrian's Wall important and who lived there?		**Anglo-Saxons and Vikings (Spring 1)** For this unit of work, the key learning questions are: - When and where did the Vikings come from and why did they raid Britain? - What is the Viking timeline? - Who were the Anglo-Saxon kings? - What happened in the first Viking raids? - What is Danelaw?		**Mayans Civilizations (Summer 1)** For this unit of work, the key learning questions are: - Who were the Mayans? - What did the Mayans believe? - How did the Mayan number systems work? - What can sources tell us about the Mayans? - What was the Mayan writing system like?	

Lynch Hill Primary Academy
Curriculum Map for Year 4

	- What was lifelike in a Roman Villa? **Significant people:** Boudica **Key Vocabulary:** Empire, emperor, citzen, monarchy, invasion, conquest, republic, Celts, General, tribe, trade, enslave, artifact, source, Roman empire, archaeologist, migrate, compare, contrast, Sarcophagus, allied, rebellion, revolt, Boudica, Suetonrus Paulinus, course, consequence, legion, auxillary, Hadrian's wall, primary and secondary source, legionary, archer, Picts, agriculture, farming, villa, complex	- What was life as a Viking? **Significant People:** King Alfred **Key Vocabulary:** Scandinavia, Danes, Longship, Valhalla, Lindisfarne, settled, invade, raid, berserkerus, religious institutions, conquer, fort, treaty, outlaw, homlgang, duel,	- What foods did the ancient Mayans eat? **Significant people:** John Lloyd Stephens Frederick Catherwood Mayan Gods **Key Vocabulary:** Mayan, civilsation, Mesoamerica, Central America, sacrifice, worship, ritual, exibalba, upperworld, primary and secondary source, archaeological, syllabograms, logograms, hieroglyphics, codex, codices, maize, cocoa
At Lynch Hill, the geography curriculum covers three concepts; People and Places, The Natural World and Locational Knowledge			
Geography	**Hemispheres and Tropics (Autumn 2)** For this unit of work, the key learning questions are: - What are the hemispheres? - What time is it in different countries? - What is the geography of the Arctic and Antarctic? **Key Vocabulary:** Hemisphere, equator, latitude, longitude, time zone, prime meridian, axis, date line, Arctic, topography, elevation, Antarctic, climate, settlement	**Natural Resources (Spring 2)** For this unit of work, the key learning questions are: - What are the world's natural resources? - How has the use of natural resources changed? - What resources does Chile have? - What resources does the UK have? - How does resource exploitation cause problems? **Key Vocabulary:** Natural resources, exhaustible, renewable, population, human overpopulation, consumption, projection, Chile, copper, saltpetre, mining, coal, pressure, industrial revolution, extraction, deforestation, pollution, economy, disposable, recycling, environment	**South America (Summer 2)** For this unit of work, the key learning questions are: - Which countries are in South America? - What physical features can we find in South America? - What are some of South America's most important human features? - What is the geography of Chile? - How are Chile and the Uk similar and different? **Key Vocabulary:** physical geographical features, human geographical features, landscape, population, human settlement, architecture, economic activity, currency, varied climate, timber, crops, transport network, arid desert, limestone, extract
Art & Design	**Power Prints**	**Painting and Mixed Media Light and Dark**	**Craft and Design: Fabric of Nature**

Lynch Hill Primary Academy
Curriculum Map for Year 4

	Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.	Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.
Design & Technology	**Fastenings** • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are comfortable with.	**Structure Pavilion** • Produce a range of free-standing frame structures of different shapes and sizes. • Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure. • Select appropriate materials and techniques to add cladding to their pavilion.	**Mechanical System: Making a slingshot Car** • Describe key design improvements in the history of the automobile. • Measure and compare the distance travelled by different mechanical cars. • Choose and use appropriate tools and materials to make mechanical cars. • Draw exploded diagrams and annotated sketches of my different mechanical cars. • Use a problem statement to identify the design criteria. • Assess the product against the design criteria. • Conduct market research into existing products. • Provide specific feedback and adjust their design to incorporate customer feedback.
At Lynch Hill, music lesson cover seven key strands: Songs/Singing, Kodaly/Pitch, Pulse/Rhythm, Listening, Improvisation, Composition and Performance			
Music	In Year 4, children learn to play the trumpet; lessons are offered by a specialist teacher from Slough Music Services. Throughout the year, objectives across the 7 strands are covered. These include:		

Lynch Hill Primary Academy
Curriculum Map for Year 4

	Songs: Unison songs with a range of an octave, Rounds and Partner songs (Junior Voiceworks 1: Calypso, Junior Voiceworks 2: Our Dustbin, Voiceworks 1: Hear the Wind, Kendrick: Servant King, Happy Birthday, Great Weather Songs: Long Journey, Great Celebration Songs: World in Union, Sing Up: Just like a Roman, Trad. Ghana: Namuma, Sing for Pleasure: Ghosts, Sing for Pleasure: Lost in Space) **Kodaly/Pitch:** Fah, Do, re, me, fah, soh, Do, re, me, fah, soh, lah **Pulse/Rhythm:** Tica-tica, Ti-tica, Tica -ti, Read, say, clap 4-beat rhythms. Rhythm cards – know what a bar is and perform rhythmic notation as a round. **Listening**: Tune of the week. Listen to major and minor pieces – what is the difference? How do they make us feel? **Improvisation**: Improvisations are rhythmic and performed on an instrument in time to the pulse. Children will begin to incorporate two pitches when improvising, staccato and legato. **Composition**: Compose rhythmic ostinato, compose accompaniments, combine rhythmic notation with letter names to create short phrases, and compose music to create a specific mood (to accompany a film clip for example). **Performance**: Introduce stave (line and spaces), clef, show here higher/lower notes would sit, range of CDE (linked to notes learnt on trumpet), play notes from stave notation (C/D/E), copy back short melodic phrases, play short melodies from stave notation, perform in time to pulse with a backing track, play as an ensemble in two-parts (harmony and round) and record work and appraise it.					
PSHE Jigsaw	**Being Me** Explain why being listened to and listening to others is important in the school community. Explain why being democratic is important and can help everyone feel valued.	**Celebrating Difference** To tell a time when a first impression of someone has changed as they have got to know them. To explain when bullying might be difficult to spot and what to do about it when not sure. Explain how a person may form opinions about myself and other people and what might influence me about that.	**Dreams and Goals** Plan and set new goals even after a disappointment. Explain what it means to be resilient and have a positive attitude.	**Healthy Me** To solve problems and identify a variety of strategies in different situations where I may experience peer pressure. Identify feelings of anxiety and fear associated with peer pressure.	**Relationships** Recognise how people feel when they miss a special person or animal. To give ways to help me manage my feelings when missing a special person or animal.	**Changing Me** To summarise the changes that happen to boys' and girls' bodies that prepare them for having a baby when they are older. Explain some of the choices someone might make in the future and some of the choices I have no control over. To offer some suggestions about how someone might manage their feelings when changes happen.
RE	**Judaism**	**Christianity**	**Judaism**	**Islam**	**Judaism**	**Christianity**

Lynch Hill Primary Academy
Curriculum Map for Year 4

Discovery	**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:** Does completing a pilgrimage make a person a better Muslim?	**Key Question:** What is the best way for a Jew to show commitment to God?	**Key Question:** Is forgiveness always possible for Christians?
French	**Portraits- Describing in French** • Understand that adjectives change depending on whether they are describing a boy or girl. • Identify a person correctly from a description of their hair and eye colour. • Place word cards in the correct order, with the adjectives following the noun. • Compose a spoken sentence to describe a friend.	**Clothes – Getting Dressed in French** • Remember and pronounce some of the new words, recognising that some are masculine and take **un**, some feminine and take **une** and some plural and take **des**. • Understand how to convert the indefinite article to a possessive adjective. • Correctly identify items of clothing based on the written word. • Say the words for items of clothing	**French Numbers Calendars and Birthdays** • Say the numbers to 31 in French. • Read and calculate maths sums correctly in French. • Say all the days of the week, working out the words for the days. • Match most of the French months to their English equivalents. • Ask when someone's birthday is and give the number and month of their own birthday.	**French Weather and Water Cycle** • Use a physical response to show their understanding of six to eight weather phrases. • Repeat new phrases with accurate pronunciation. • Say at least two sentences intelligibly to convey the weather in a given place. • Point or move in the correct direction during a compass points game. • Understand and say several directions and	**French Food – Miam! Miam!** • Recognise and understand the meaning of new words that are cognates. • Use a model text to support conversation. • Complete mathematical calculations in French, writing answers in euros. • Recognise shop names and label a triarama. • Use a bilingual dictionary to translate given words. • Use a range of strategies to	**French and the Eurovision Song Contest** • Answer questions based on a video of a French-speaker, getting at least half of them correct. • Match a set of French words for different instruments to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). • Say which instrument they play.

Lynch Hill Primary Academy
Curriculum Map for Year 4

	• Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.	with accurate pronunciation. • Make an intelligible attempt to spell new words. • Write accurately and select the correct form of adjective most of the time, understanding why other forms of the adjective are wrong. • Compose a sentence using **j'aime** or **je n'aime pas**. • Use **il/elle** correctly and place the adjective in the correct position in relation to the noun.	• Say the seasons of the year. • Translate the date from English to French. • Say the similarities and differences between birthdays in the UK and France.	weather sentences. • Place weather symbols in the correct locations on a map. • Match at least three temperature numerals and words correctly. • Say the correct number for a temperature. • Show an understanding of the water cycle and relevant cognates in both English and French.	understand a familiar text. • Ask and respond to questions found in a café conversation.	• Say what kind of music they like, using a whole sentence. • Read and understand music genres in written form. • Recall country names with accurate pronunciation. • Use a full sentence to say '**J'habite en/au/aux ...**' • Write information in French about a character from a different country. • Use familiar language to write several phrases or short sentences. • Perform a song from memory with accurate pronunciation.

Lynch Hill Primary Academy
Curriculum Map for Year 4

Possible Trips, Presentations & Events	Visit to the Church	Christmas Presentation	Visit to the Church	Cadbury World	Visit to the Church Learning Presentation	Legoland Sports Day LH Games