## YEAR 4 CURRICULUM

| Autumn Term I | 7 Weeks | Autumn Term 2 | 7 Weeks |
| :---: | :---: | :---: | :---: |
| ENGLISH |  |  |  |
| LITERACY FOCUS TEXT - |  | LITERACY FOCUS TEXT - |  |
| Mastery keys <br> (year group national curriculum expectations) <br> - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases, <br> - Choose nouns on pronouns appropriately for clarity and cohesion and to avoid repetition <br> - Use fronted adverbials <br> - Organise paragraphs around a theme (Use paragraphs to organise and sequence more exterded narrative structures) <br> - Use commas after fronted adverbials | Feature keys (wocabulary, manipulating, sentences and tense, structure) <br> - Use small details to describe characters <br> - Use small details for time, place and mood <br> - Use Ist on 3rd person consistently <br> - Use tenses appropriately <br> - Sequence stories in different stages: introduction, build up, climax, resolution | Mastery keys <br> (year group national curriculum expectations) <br> - Use Standard Englistu forms for verbi inflections <br> - Extend the range of sentences with more than one clause by using a wider range of conjunctions including wher, if, because, although <br> - Indicate possession by using the possessive apostrophe with plural nouns <br> - Recognise the difference between plural and possessive 's' <br> - Build a varied and rich vocabulary | Feature keys (wocabulary, manipulating, sentences and terse, structure) <br> - Use small details to describe characters and evoke a response <br> - Use small details for time, place and mood <br> - Use Ist persor consistently <br> - Write in consistent past tense <br> - Chronological order <br> - Write an opening paragraph to share thoughts and feelings and to summarise the day <br> - Finish with a personal comment about hopess or concerns for the future |

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| MATHS |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Place Value 3 Weeks | $\begin{array}{\|l\|} \hline \text { Number - place value - } 4 \text { digit } \\ \text { numbers ( } 2 \text { ) } \\ 4 \text { Weeks } \\ \hline \end{array}$ | ```Number - Addition and Subtraction 3 weeks``` | Measure 1 week | Multi and div 2 weeks |
| Numbers to 1000 <br> Rounding to the nearest 10,100 <br> Counting in 1000's, <br> Number line to 10,000 <br> Roman numerals to 100 | Finding 1000 more on less <br> Comparing 4 digit numbers, <br> Ondering numbers to 10,000 <br> Rounding to the nearest 1000 and solving problems. | Adding and subtracting in 1 's, 10 's, 100 's and 1000's. <br> Adding two 4 digit numbers together <br> Subtracting two 4 digit numbers. <br> Equivalent difference | Kilometres, <br> Perimeter of a rectangle. <br> Perimeter of rectilinear shapes. | Multiplying and dividing by multiples of 10 's and 100's. |
| SCIENCE |  |  |  |  |
| Animals including human <br> Pupils should be taught to: <br> - describe the simple functions of <br> - identify the different types of te <br> - construct and interpret a variet prey | stive system) <br> the digestive system in humans, their simple functions entifying producers, predatons and | Sound (links, to music/entertainment) <br> Pupils should be taught to: <br> - identify how sounds are made, associating some of thern with something wibrating <br> - recognise that vibrations from sounds travel through a medium to the ear <br> - find patterns betweer the pitch of a sound and features of the object that produced it <br> - find patterns betweer the volume of a sound and the strength of the vibrations that produced it <br> - recognise that sounds get fainter as the distance from the sound sounce increases. |  |  |

## YEAR 4 CURRICULUM

| GEOGRAPHY |  |
| :--- | :--- |
| - Environmental regions anound the world | DESIGN TECHNOLOGY |


| COMPUTING | MUSIC |
| :---: | :---: |
| E-sofety - Digiduck and staying safe online Coding - Daisy the Dinoscour | Mamma Mia <br> Glockenspiel Stage 2 |
| PE | ART |
| Inuasion Games Gym and Dance | Greatest Showman Cincus or zoo posters Drawing and pointing. |
| RELIGIOUS EDUCATION | PSHE |
| Christianity Buddhism | Summary of what will be covered |

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