

Y4 Curriculum Map 2025-2026

[illegible]

ENGLISH Spoken Language	Pupils should be taught to: • Ask reasoned questions to improve his/her understanding of a text. • Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.					
ENGLISH Speaking and Listening	Class reader: Participating in discussions, including discussing impact of authors' use of language on reader. Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text. Plan and write a story set in another culture. Share stories.	Class reader: Verbal comprehension. Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text. Discuss structure and organisation, authors intent and retrieving information and referencing with quotations.	Class reader: Consider and evaluate different viewpoints. Speculate, hypothesise, imagine and explore ideas. Persuasive speech to be Eco Committee rep, debate. Learning and reciting poetry. Free verse poetry	Class reader: verbal comprehension Fantasy story: Drawing inferences, explaining/discussing their understanding of what they have read. Read a range of story openings, describing characters & settings	Class reader: Deduce and infer information, discussing ideas and thoughts. Play scripts Drama: freeze frame, action clip, role play based on the play script being studied and pupils' written play script.	Class reader: Verbal comprehension Newspaper reports: Participating in discussions, presentations, performances, role play, improvisations and debates. Participating actively in conversations; Articulating and justifying answers. Learning and reciting poetry. Performance poetry
ENGLISH Reading:	Reading challenge: Launch Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on the structure and organisation of	Reading challenge: Continue Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on	Reading challenge: Continue Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on	Reading challenge: Continue Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on	Reading challenge: Continue Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on the structure and organisation of	Reading challenge: Continue Guided Reading Sessions: • Predict and summarise what will happen in a text. • Retrieve information using quotation or reference from the text. • Deduce and infer information • Identify and comment on the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on

	texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.	the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.	the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.	the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.	texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.	the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss.
	Comprehension lessons:	Comprehension lessons:	Comprehension lessons:	Comprehension lessons:	Comprehension lessons:	Comprehension lessons:
	Work based on summer read – The Last Bear – Hannah Gold	Plazoom theme: Remembrance	Plazoom theme: Co-operation	Plazoom theme: Co-operation	Work based on class reader – Can you see me? – Libby Scott & Rebecca Westcott	Plazoom – Rags to Riches
	Plazoom theme: Remembrance	The Letter – James Nichol (<i>Fiction</i>)	Working Together – Dan Smith (<i>Non-fiction</i>)	Tanvi's Garden – Dan Smith (<i>Fiction</i>)	Plazoom theme: Rags to Riches	The Tale of Dick Whittington' by Margaret Bateson-Hill
	National Memorial Arbortum – James Nichol (<i>Non-Fiction</i>)	Teeth – Sue Hardy-Dawson (<i>poetry</i>)	Tanvi's Garden – Dan Smith (<i>Fiction</i>)	The Worst Team - Joshua Seigal (<i>poetry</i>)	Andrew Carnegie - Steel Magnate and Patron Saint of Libraries' by Margaret Bateson-Hill (Non-fiction)	
	The Letter – James Nichol (<i>Fiction</i>)					
	Class reader:	Class reader:	Class reader:	Class reader:	Class reader:	Class reader:
	Finding Bear – Hannah Gold	Finding Bear – Hannah Gold	The Lion, the Witch and the Wardrobe – C. S Lewis	The Lion, the Witch and the Wardrobe – C. S continue	Can you see me? – Libby Scott & Rebecca Westcott	Can you see me? – Libby Scott & Rebecca Westcott continued

	Texts read during English lessons: Malala's Magic Pencil - Malala Yousafzai Cloud Tea Monkeys - Elspeth Graham Journey to Jo'Burg – Beverley Naidoo	Texts read during English lessons: The Great Kapok Tree – Lynne Cherry Persuasive letters	Texts read during English lessons: The Magic Box, Kit Wright Examples of instructions	Texts read during English lessons: The Lion, the witch and the Wardrobe, C. S. Lewis	Texts read during English lessons: The boy, the Mole, the Fox and the Horse – Charlie Mackesy (PSHE) A Midsummer Night's Dream – William Shakespeare	Texts read during English lessons: If I had Wings – Pie Corbett (poem)
ENGLISH Writing	The Last Bear – Hannah Gold (summer read & link with science: Dangers to living things) - to make inferences about a characters' thoughts and feelings. - to write from a character's point of view about their feelings and thoughts. - to write a poem. - to make predictions based on details stated and implied. Fiction: Stories from other cultures - Read examples of stories from different cultures and traditions. - Deduce differences in patterns of relationships, customs and attitudes. - Look at an author's use of language to create a sense of place. - to write a diary entry - Use fronted adverbials followed by a comma. - Use synonym skills to write interesting and descriptive sentences. - Paragraph - Plan, edit and write a new opening chapter to Journey to Jo'burg. - Evaluate / self /peer-assess.	Structured Poetry: Creating Images - Use poetic devices, alliteration, onomatopoeia, similes, metaphors - Plan, draft, edit and write an original poem using Grace Nichols' as a model. Non-Fiction: The Great Kapok Tree (persuasive writing) -to identify the features of persuasive writing. - To create an advert. - To gather information and ideas for a persuasive piece of writing - To know how to structure and draft a persuasive letter. - To know how to edit and improve a persuasive letter.	Free verse poetry: The Magic Box -Draft and write their own poems. Fiction: Fantasy - Lion Witch and the Wardrobe -Develop editing and proof-reading skills. Plan, edit and write a new episode of the fantasy story they have studied.	Non-Fiction: Explanation text – Wallace & Gromit - Familiarise with explanation texts. - Identify the key features of an explanation text. - write in chronological order. . Use rhetorical questions. - Use a wide range of causal conjunctions. - To plan, draft and write an explanation using simple organisational devices to present information (bullet points, paragraphs and sub-headings). - Evaluate and edit	Fiction: Play scripts – Traditional tales . - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of text that they have studied. - Evaluate and edit.	Non-Fiction: Newspaper reports - Explore features of a newspaper report. - Plan and write a newspaper report using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit.

ENGLISH Spelling	- Prefix <i>in-</i> and <i>dis-</i> - Adding <i>im</i> to root words beginning with <i>m</i> or <i>p</i> - Adding the suffix –ous - Adding the suffix –ly - Words ending in –ture - Homophones	- Adding –<i>ation</i> to verbs to form nouns - Words with the c sound spelt ch - Words with the sh sound spelt ch - Adding the suffix –ion - adding the suffix –ian - adding the prefix re- - adding the prefix re-	- Adding the prefix anti- - Adding the prefix super- - Adding the prefix sub- - Adding the prefix mis- - Words ending in –sure	- Adding the prefix auto- - Adding the suffix –ly - Adding the prefix inter- - Words with the ay sound spelt eigh, ei, ey	- Words ending in –ous - Words with the s sound spelt sc - Words ending in zhun spelt –sion - Adding il- and revising un-, in-, mis-, dis- - The c sound spelt –que and the g sound spelt –gue - Adding ir- to words beginning with r	- Adding the suffix –ion (1) - Adding the suffix –ion (2) - Revision - Homophones - Yr3/4 statutory words
ENGLISH Grammar and Punctuation	GR - Y3 grammar revision, conjunctions, adverbs and paragraphs P – Revision and continued use of capital letters, commas, full stops, question marks and exclamation marks.	GR – Fronted adverbials, pronouns and dictionary work P – Commas after fronted adverbials.	GR – Determiners, prepositions, prepositional phrases, expanded noun phrases P – Commas when writing a list (as part of expanded noun phrases).	GR – Direct speech, standard English, dictionary/thesaurus work P – Inverted commas and other punctuation to indicate direct speech.	GR – Apostrophes, subordinate & main clauses (Revision) tenses (present, perfect, past) P – Apostrophes for contraction and possession.	GR – Dictionary & thesaurus work, consolidation of Y4 grammar (Magic Box project) P – Consolidation of Y4 punctuation.
ENGLISH Handwriting	Nelson Handwriting Unit 1 - Joining from the letter e Unit 2 - Joining to and from the letter s Unit 3 - writing letters at the correct size and height Unit 4 - double letters Unit 5 - consistency in spacing Unit 6: using a diagonal join Unit 7: Horizontal join joining	Unit 8: Speedwriting Unit 9: Practising the size and height of letters Unit 10: spacing within words joining to and from the letter w Unit 11: joining from the letter m Unit 12: joining to the letter a from the letter w Unit 13: using a diagonal	Unit 15: joining from the letter i Unit 16: diagonal join to ascenders Unit 17: joining to and from the letter f Unit 18: joining to and from the letter e Unit 19: Practising punctuation	Unit 20: consistency in forming and joining letters Unit 21: printing to make captions Unit 22: joining to and from the letter v Unit 23: Practising break letters Unit 24: Practising drafting and editing	Unit 25: Practising speedwriting Unit 26: Practising printing to make a poster Remaining weeks will be revision	Revision

	to the letter y	joining line Unit 14: Practising speedwriting				
MATHS	Place Value Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Round to the nearest 10, 100 or 1,000 Addition & subtraction Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange	Measurement: Area What is area? Count squares Make shapes Compare areas Multiplication and division (A) Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three	Multiplication and division (B) 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems Measurement: Length & perimeter Equivalent lengths - m and cm Equivalent lengths - mm and cm Kilometres Add lengths Subtract lengths Measure perimeter	Fractions Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem solving – calculate quantities Decimals Recognise tenths and	Decimals Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Money Pounds and pence Ordering money Estimating money Four operations Time Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour	Geometry: Shape Interpret charts Comparison, sum & difference Introducing line graphs Line graphs Statistic Interpret charts Comparison, sum & difference Introducing line graphs Line graphs Geometry: Position and direction Describe position Draw on grid Move on a grid Describe movement on a grid

	Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies	numbers	Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes	hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100		
SCIENCE	<u>Danger to Living Things</u> - Recognise that living things can be grouped in a variety of ways. - Identify, construct and interpret a variety of food chains, identifying producers, predators and prey. - Recognise that environments can change and that this can sometimes pose dangers to living things. (link to The Last Bear – Hannah Gold – English)	<u>Human Nutrition</u> - 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. - Describe how teeth and gums have to be cared for in order to keep them healthy	<u>Changes of State</u> - Compare and group materials (solids, liquids and gases). - Observe that some materials change state when they are heated or cooled - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<u>Grouping Living Things</u> - Exploring, using and making classification keys. - Grouping living things and comparing their location. - Collect data about living things (Investigation).	<u>Sound</u> <u>Vibrations</u> - Identify how sounds are made - Recognise that vibrations from sounds travel through a medium to the ear. - Sounds travel away from their source in all directions. <u>Pitch</u> - Find patterns between the pitch of a sound and features of the object that produced it. - exploring how pitch can be altered. <u>Muffling/blocking sounds</u>	<u>Electricity</u> - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Recognise that a switch opens and closes a circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. - Electricity can be dangerous.

					- Recognise that vibrations from sounds travel through a medium to the ear. - Sound travel can be reduced by changing the material that the vibrations travel through. - - Sound travel can be blocked.	
COMPUTING	The Internet E-Safety Project Evolve	Audio editing Project Evolve	Photo editing Project Evolve	Data logging Project Evolve	Repetition in shapes Project Evolve	Repetition in games Project Evolve
HISTORY	The Anglo-Saxons vs. the Vikings		The life and significance of St Thomas More (mini unit)		Early Islamic Civilisation (including Islamic art)	
GEOGRAPHY		Our European neighbours (Italy day)		Exploring Madagascar (cross-curricular link with African Art)		Investigating coasts/Plants of the world (cross-curricular link with orienteering (PE))
FRENCH	Recap classroom instructions Numbers 1-31 Months and dates Asking for and giving birthdays Cultural understanding: Le Jour de St Nicolas & La Fête de Lumières in Lyon		Shapes Colours and simple agreement of adjectives Prepositions of place Il y a, il a/ ella a ... Create and describe own Matisse style pictures in French.		French alphabet Family members 'J'ai un/une..qui s'appelle..' I have a ... called ... Parts of the face Describing hair and eyes Describing monsters Cultural understanding: Y4 French day (focusing on Paris)	
MUSIC	Performing Anglo-Saxon and Viking Music: tuned percussion	Singing Christmas songs encompassing a variety of genres. Performing	Nina's Blues – ready for next term Curriculum links with	Using water and rivers as a stimulus for listening, performing, and	Exploring music of the Middle East	Preparation and performance of summer show.

		and ukulele Curriculum links with history	Caribbean music. Curriculum links with RE	SMSC	composing music. Curriculum links with Geography	Curriculum links with history	
ART			Indian Art Artist: Padma Shri Sita Devi (Madhubani style painting) Drawing; Painting; pastels; 3-D		African Art Artist: Esther Mahlangu Drawing, painting, block printing, 3-D sculpture	Islamic Art (incorporated in the history unit, Early Islamic Civilisation)	Plant Art Artist: Georgia O’Keeffe Drawing; Painting;
DT		Aspect: Electrical Systems Focus: Simple circuits and switches Purpose: To create a ‘ Pringle Tube ’ Torch Cooking: Chicken noodle soup			Aspect: Mechanical Systems Focus: Levers and Linkages Purpose: To create a pop up story book page for The Lion, The Witch and The Wardrobe to encourage others to read it Cooking: Cakes & biscuits for tea concert Cooking: Fruity coleslaw		
PE	INDOOR	Dance – chocolate theme Bi-weekly swimming lessons	Gym – body shape Bi-weekly swimming lessons	Gym – Body Control Bi-weekly swimming lessons	Gym – receiving body weight/sequencing Bi-weekly swimming lessons	Bi-weekly swimming lessons	Bi-weekly swimming lessons
	OUTDOOR	Games – striking & games	Games – Football and Tag Rugby	Games – Ball Skills	Games – Football, rugby, netball skills	Games- rounders, cricket, tennis Orienteering	Games – rounders, cricket, handball Athletics
ENRICHMENT		Anglo-Saxon and Viking workshop.	Visit from a local doctor (science – human digestion) Italy Day (geography)				Walton-on-the-Naze (Geography fieldwork study) Y4 French Day