

# YEAR 4 CURRICULUM 2024-25

	AUTUMN		SPRING		SUMMER	
English	Beowulf by Michael Morpurgo	The Girl who Stole an Elephant by Nizrana Farook	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Lion, the Witch, and the Wardrobe by C. S. Lewis	Varjak Paw by S F Said Journey to the River	The Firework Maker's Daughter by Philip Pullman
Shared Reading		Kick by Mitch Johnson				
Maths	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Consolidation Geometry: Shape Statistics Geometry – Position and Direction
History	Britain's settlement by Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Achievements of an ancient civilisation Egypt	
Geography	1: Rivers 2: Latitude and longitude begin		Latitude and longitude finish Water cycle		1: Map skills – environmental regions 2: Revisit Rivers if time	
RE	How did belief in God affect the actions of people from the Old Testament?  (6 sessions)	Is the Christmas message of peace still relevant to today's world?  (6 sessions)	Hinduism  How do Hindus worship?  (6 sessions)	What is Holy Communion and how does it build a Christian community?  (4 sessions)	Hinduism  What does it mean to be a Hindu?  (6 sessions)	Liturgy  Why is liturgy important to many Christians?  (6 sessions)
Science	Living things and their habitats States of matter		Animals, including humans		Electricity Sound	
ICT	The Internet	Audio production	Repetition in shapes	Data logging	Photo editing	Repetition in games
Art	Drawing and painting Block A Printmaking Block B		Textiles and collage Block C 3D Block D		Painting Block E Creative Response Block F	
DT	Textiles Block A Food and Nutrition Block B Science – Animals including humans		Mechanisms Block C Science – Forces and magnets Writing – Advanced instructional writing A Food and Nutrition Block D Science – Animals including humans		Systems Block E Structures Block F	
PSHE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	West Ham coaching Swimming		West Ham coaching Swimming			
MFL French	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours)	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Feeling unwell/Jungle animals</b> Aches and pains, doctor role play, animal nouns,	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) <b>Language Puzzle*</b>

					adjectives, simple sentences, story)	
Trips and visits	Tower of London		Thames Barrier		Royal Academy of Arts/ National Portrait Gallery	
WC reading spine books	Bill's New Frock, Charlotte's Web, Why the Whales Came, The Firework-Maker's Daughter, The Snow Walker's Son, Perry Angel's Suitcase, Voices in the Park					
Promotion of British Values SMSC	Rule of Law – how things have changed since the Tudor times. Tolerance of others with different faiths or beliefs Mutual respect		Individual liberty Tolerance of others with different faiths or beliefs Mutual respect		Rule of law Tolerance of others with different faiths or beliefs Mutual respect	
Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]					
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]					
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition					
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after fronted adverbials					
Spelling	Revision of work from years 1 and 2 Suffixes (-ed -ing -er -est -ment -ness -ful -less -ly -tion) Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words Words with the /ei/ sound spelt ei, eigh, or, ey The /ʌ/ sound spelt ou Words with endings sounding like Words with endings sounding like /ʒə/ or /tʃə/ Possessive apostrophe with plural words Homophones and near homophones					
Terminology for pupil	determiner /pronoun, possessive pronoun /adverbial					

\*For detailed information regarding the NC for your year group, see separate planning documents.