



## Saint Michael Catholic Primary School Curriculum Map 2017 – 2018: Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Rome	Celebrations and Festivals Sikhism	Ancient Egypt		The Tudors	
English	Stories set in imaginary worlds Creating images	Stories with historical settings Newspaper reports	Stories from other cultures Information Text	Exploring form Explanation Text	Plays Persuasive Texts	Stories with Issues and Dilemmas
Spelling & Handwriting	<b>Spelling:</b> use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1); spell further homophones; spell words that are often misspelt (English Appendix 1); place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first two or three letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <b>Handwriting:</b> Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Vocabulary, Grammar and Punctuation	Pupils should be taught to: develop their understanding of the concepts set out in the National Curriculum English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; using the present perfect form of verbs in contrast to the past tense; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2; indicate grammatical and other features by: using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech; use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.					
Guided Reading	Range of texts including novels, poetry, paintings, film, music and short stories					
Mathematics	<b>Unit 1 &amp; 2</b> Number & Place value Addition & Subtraction Properties of shapes Multiplication & division Fractions Position & direction	<b>Unit 3 &amp; 4</b> Addition & subtraction Decimals Measurement (mass) Multiplication & division Measurement (time)	<b>Unit 5 &amp; 6</b> Number & place value Addition & subtraction Properties of shapes Multiplication & division Fractions Measurement (length)	<b>Unit 7 &amp; 8</b> Addition & subtraction Fractions Multiplication & division Decimals Measurement (perimeter & area)	<b>Unit 9 &amp; 10</b> Number & place value Addition & subtraction (money) Properties of shapes Multiplication & division Statistics Measurement (volume & capacity)	<b>Unit 11 &amp; 12</b> Addition & subtraction (money) Decimals Position & direction Multiplication & division Statistics
Religious Education	Domestic Church family/People Other faiths	Baptism/Confirmation /Belonging/Called Advent/Christmas/ Gift	Local Church/Community Eucharist relating/Giving and receiving	Lent/Easter Giving/Self discipline	Reconciliation Inter- relating/Building Bridges Universal Church world/God's People	Pentecost Serving/New Life Other faiths
Science	Good Vibrations (6)	In a State (7)	Where does all that food go? (6)	Switched On (5)	Who Am I? (3) Our Changing World (3)	Human Impact (6)
Physical Education	Quick sticks Hockey Gymnastics	Tag Rugby I move Dance	Netball / dodgeball Indoor Football	Tennis / Swimming I move Dance	Kwik Cricket/ Swimming Gymnastics	Athletics I move Dance
History	The Romans	When Sikhism originated	_____	Ancient Egypt	Local Study: Hampton Court and The Tudors	_____
Geography	Roman Expansion	Where Sikhism originated from	Deserts of the world	The Nile	_____	World Maps - continents
Art and Design	Painting portraits as a class	Collage of symbols in Sikhism	Pastel sketchbooks and deserts	Pencil drawings of Egyptian Gods – human body	Tudor houses experimenting with charcoal	Map sketchbooks using pen
Design and Technology	Making pizzas	Sikhism pop-up book with wax crayon and mechanisms	_____	Egyptian collars	Compare architecture	_____
Music	Clarinet lessons					
PSHCE	Children's Needs: Roots and Wings  The Golden Rule  Conscience Corridor	Mediation: Resolving Conflict  Homophobia: Respecting all our differences  For & Against: Where do you Stand?	Fairtrade: Have a Banana  Microorganisms  Emergency	Animal Care: Creature Kindness  Family Break-Up: Mum Doesn't Live Here Anymore  Equal Opportunities	Care for the Elderly: The Grey Years  The Gift of Sight  What Kind of Farming?	Charitable Giving through History  History of the Olympics  Immigration: Coming to Britain
Languages - Spanish	Yo aprendo español	Los animales	Los instrumentos	Caperucita Roja	Puedo	La historia de la Antigua Bretaña

**Computing**  
**E-Safety**

We are artists  
**Safe search, Safe profile**

We are historians  
**Be an upstander online**

We are co authors  
**Safer internet use,**  
**Cookies**

We are musicians  
**Solving internet problems**

We are travel presenters  
**TBC**

We are meteorologists  
**TBC**