

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 | Secrets of a Sun King by Emma Carroll |
| 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 | Judaism How special is the relationship Jews have with God? (6 sessions) | Christianity What is it like (for Christians) to follow God? (6 sessions) | Christianity What do Christians learn from the Creation story? (6 sessions) | Christianity Is forgiveness always possible? (4 sessions) | Buddhism What is the best way for a Buddhist to lead a good life? (6 sessions) | Christianity What kind of world did Jesus want? (6 sessions) |
| Science | Living things and their habitats States of matter | | 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 | Food and Nutrition Block A Mechanisms Block B | | Textiles Block C Food and Nutrition Block D | | 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 | | Striking and fielding Athletics | |
| MFL French | Welcome to school (Recap core language, rooms in a | My town, your town | Family tree and faces (Epiphany, family members, personal | Face and body parts (Face and body parts nouns and | Feeling unwell/Jungle animals | The weather (Weather phrases, seasons, forecast) |

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| | school, classroom objects) | (Commands, shops, asking and giving directions) | info, face parts, describing with colours) | commands, yoga with body parts, alien creation) | Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) | Ice creams (Flavours, opinions) Language Puzzle* |
| Trips and visits | Tower of London | | Thames Barrier | | Royal Academy of Arts/ National Portrait Gallery | |
| Texts linked to the topic | Boudica | | The Great Kapok Tree (Warning tale) Rainforest (NF) Where the forest Meets the Sea Stanley saves the Rainforest | | How to Train a Dragon The Littles Viking How to be a Viking Viking Boy The 1000 year old Boy | |
| 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 plural and possessive –s Standard English forms for verb inflections 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>) Fronted adverbials [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 pronoun or noun within and across sentences to aid cohesion and avoid repetition | | | | | |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, 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.