

Year 4 Subject Map

Subject	Autumn		Spring		Summer	
R.E.	The Bible	Trust in God	Jesus the teacher	Jesus the saviour	The mission of the church	Belonging to the church.
	The Romans	Anglo Saxons and the Scots.	Local Hero / Villain- John Paul Jones.	Rivers and the River Mersey.	Crime and Punishment	Why is Liverpool such a cool place to live?
English: Writing	<u>Narrative</u> The Captive Celt - Terry Dreary. Roman Invasion- My Story- Jim Eldridge. Genres Setting descriptions Character descriptions Letter writing Diary entries Instructions Poetry Non Chronological reports Explanation texts. Newspaper reports Play scripts. Advertisements.	<u>Narrative</u> The Oldest snowman in the world - Eric Johns The Ice palace - Robert Swindels. Genres Setting descriptions Character descriptions Letter writing Diary entries Instructions Poetry Non Chronological reports Explanation texts. Newspaper reports Play scripts. Advertisements.	<u>Narrative</u> Beowulf - Kevin Crossley Holland. The Lantern Bearers - Rosmary Sutcliff. Genres Setting descriptions Character descriptions Letter writing Diary entries Instructions Poetry Non Chronological reports Explanation texts. Newspaper reports Play scripts. Advertisements.	<u>Narrative</u> Dying Photo - Alan Gibbons Genres Setting descriptions Character descriptions Letter writing Diary entries	<u>Narrative</u> Robin Hood Genres Setting descriptions Character descriptions Letter writing Diary entries Instructions Poetry Non Chronological reports Explanation texts. Newspaper reports Play scripts. Advertisements.	<u>Narrative</u> No. 7 Shirt - Alan Gibbons Genres Setting descriptions Character descriptions Letter writing Diary entries Non-chronological reports.
<p>As we cover the Genres above we will cover the following objectives:</p> <p>Spelling: We will use the read, write inc programme to support spelling and we will cover the following objectives: use further prefixes and suffixes and understand how to add them (English Appendix 1) 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.</p> <p>Composition: Pupils should be taught to plan their writing by:</p>						

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
discussing and recording ideas

draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
([English Appendix 2](#))

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar, punctuation.

Pupils should be taught to:

develop their understanding of the concepts set out in [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.

English: Reading	<p>Word Reading:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • use dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 				
Maths	<p>In Year 4: We will work on recalling multiplication and division facts for multiplication tables up to 12 x 12.</p>				
<u>Number - number and place value</u>	<u>Number - Multiplication and Division</u>	<u>Geometry: Properties of Shapes.</u> -compare and classify geometric shapes	<u>Fractions and Decimals</u> -Round decimals to whole numbers.	<u>Measurement:</u> -Measure and calculate the perimeter of rectilinear figures	<u>Number - Addition and Subtraction</u> -estimate and use inverse operations to

	<p>-Recognise the place value of each digit in a four-digit number.</p> <p>-Order and compare numbers beyond 1000</p> <p>-find 1,000 more or less</p> <p>Place 3 and 4 digit nos on a no line.</p> <p>-Count backwards through zero including negative numbers.</p> <p>-Round any number to the nearest 10, 100 or 1000</p> <p>-Round decimals (one decimal place) to the nearest whole number</p> <p>-Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer</p> <p>-Read Roman numerals to 100</p> <p>-Solve problems that involve all of the above.</p> <p>Number - addition and subtraction</p> <p>-Add numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition where appropriate.</p> <p>-Subtract numbers with up to 4 digits using the formal written methods for columnar subtraction where appropriate.</p>	<p>Multiply two - digit and three digit numbers using a formal written layout.</p> <p>Solve problems involving multiplying and adding</p> <p>Number: Fractions</p> <p>-Count up and down in 100ths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.</p> <p>-recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>-Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Measurement</p> <p>-Convert between different units of measure - km to m</p>	<p>including quadrilaterals and triangles.</p> <p>-identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>-Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>-complete a simple symmetric figure with respect to one line of symmetry.</p> <p>Geometry: Position and direction</p> <p>-Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>-Plot specified points and draw sides to complete a given polygon</p> <p>-Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Translation</p> <p>Measure: Different units</p> <p>Convert between different units of measure [e.g. hour to minute].</p>	<p>-Recognise tenths & hundredths and count up and down in hundredths.</p> <p>-Identify equivalent fractions.</p> <p>- Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>-Add & subtract fractions with common denominators.</p> <p>-Recognise common equivalents.</p> <p>-Solve problems involving harder fractions to calculate quantities, and fractions to divide quantities including non-unit fractions where the answer is a whole number.</p> <p>- Solve money problems.</p> <p>Statistics</p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>-interpret and present discrete continuous data.</p>	<p>(including squares) in cm and m.</p> <p>-find the area of rectilinear shapes by counting squares.</p> <p>-read, write and convert time between analogue and digital 12 hr and 24 hr clocks.</p> <p>-solve problems involving converting from hours - minutes; minutes to seconds; years to months; weeks to days.</p>	<p>check answers to a calculation.</p> <p>-solve addition and subtraction 2 step problems in context.</p> <p>Number - Number and Place Value</p> <p>Count in multiples of 6,7,9,25 and 100.</p> <p>Number - Multiplication and division</p> <p>-Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Geometry: Position and direction.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>
--	--	--	---	---	--	---

	-Solve addition and subtraction 2-step problems in contexts.					
Science	<p><u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans. <u>Investigation</u> Do our bones grow as we get older?</p>	<p><u>States of matter</u> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled. Measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle. <u>Investigation</u> Why does Fr Christmas need warmer clothes?</p>	→	<p><u>Sound</u> Identify how sounds are made. Recognise that vibrations travel through a medium to the ear. <u>Investigation</u> Does Sound have the same intensity the further away you go from the source?</p>	<p><u>Living things and their habitats</u> Recognise living things can be grouped in different ways. Explore and use classification keys. Recognise that environments can change. <u>Investigation</u> How can we encourage more birds to visit our school?</p>	<p><u>Electricity</u> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming basic parts. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators. <u>Investigation</u> Which materials are conductors and which are insulators?</p>
Design and Technology	<p>Roman Weapons - Catapults and Ramps. <u>Design</u> Use research and criteria to develop products which are fit for purpose. <u>Make</u> Use a wide range of tools and equipment to create a Roman weapon. Use mechanical systems in their products. <u>Evaluate</u></p>		<p>Create a model of an Anglo-Saxon settlement <u>Design</u> Investigate an Anglo-Saxon settlement Use research to design an Anglo - Saxon settlement. <u>Make</u> Use a wide range of tools and equipment to</p>	<p>Bridge <u>Design</u> Use research and criteria to develop products which are fit for purpose. <u>Make</u> Use a wide range of tools and equipment to create a bridge. Use mechanical systems in their products.</p>		

	Evaluate their ideas and products against their own design		make an Anglo - Saxon settlement Evaluate Evaluate their ideas and model.	Evaluate Evaluate their ideas and products		
Art and Design		Portraits Use sketchbooks to collect, record and evaluate ideas. Improve mastery of techniques such as drawing.			Water Colours - Landscape / Reflections William Blake. Learn about great artists, architects & designers.	Landscape of Liverpool - photos. Use sketchbooks to collect, record and evaluate ideas. Improve mastery of techniques such as drawing.
Computing	Design and write programs to achieve specific goals, including solving problems. Use logical reasoning. Understand computer networks. Use technology safely and appropriately. Use sequence, selection and repetition in programs. Select, use and combine a variety of software.					
Geography				Rivers Identify settlements, land use, economic activity, including natural resources especially energy and water supplies. Identify economic activity including trade links. Identify major rivers of the UK.		Why Is Liverpool Such A Cool Place To Live? Name and locate counties and cities of the UK. Name and locate geographical regions. Identify human and physical characteristics. Identify key topographical features and land use.
History	Why were the Romans so powerful? Julius Caesar's attempted invasion 55-54bc	Anglo Saxons and the Scots Roman withdrawal from Britain in c AD410 and	John Paul Jones John Paul Jones: Was he a hero or a villain?		Crime and Punishment Study modern day common crimes	

	<ul style="list-style-type: none"> - Roman Empire & the power of its army - British resistance, e.g. Boudicca - Romanisation of Britain. 	<p>the fall of the Western Roman Empire. Scots invasions from Ireland to Scotland. Anglo-Saxon invasions, settlements and Kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion - Canterbury, Lona and Lindisfarne.</p>			<p>Explore the Roman Judicial system and Roman crimes Viking punishment system Tudor crimes. Gunpowder plot 1605</p>	
MFL	<p><u>My Family - Ma famille</u> Listen & engage Ask & answer questions Speak in sentences using familiar vocabulary Develop appropriate pronunciation Show understanding of words & phrases Appreciate stories, songs, poems & rhymes Broaden vocabulary.</p>	<p><u>Animals</u> Listen & engage Ask & answer questions Speak in sentences using familiar vocabulary Develop appropriate pronunciation Show understanding of words & phrases Appreciate stories, songs, poems & rhymes Broaden vocabulary.</p>		<p><u>Birthdays</u> Listen & engage Ask & answer questions Speak in sentences using familiar vocabulary Develop appropriate pronunciation Show understanding of words & phrases Appreciate stories, songs, poems & rhymes Broaden vocabulary.</p>		
Music	<p><u>Crotchet and Minim beats.</u> Use voice and instruments with increasing accuracy, control and expression. Appreciate wide range of live and recorded music.</p>	<p><u>Guitar lessons</u> Listen with attention to detail. Improvise and compose their own music. Focus on quaver rhythms.</p>		<p><u>Scales</u> Compose their own songs. Listen with attention to detail. Improvise and compose their own music.</p>	<p><u>Rhythms</u> Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Listen with attention to detail. Appreciate wide range of live and recorded music.</p>	<p><u>Practising for the final performance</u> Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Listen with attention to detail. Appreciate wide range of live and recorded music.</p>
P.E.	<p><u>Fitness Tests and swimming</u> Use running, jumping, catching and throwing in</p>	<p><u>Gymnastics</u> Develop flexibility and control in gym, dance and athletics. Compare performances.</p>	<p><u>Dance</u> Compare performances. Develop flexibility and control in gym, dance</p>	<p><u>Net/wall games (Tennis)</u> Play competitive games, modified where appropriate.</p>	<p><u>Athletics</u> Develop flexibility and control in gym, dance and athletics. Compare performances</p>	<p><u>Striking and fielding (Rounder's)</u> Play competitive games, modified where appropriate.</p>

	isolation and in combination. Swimming proficiency at 25m. Use a range of strokes effectively				to achieve personal bests.	
--	---	--	--	--	----------------------------	--