



Curriculum Map: Year 4, Autumn 1

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning
<p><b>Maths</b></p>	<p><b>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary</b></p> <p><b>Review of column addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>▪ Pupils identify the addends and the sum in column addition</li> <li>▪ Pupils use their knowledge of place value to correctly lay out column addition</li> <li>▪ Pupils add a pair of 2-digit numbers using column addition</li> <li>▪ Pupils add using column addition</li> <li>▪ Pupils use their knowledge of column addition to solve problems</li> <li>▪ Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column</li> <li>▪ Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column</li> <li>▪ Pupils add using column addition with regrouping</li> <li>▪ Pupils use known facts and strategies to accurately and efficiently calculate and check column addition</li> <li>▪ Pupils use their knowledge of column addition to solve problems</li> <li>▪ Pupils identify the minuend and the subtrahend in column subtraction</li> <li>▪ Pupils subtract using column subtraction</li> <li>▪ Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones</li> <li>▪ Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens</li> <li>▪ Pupils evaluate the efficiency of strategies for subtraction.</li> </ul> <p><b>Numbers to 10,000:</b></p> <ul style="list-style-type: none"> <li>• Pupils explain how many tens, hundreds and ones 1,000 is composed of</li> <li>• Pupils use knowledge of 1,000 to explain common measure conversions</li> </ul>	<p>Addition Subtraction Column Addend Subtrahend Total Problem Regrouping Exchanging Minuend</p> <p>Measures Conversion Multiple Digit Value Rounding Composition</p>	<p><b>Hit the button</b> <a href="#">Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</a></p> <p><b>Maths frame</b> <a href="#">mathsframe.co.uk/en/resources/category/22/most-popular</a></p> <p><b>Times tables</b> <a href="#">Multiplication Tables Check - 2023 - Timestables.co.uk</a></p>



	<ul style="list-style-type: none"> <li>• Pupils use knowledge of 1,000 to solve problems</li> <li>• Pupils use different strategies to add multiples of 100</li> <li>• Pupils use different strategies to subtract multiples of 100</li> <li>• Pupils use knowledge of calculation and common measure conversions to solve problems</li> <li>• Pupils compose and decompose four-digit numbers in different ways</li> <li>• Pupils use strategies to make solving calculations more efficient</li> <li>• Pupils compare and order four-digit numbers</li> <li>• Pupils calculate efficiently by using knowledge of place value, addition and subtraction</li> <li>• Pupils explain what rounding is</li> <li>• Pupils round a four-digit number to the nearest thousand, hundred and ten.</li> <li>• Pupils add up to 3 four-digit numbers using a column addition</li> <li>• Pupils subtract four-digit numbers using a column subtraction</li> <li>• Pupils use strategies to make solving calculations more efficient</li> <li>• Pupils explain how many '100s' and '200s', 1,000 is composed of</li> <li>• Pupils explain how many '500s' and '250s', 1,000 is composed of</li> </ul>		
<b>English</b>	<p><b>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</b></p> <p>Fiction text: 'The Lonely Mountain' (Based on The Hobbit by J.R. Tolkien) Story type: Journey story. Focus: Writing an effective setting description.</p> <p>Non-fiction text: Why dragons are extinct Genre: Explanation text</p> <p>Guided Reading text: 'Voices in the park' by Anthony Browne</p>	Setting Personification Reaction Senses Verbs Adverbs Subject Conjunctions Rhetorical questions Adverbials	
<b>Science</b>	<p><b>Animals: Digestion and Food</b></p> <ul style="list-style-type: none"> <li>▪ Label key organs found in the digestive system and describe each of their functions.</li> <li>▪ Describe the functions of the four different types of adult, human teeth, using key vocabulary.</li> </ul>	absorb            molar canine            mouth carnivore          oesophagus digest             omnivore faeces             predator food chain        premolar	



	<ul style="list-style-type: none"> <li>Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.</li> <li>Produce a food chain that begins with a plant and has arrows that move up the food chain.</li> <li>Define a producer, predator and prey and identify examples in food chains.</li> <li>Describe digestion, teeth and diets when talking about the observed poo clues.</li> <li>Write a letter that uses a range of scientific vocabulary from the unit.</li> </ul>	<p>herbivore incisor large intestine</p>	<p>prey producer saliva small intestine stomach</p>	
<b>History</b>	<p><b>How have children's lives changed?</b></p> <ul style="list-style-type: none"> <li>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</li> <li>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li> <li>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>To know that advancements in science and technology can be the cause of change.</li> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>To know that we can make inferences and deductions using images from the past.</li> <li>To know that assumptions made by historians can change in the light of new evidence.</li> <li>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>To know that education existed in some cultures, times and groups.</li> </ul>	<p>childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/ hurrying gin poverty</p>	<p>textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools reform leisure time compare plague smallpox flu cholera treatments vaccination bill</p>	
<b>RE</b>	<p><b>Christianity:</b> Key question: What did Jesus say about God's kingdom and why is it 'good news'?</p>			



<b>Music</b>	<b>Musical Structures:</b> <ul style="list-style-type: none"><li>▪ Musical sections that repeat or change help create the structure, or form, of a piece of music or a song.</li><li>▪ Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</li></ul> <b>Social Question: How Does Music Bring Us Together?</b> <ul style="list-style-type: none"><li>▪ Singing and listening are at the heart of each lesson.</li><li>▪ Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B<math>\flat</math></li></ul>		
<b>Computing</b>	<b>Computing systems and networks: The internet</b> Learners will: <ul style="list-style-type: none"><li>▪ Apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</li><li>▪ Learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create.</li><li>▪ Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</li></ul>	Network Internet Security Access Reliable Website Content Devices	
<b>PSHE</b>	<b>Families and relationships:</b> <ul style="list-style-type: none"><li>▪ Understand that manners vary in different situations.</li><li>▪ Understand boundaries in friendships, including physical boundaries and expectations.</li><li>▪ Understand that what they do and say affects other people.</li><li>▪ Understand the impact of bullying and the role bystanders can take.</li><li>▪ Recognise male and female stereotyped characters.</li><li>▪ Understand that stereotypes about disabilities are usually untrue.</li><li>▪ Understand that families are all different and they offer each other support but sometimes they can experience problems.</li><li>▪ Know what bereavement is and how to support someone who has experienced a bereavement.</li></ul>	act of kindness authority bereavement boundaries bystander permission	