



# Comber Grove Primary School Year 4 Curriculum Map 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Subject</b>	<b>Somewhere to settle</b>	<b>The smashing Saxons</b>	<b>Let's explore Paris.</b>	<b>Meet the Vikings</b>	<b>A world full of plants</b>	<b>The Windrush generation</b>
<b>Writing texts</b>	<b>Tar Beach</b> By Faith Ringgold	<b>Iron man</b> By Ted Hughs	<b>The selfish Giant</b> By Oscar Wilde	<b>Odd and the Frost Giants</b> By Neil Gaiman and Chris Riddell	<b>Weslandia</b> By Paul Fleischman	<b>Varmints</b> By Helen Ward & Marc Craste
	<b>Jonathan Swift's Gulliver</b> By Martin Jenkins and Chris Riddell	<b>The Matchbox Diary</b> By Paul Fleischman	<b>Until I Met Dudley</b> By Roger McGough and Chris Riddell	<b>Winter's Child</b> By Angela McAllister & Grahame Baker Smith	<b>Jabberwocky</b> By Lewis Carroll	<b>The Lion and the Unicorn</b> By Shirley Hughes
<b>Writing outcomes</b>	Play script (own version), character descriptions, book review, dialogue (direct speech), re-telling  Adventure stories based on explorations of new lands, persuasive passages.	Narrative suspense  Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log, non-chronological report	Diaries, letters, posters, reports, own versions (narratives)  Letters, explanation texts	Explanations, narrative recount, setting descriptions  Descriptive Poetry, Fantasy Story Sequel, Recount	Reports, retelling, character description, book review  Nonsense and narrative poetry, explanatory descriptions	Explanation text leaflet, retelling, setting description  Letters, diary entries, character and setting descriptions, non-chronological reports, historical narrative

Community

Pride

Empathy

Happiness

Individuality

Creativity

<b>Reading texts</b>	<b>Fiction: FARThER</b> By Grahame Baker Smith	<b>Fiction: The dark</b> By Lemony Snicket	<b>Fiction: Until I met Dudley</b> By Roger McGough	<b>Fiction: Arthur and the golden rope.</b> By Joe Todd Stanton	<b>Fiction: The wild robot</b> By Peter Brown	<b>Fiction: Zombierella</b> By Joseph Coelho
	<b>Non-fiction: On the move.</b> Poems about migration By Michael Rosen	<b>Non-fiction: How does a lighthouse work?</b> By Roman Belyaev	<b>Non- Fiction:</b> A selection of non-fiction books about Paris.	<b>Non-Fiction:</b> Viking voyages By Jack Tite	<b>Non-Fiction:</b> A selection of non-fiction books plants.	<b>Non-Fiction:</b> Who are refugees and migrants? Michael Rosen and Annemarie Young
<b>Reading outcomes</b>	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole  Identify/ explain	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole  Identify/ explain	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole  Identify/ explain	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole  Identify/ explain	Summarise main ideas from more than one paragraph.  Make inferences from the text/explain and justify inferences with evidence form the text.  Predict what might happen from details stated and implied.  Identify /explain how information / narrative content is related and contributes to meaning as whole  Identify/ explain

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	how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.	how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.	Identify/ explain how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.	how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.	how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.	how meaning is enhanced through choice of words and phrases.  Make comparisons within the text.
<b>Additional texts (Optional)</b>		<b>Anglo Saxon boy</b> By Tony Bradman				
<b>Maths</b>	<b>Number:</b> Place Value  <b>Number:</b> Addition and Subtraction	<b>Number:</b> Addition and Subtraction  <b>Measurement:</b> Area  <b>Number:</b> Multiplication and Division A	<b>Number:</b> Multiplication and Division B  <b>Measurement:</b> Length and Perimeter  <b>Number:</b> Fractions	<b>Number:</b> Fractions  <b>Number:</b> Decimals A	<b>Number:</b> Decimals B  <b>Measurement:</b> Money  <b>Measurement:</b> Time	<b>Geometry:</b> Shape  <b>Statistics</b> Geometry: Position and direction
<b>Science</b>	States of matter	Electricity	Animals including humans	Sound	Living things and their habitats	Living things and their habitats
<b>Computing</b>	<b>Digital Literacy</b>  Online Safety	<b>Computing systems and networks.</b>  STEM: The internet	<b>Information Technology</b>  STEM: Creating media – animation  Safer internet day	<b>Information Technology</b>  STEM: Creating media – animation	<b>Computing Science</b>  Espresso Coding Unit 4A	<b>Computing Science</b>  Espresso Coding Unit 4B

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<b>Geography</b>	Settlements and land use	N/A	Compare London to Paris	N/A	Plants around the world Vegetation belts	N/A
<b>History</b>	N/A	Anglo Saxons and Scots	N/A	The Vikings	N/A	The Windrush generation
<b>R.E</b> What is special to me and the people in my community?	How and why do Hindus worship at home and in the Mandir?	Why is the Bible special for Christians?	Which religions and world views are represented in our neighbourhood?	Why is Easter important to Christians?	What makes me the person I am?	What happens when someone gets married?
<b>PSHCE</b>	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transitions
<b>D.T</b>		<b>Mechanical systems:</b> Making a slingshot car		<b>Textiles:</b> Fastenings		<b>Structure:</b> Pavilions
<b>Art</b>	<b>Drawing:</b> Power prints		<b>Craft and design:</b> Fabric of Nature		<b>Sculpture and 3D:</b> Mega materials	
<b>Music</b>	<u>Ukelele Magic</u> Chord knowledge, strumming technique and playing to a pulse.	<u>Ukelele Magic</u> Ensemble work: developing listening and playing with a group.	<u>Ukelele Magic</u> Expand chord knowledge, develop single string technique.	<u>Ukelele Magic</u> Performance focus: Take 2 songs to performance level with singing.	<u>Ukelele Magic</u> South African musical style explored.	<u>Ukelele Magic</u> Work towards final whole class performance.
<b>Drama</b>	Drama Games	Winter show performance	Story telling Act out a story	Recite a poem Poetry week	Role play Explore a character	Summer show pantomime Or Talent show

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<b>P.E</b>	Football Fitness (mighty movers-boxercise)	Gym sequences Basketball/Netball	Line dancing Hockey	Tag Rugby Core strength	Swimming Gym fit Circuits	Cricket/Athletics Swimming
<b>Spanish</b>	<b>La Jolie Ronde</b> Revision of colours	<b>La Jolie Ronde</b> Parts of the body	<b>La Jolie Ronde</b> Members of the family	<b>La Jolie Ronde</b> Zoo animals	<b>La Jolie Ronde</b> Pets	<b>La Jolie Ronde</b> The five vowel sounds
<b>Educational trips</b>		Museum of London		The Science museum		Royal museum Greenwich

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