Year 4 Curriculum Coverage

2021-2022

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	**PLACE VALUE** Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10,	**LENGTH AND PERIMETER** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters. Convert between different units of measure [for example, kilometer to meter]. **MULTIPLICATION AND DIVISION** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000.	**MULTIPLICATION AND DIVISON** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1. dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digits and three digits numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digits numbers by one digit,	**FRACTIONS** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. **DECIMALS** Recognise and write decimal equivalents of any	**DECIMALS** Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to ¼, ½ and ¾. Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths, and hundredths. **MONEY** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and	**STATISTICS** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **GEOMETRY: PROPERTY OF SHAPE** Identify acute and obtuse angles and

	100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **ADDITION AND SUBTRACTION** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1. dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as an object	integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **AREA** Find the area of rectilinear shapes by counting squares.	number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths, and hundredths. Solve simple measurement and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometer to meter].	decimals to two decimal places. **TIME:** Read, write, and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. **GEOMETRY: POSITION AND DIRECTION** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.

						Describe movements between positions as translations of a given unit to the left/ right and up/ down.
ENGLISH	**DIARY ENTRY:** <u>JAMES AND THE GIANT PEACH</u> Children will be introduced to the story of James and The Giant Peach and will explore the features of a diary entry. They will use similes to describe characters and will write character descriptions. They will then write their own diary entry and will assess the effectiveness of their own writing through editing.	**NON-CHRONOLIGICAL REPORTS:** <u>JAMES AND THE GIANT PEACH</u> Children will use the internet to research their chosen animal. They will explore the features of a non-chronological report and will then write their own report. **POEMS:** Children will explore the features of a poem and will use descriptive vocabulary to write their own poem about a sweet shop.	**MYTHS AND LEGENDS NARRATIVE:** <u>ROMULUS AND REMUS</u> Children will be introduced to the myth of Romulus and Remus and will understand and recognise the features of a myth. This topic will focus on increasing their familiarity with a range of books, including fairy stories, myths, and legends, and retelling some of these orally. Children will draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justify inferences with evidence.	**TRADITIONAL TALES: NARRATIVE** <u>THE THREE BILLY GOATS GRUFF</u> Children will orally perform parts of the story focusing on their expression and intonation. They will discuss writing, similar to that which they are planning to write, to understand and learn from its structure, vocabulary and grammar. They will write an opening to their own version of the story, focusing on using varying sentence types, expanded noun phrases and exciting adjectives. They will assess their writing and make improvements. **RAINFORESTS: PERSUASIVE LETTER** <u>THE GREAT KAPOK TREE</u>	**INSTRUCTIONS:** <u>COOKING</u> Children will write a set of instructions using imperative verbs, 3rd person pronouns and time conjunctions. They will also be expected to use non-fictional organisational devices in their writing such as sub-headings, bullet points, numbering, and brackets. **RECOUNT:** <u>TRIP TO SPACE CENTRE</u> Children will write a recount regarding their trip to the space centre. They will use varying sentence types- simple, compound, complex including main clauses, subordinating clauses, subordinating, and coordinating	**EXPLANATIONS:** <u>CHOCOLATE MAKING</u> Children will explore the features of an explanation text and will explore how chocolate is made. Children will then write an explanation text about how chocolate is made. They will use varying sentence types- simple, compound, complex including main clauses, subordinating clauses, subordinating, and coordinating conjunctions, fronted adverbials, expanded noun phrases, formal

			Children will describe settings, characters and plot. Children will write a buildup, dilemma, resolution and ending, focusing on using direct speech and expanded noun phrases. They will assess the effectiveness of their own and others' writing and suggest improvements. **TRADITIONAL TALES: LETTER** <u>THE THREE BILLY GOATS GRUFF</u> Children will write a letter from the troll's point of view, they will focus on using appropriate nouns and pronouns, 1st person, expanded noun phrases, emotive language, rhetorical questions, formal tone, paragraphs, and subject specific/technical language. They will assess the effectiveness of their own and others' writing and suggest improvements.	Children will be introduced to the book 'The Great Kapok Tree' by Lynne Cherry. They will use their predictive and inference skills to figure out what the story is about using the front cover. Children will learn about the layers of the rainforest and which animals belong to which layer. They will use dictionaries to understand the text. Children will understand the difference between non-fiction and fiction texts. They will analyse a descriptive piece of writing focusing on adverbs, adverbials, and adjectives. Children will explore the features of a postcard and will write their own postcard. <u>THERE'S A RANG TAN IN MY BEDROOM</u> Children will be introduced to the book 'There's a Rang-Tang in my bedroom' and will use their predictive skills to answer questions. They will then research information on orangutans and will learn the features of a non-chronological report. Children will then write their own non-chronological report on	conjunctions, fronted adverbials, 1st person, pronouns, and time conjunctions.	tone, paragraphs, and subject specific/technical language. They will assess the effectiveness of their own and others' writing and suggest improvements. **NEWSPAPER:** Children will explore the features of a newspaper article and will write their own newspaper article. They will use varying sentence types- simple, compound, complex including main clauses, subordinating clauses, subordinating, and coordinating conjunctions, direct and reported speech, past tense, 3rd person pronouns, time conjunctions and apostrophes for contraction and possession. They

				orangutans using their research. Children will then be introduced to palm oil and the impact of it. They will answer questions about the text and will then explore the features of an advert. Children will then produce their own adverts. They will explore the features of a persuasive letter and will then write their own persuasive letter to Boris Johnson about palm oil and deforestation using emotive language, rhetorical questions. formal tone, paragraphs, and subject specific/technical language. They will assess the effectiveness of their own and others' writing and suggest improvements.		will assess the effectiveness of their own and others' writing and suggest improvements.
SCIENCE	**LIVING THINGS AND THEIR HABITATS** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify, and name	**ANIMALS INCLUDING HUMANS** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans	**STATES OF MATTER** Compare and group materials together, according to whether they are solids, liquids, or gases. Observe that some materials change state when they are heated or cooled, and measure or research the	**ELECTRICITY** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. Identify whether or not a lamp will light in a simple	**SOUND** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and	**SOUND** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium

	a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators, and prey.	temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
HISTORY	**ANCIENT GREECE** This Ancient Egypt unit will teach pupils about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how		**THE ROMAN EMPIRE** This Romans unit will teach pupils about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British		Overview of Indus, Sumer, Maya, Shang	

	Egyptian people used hieroglyphs to communicate and compare the powers of different gods.		resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where, and why it was built. They will learn about the different features of the wall and use maps to determine its location.			
GEOGRAPHY		**THE PLACE TO BE - UK** In this unit, children will look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK has changed throughout the course of history.		**EXTREME EARTH** This Extreme Earth unit will teach children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.		**WATER** This unit on water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a

						growing global population.
COMPUTING	**CONNECTING COMPUTERS- DIGITAL DEVICES** Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.	**CREATING MEDIA- DESKTOP PUBLISHING** Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to	**SCRATCH PROGRAMMING** **PART A:** This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. **PART B:** This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up,			

		create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.			
ISLAMIC STUDIES	**FIQH (coursebook 2)** Learners will: Define the key terms of Fiqh with their respective meanings. List and recall the number of faraaidh, sunan, makhruhat, mustahabbat and nawaqidh in wudu.	**FIQH (COURSEBOOK 2/3)** Learners will: Summarise what tayammum is and when it is used. Demonstrate the full method of salaah.	**FIQH (coursebook 3)** Learners will: Summarise the nawaaqidh of salaah. Demonstrate the method of salaah. Demonstrate when and how Salaatul Witr, Salaatul Qasr and Salaatul Marid are performed.	**AQAAID (coursebook 4)** Learners will: Recognise who the Mahdi will be. Identify the characteristics of the Dajjal. Recall the story of Tamim ad-Dari Describe the role of Isa(as) when he descends before the day of judgement	**FIQH (COURSEBOOK 4)** Learners will: State the conditions and method of using the khuff. Indicate the method of doing masah on wounds Identify the wajib acts of salaah Demonstrate the method of Sajdah Sahw Distinguish between the two types of actions	

		Describe the different types of najasah. Distinguish between the faraaidh and sunan of ghusl. Summarise salah, the conditions before and during salaah.	**AQAAID:** Learners will: Classify the two types of messengers and their attributes. List the prophets mentioned in the Quran. Explain the last day. Distinguish between minor and major signs of the last day.	Explain the destruction of Yajuj and Majuj after their breakthrough and the prosperity that shall follow after they will be destroyed. Discuss the events that lead to the day of judgement. Communicate the importance of the Prophet(s) 's intercession on the day of judgement.	that break the fast and explain kaffarah and qada Recognise actions that don't break the fast Discuss the people excused from fasting Explain what Tarawih salaah is.	**RECAP AND REVIEW**
Arabic	Learners will: Name countries in which Arabic is spoken and locate these countries. Identify differences between writing systems Explain the benefits of learning a new language Greet and introduce one another in Arabic Recognise and count numbers 1-12	Learners will: Use prior knowledge to hold a basic conversation. Identify colours orally and in written form Identify and explain the difference between masculine and feminine nouns	Learners will: Identify masculine and feminine nouns and the use of the correct demonstrative pronoun (masculine/ feminine) Recognise animals and give their names Identify animals orally with the use of the correct demonstrative pronoun (m/f) and use prior knowledge of colours to construct simple sentences.	Learners will: Name the days of the week Name the months of the year Identify family members orally and in written form with the use of the correct demonstrative pronoun. Name the seasons Describe the weather	Learners will: Identify and name different rooms in the house Name different countries of the world	**RECAP AND REVISION**