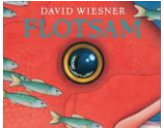
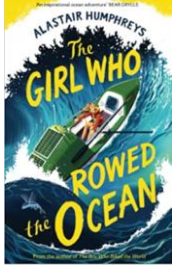
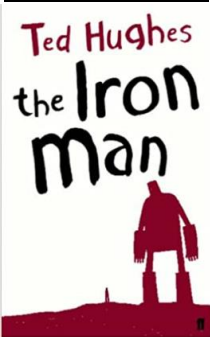
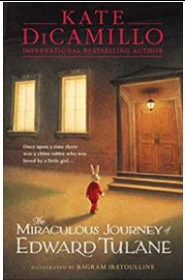
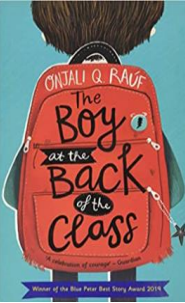
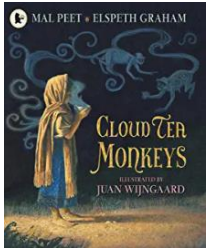
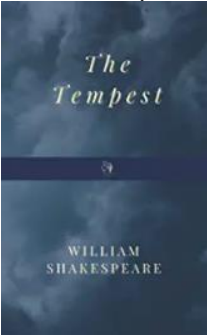
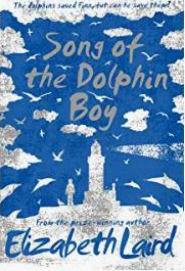
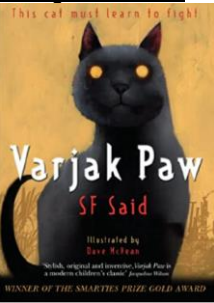
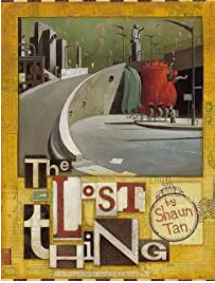
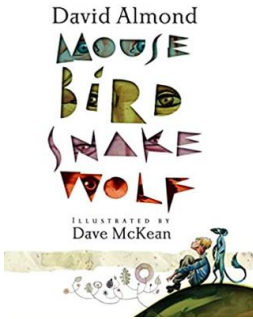
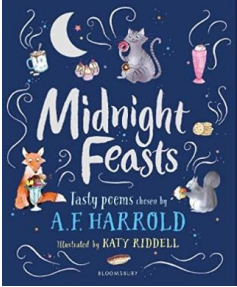
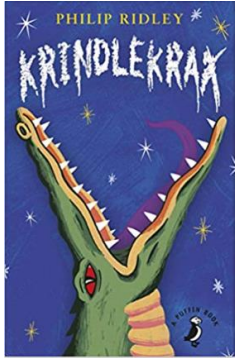


Year 4 Subject Map 2022/23

Subject	Term					
	Autumn		Spring		Summer	
Outdoor Learning	Trip to Waterpark for rowing activity	Roanhead for Iron Man	Sunrise on Walney		Residential on Piel Island	
English	<p><u>Flotsam</u></p>  <p><u>The Girl who Rowed the Ocean</u></p>  <p><u>The Iron Man</u></p> 	<p><u>The Miraculous Journey of Edward Tulane</u></p>  <p><u>The boy at the back of the class</u></p> 	<p><u>Cloud Tea Monkeys</u></p>  <p><u>The Tempest</u></p> 	<p><u>Song of the Dolphin Boy</u></p>  <p><u>Varjak's Paw</u></p> 	<p><u>The Lost Thing</u></p>  <p><u>Mouse Bird Snake Wolf</u></p> 	<p><u>Midnight Feasts</u></p>  <p><u>Krindlekrax</u></p> 

Maths

Number: Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backward 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, 100 and 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

Number: 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

Number: Multiplication and Division

- Recall 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 2-digit and 3-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying & adding, including using the distributive law to multiply 2-digit nos by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number: Fractions and Decimals

- 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 no.
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$
- Find effect of dividing a one- or two-digit no. by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares · estimate, compare and calculate different measures, including money in pounds and pence
- 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

Geometry: Properties of Shape

- Compare/classify geometric shapes, incl. quadrilaterals and triangles, based on their properties/ sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- 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
 - Describe movements between positions as translations of a given unit to the left/right and up/down
 - Plot specified points and draw sides to complete a given polygon
- 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

Science

Year 4

Biology:

- **Living Things and habitats**
 - recognise that living things can be grouped in a variety of ways
 - explore and use classification keys to help group, identify and name 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
- **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 and their simple functions
 - construct and interpret a variety of food chains, identifying producers, predators and prey

Physics:

- **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 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
- **Introduction to 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 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

Chemistry

	<ul style="list-style-type: none"> • Introduction states of matter <ul style="list-style-type: none"> ○ 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 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 <p>Ongoing: Working Scientifically</p>					
RE	Equality: How can we live together with our differences?	UC: Incarnation/God DD What is the Trinity?	Prayer: How and why do different people pray?	UC Salvation DD Why do Christians call the day Jesus died 'Good Friday'?	Leadership: What can we learn from religious leaders?	UC Creation and Fall DD What do Christians learn from the Creation Story?
PSHE	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Deepen understanding of good and bad feelings • Health and safety - where to get help • Impact of commonly available substances (including alcohol and tobacco) 		<u>Relationships</u> <ul style="list-style-type: none"> • Know what constitutes a positive healthy relationship • Judge what kind of physical contact is acceptable or unacceptable and how to respond. 		<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Know the difference between risk, danger and hazard. • Know how the body changes through puberty. • Keeping physically and emotionally safe. • Safety in the environment link to science • Staying safe online link to computing 	
History	Y4 Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy • Power struggle between Viking and Anglo-Saxon armies • Struggle between Alfred the Great and King Guthrum • Establishment of Danelaw 		Y4 Study Britain's settlement by Anglo-Saxons and Scots		Study the achievements of the earliest civilisations - Ancient Egypt <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	

	<ul style="list-style-type: none"> • Significant actions and consequences between English and Viking kings: Ethelred The Unready - King Sweyn - King Canute • Establishment of monarchy through a single ruler - Viking or Anglo-Saxon • Consequences of Edward the Confessor's lack of an heir and legacy of his father's connections with Normandy. 		
Geography	<p><u>Unit 1</u> <u>Rivers</u> What are the features of a river? Local River research</p> <p><u>Unit 2</u> <u>Longitude and Latitude</u> What do these lines tell us about Location? Time Zones</p>	<p><u>Unit 3</u> <u>Water Cycle</u> What is the Water Cycle and how does it work? What affects it?</p> <p><u>Unit 4</u> Rivers revisited. The Nile and the Amazon</p>	<p><u>Unit 5</u> <u>Fieldwork and Mapping</u> River Nile</p>
PE	<p><u>Dance style - Charleston</u> Relationships & dynamics</p> <p>Able to express cheeky and over the top dynamics.</p> <p>Able to demonstrate physical skill - flexed wrists .</p> <p>Able to demonstrate Charleston technique - footwork patterns.</p> <p>Able to demonstrate relationships - mirroring.</p> <p>Able to demonstrate contrasting levels in still</p>	<p><u>Swimming</u> To perform correct back crawl arm action.</p> <p>To perform correct back crawl leg action.</p> <p>To regulate breathing.</p> <p>To evaluate their own performance.</p> <p>Discuss safe self-rescue.</p> <p><u>Returning - Net Games</u> Service and return, tennis and</p>	<p><u>Record breaking - Athletics</u> The Human Body, jumping</p> <p>To jump for height & distance.</p> <p>To explore different body positions in flight.</p> <p>To jump hurdles with developing technique.</p> <p>To communicate clearly with partners & team mates.</p> <p>To locate some of the major muscles in the body.</p> <p><u>Fielding - Strike & Field</u></p>

<p>positions.</p> <p><u>Gymnastics - What's my direction?</u> Rhythmic Gymnastics & Sequencing To accelerate and decelerate whilst travelling. To develop some knowledge of Rhythmic Gymnastics.</p> <p>Perform a roll using control, body tension and flow.</p> <p>To use equipment within a sequence.</p> <p>Identify well performed skills when watching other groups.</p> <p><u>Passing and Moving - Invasion Games</u> Basic Physiology & Spatial Awareness</p> <p>To know when to move within a game.</p> <p>To know when to pass during a game.</p> <p>Show an awareness of space and know how to use it in games.</p> <p>To travel using change of direction and speed easily.</p> <p>Describe what happens to their bodies when warming up.</p> <p><u>Dribbling, Movement & Teamwork - Invasion</u></p>	<p>volleyball</p> <p>To develop reaction time and agility.</p> <p>To explore backhand hitting.</p> <p>To attempt an overhand serve in tennis.</p> <p>To develop knowledge of returning & rallying.</p> <p>To attempt to 'Spike' in volleyball.</p> <p><u>Decisions - Outdoor Adventure</u> Map symbols & strategies, Orienteering</p> <p>Develop some knowledge of orienteering.</p> <p>To create their own course for a partner to follow.</p> <p>To learn some common map symbols.</p> <p>Choose & apply strategies to meet problems.</p> <p>Use a map to travel around a simple course.</p>	<p>Positioning and collaboration, netball, tennis, cricket, rounders</p> <p>Throw an object with varying speed and accuracy.</p> <p>Throw an object or ball overarm.</p> <p>Choose appropriate positioning when fielding.</p> <p>Intercept an object or ball.</p> <p>Work collaboratively in small teams.</p> <p><u>Barrow AFC Multiskills</u></p>
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	<p><u>Games</u> Finding and Using space, Hockey & Football</p> <p>To play games competitively.</p> <p>To develop teamwork.</p> <p>To develop attacking and defending skills.</p> <p>To consolidate dribbling using a football and/or a hockey stick.</p> <p>Develop skills in finding and using space.</p>		
Computing	<p><u>The internet</u> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p><u>Audio production</u> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><u>Repetition in shapes</u> Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p><u>Data logging</u> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p><u>Photo editing</u> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p><u>Repetition in games</u> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
Art and Design	<p><u>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</u> colour mixing and matching; tint, tone, shade – observe colours – suitable equipment for the task – colour to reflect mood</p> <p><u>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</u> Plan and develop Discuss own work and work of other sculptors</p>	<p><u>Texture (textiles, clay, sand, plaster, stone)</u> Observation and design of textural art</p> <p><u>Drawing</u> Accurate drawings of whole people including proportion and placement Work on a variety of scales – computer generated drawings</p>	<p><u>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</u> Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print</p> <p><u>Pattern (paint, pencil, textiles, clay, printing)</u> Explore environmental and manmade patterns – tessellation</p>

	Analyse and interpret natural and manmade forms of construction Link to Iron Man		
D&T			
Music	Mama Mia- ABBA's music Glockenspiel 2- Exploring and developing playing skills using the glockenspiel	STOP! - Writing lyrics linked to a theme Lean On Me- Soul/Gospel music and helping one another	Blackbird- The Beatles, equality and civil rights Reflect, Rewind & Replay- The history of music, look back and consolidate your learning, learn some of the language of music