



# Curriculum Map

## Year 4 Summer Term 2025

<p><b>English</b></p> <p><b>Texts we will be using:</b> The Lion, the Witch and the Wardrobe by C S Lewis and Odd and the Frost Giants by Neil Gaiman, Shackleton's Journey by William Grill.</p> <p><b>Key Learning:</b> In English, we will be exploring a range of fiction and non-fiction texts and have the opportunity to create different genres of writing. We will be:</p> <ul style="list-style-type: none"> <li>Exploring writing similar to which we are planning to write in order to understand structure, vocabulary and grammar of different text types.</li> <li>In writing narratives, creating settings, characters and plot using a range of sentence structures, dialogue and rich vocabulary.</li> <li>In non-narrative writing, using organisational devices such as headings, sub-headings, captions etc.</li> </ul> <p><b>Class reader(s):</b> Acer/Pine – A collection of high quality short stories.</p> <p><b>Key Vocabulary:</b> noun phrases, clauses, figurative language, adverbials, compound and complex sentences, rhyming couplets, inverted commas, sub-headings, diagrams, captions, sentence types.</p> <p><b>At home you can:</b> Hear your child read/read to them x 5 per week. Practise spellings.</p>		<p><b>Maths</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Decimals – understand tenths and hundredths as fractions and decimals. Compare and order decimals. Round decimals to the nearest whole number.</li> <li>Money – Estimating, calculating and solving problems with money.</li> <li>Time – Converting between analogue and digital clocks.</li> <li>Shape – Identifying, comparing and ordering angles. Identifying triangles, quadrilaterals and polygons. Exploring lines of symmetry.</li> <li>Statistics – Interpreting and drawing different charts and line graphs.</li> <li>Position and direction – Plotting coordinates and translating on a grid.</li> </ul> <p><b>Key Vocabulary:</b> tenths, hundredths, pounds, pence, 12-hour, 24-hour, triangles, quadrilaterals, polygons, line graph, data, coordinates.</p> <p><b>At home you can:</b> continue to practise all times tables and their division facts. TTRS have a section called 'Soundcheck' which you can use to practise all tables.</p>	
<p><b>Science</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Habitats – using classification keys for animals and plants.</li> <li>Deforestation – understanding what it is and how it impacts the UK and the rest of the world.</li> <li>Digestive System – looking at human teeth, tooth decay and the digestive system.</li> <li>Food chains – what they are, how to draw and interpret them.</li> </ul> <p><b>Key Vocabulary:</b> rural and urban habitats, classification key, carnivores, herbivores and omnivores, digestive system,</p>	<p><b>PSHE</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>We will be focusing on the 'valued' value in Summer 1. We will learn about common values, gender stereotypes, different faiths in the community, diversity and race.</li> <li>We will be focusing on the 'empathetic' value in Summer 2. We will be exploring and respecting the ways our bodies change as we get older, puberty, physical and mental health, and personal hygiene.</li> </ul> <p><b>Key Vocabulary:</b> different, same, identity, individuality, gender stereotypes, prejudice, equality, menstruation, puberty, hormones.</p>	<p><b>Computing</b></p> <p><b>Key Learning:</b></p> <p><u><b>Data and Information:</b></u></p> <ul style="list-style-type: none"> <li>Recognising how and why data is collected over time.</li> <li>Using data loggers to carry out an investigation.</li> </ul> <p><u><b>Programming B:</b></u></p> <ul style="list-style-type: none"> <li>Using a block-based programming language.</li> <li>Exploring count-controlled and infinite loops.</li> </ul> <p><b>Key Vocabulary:</b> data, table, layout, input device, sensor, logging, data point, interval, import, export, logged, conclusion, Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop and repetition.</p>	
<p><b>Art</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Craft and design: Fabric of nature</li> <li>Explore techniques to develop imagery.</li> <li>Explore a textile technique to develop patterns.</li> <li>Learn how to create a repeating pattern.</li> </ul> <p><b>Key Vocabulary:</b> colour palette, craft, design Develop, designer, imagery, industry, inspiration mood board, organic, pattern and repeat.</p>	<p><b>Design Technology</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Exploring structures and their designs.</li> <li>Making free-standing frame structures of different shapes and sizes.</li> <li>Selecting appropriate materials to build a strong structure and for the cladding.</li> </ul> <p><b>Key Vocabulary:</b> Aesthetic, cladding, design criteria, evaluation, reinforce, stable and structure.</p>	<p><b>French</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>'Je me Presente' - Pupils will know how to count to 20 in French.</li> <li>Ask somebody how they are feeling and give an appropriate response back.</li> <li>Ask somebody their age, name, where they live and reply.</li> </ul> <p><b>Key Vocabulary:</b> Salut, J'ai 7 ans, anglaise, dix, vingt</p>	<p><b>Geography</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>We will be comparing the physical and human geography of Hiemaey and Redbourn.</li> <li>Explain how volcanoes are formed and the geographical reasons for their distribution.</li> </ul> <p><b>Key Vocabulary:</b> volcano, continent, island, magma, Archipelago, tectonic plates.</p>
<p><b>History</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Viking raids</li> <li>Features of longships and homes.</li> <li>Facts vs Folklore and myths.</li> </ul> <p><b>Key Vocabulary:</b> voyage, settlement, longships, legend, Norseman and tyranny.</p>	<p><b>Music</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Charanga Unit 'The Show Must Go On' - Purpose, Identity and Expression in Music – Pupils will look at how music connects us with our environment.</li> <li>They will learn the songs 'I can see it through', 'The Octopus Slide' and 'Connect'.</li> </ul> <p><b>Key Vocabulary:</b> EDM, Funk, key signatures, improvise</p>	<p><b>Physical Education</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Introduce striking for distance (wedge).</li> <li>Increasing power whilst striking.</li> <li>Applying striking for distance into games.</li> <li>Combining use of striking for distance and accuracy (putters and rollers).</li> <li>Applying understanding into an individual and team competition.</li> </ul> <p><b>Key Vocabulary:</b> accuracy, strike, control, distance, scoring.</p>	<p><b>Religious Education</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Buddhism - What is the best way for a Buddhist to lead a good life?</li> <li>To explore the Eight Fold Path and how it guides people.</li> <li>Christianity - Do people need to go to church to show they are Christians?</li> <li>Importance of churches as a place of worship.</li> </ul> <p><b>Key Vocabulary:</b> Noble Eight Fold Path, baptism, Eucharist/Holy Communion.</p>



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