Year 4 Curriculum Map 2026-2027

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	**Class book:** Gorilla **Writing:** Prediction Narrative Information text Diary entry Setting description **Grammar:** Common and Proper nouns Collective and partitive nouns. Uses apostrophes for singular and plural possession Understands the grammatical difference between plural and possessive -s	**Class book:** Our Tower **Writing:** Prediction Setting description Imaginative story Diary entry Fact file **Grammar:** Nouns review Being verbs Regular action verbs and verb phrases Uses apostrophes for singular and plural possession Understands the grammatical difference between plural and possessive -s	**Class book:** Escape from Pompeii **Writing:** Setting description Character description Diary entry Information text Narrative **Grammar:** Irregular action verbs and phrases Verbs review What is a subject? Uses commas to demarcate fronted adverbials	**Class book:** Wisps and dream **Writing:** Setting description Blurb Diary entry Retell the story Next chapter **Grammar:** Subject/verb focus Building single clause sentences – Stage 1 Uses commas to demarcate fronted adverbials	**Class book:** Where the Forest meets the sea **Writing:** Setting description Information text Persuasive writing Information board **Grammar:** Subject/verb focus Building single clause sentences Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas	Class book: A stage full of Shakespeare stories Writing: Speech Playscript Persuasive letter Different points of view **Grammar:** Subject/verb focus Coordinating conjunctions to join clauses Subject/verb focus Coordinating conjunctions to join clauses and compound subjects. Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas
Mathematics	**Place Value** Numbers to 1000&10,000. Rounding to 10/100/1000. Counting in 1000s. Representing 4-digit numbers. Finding 10/100/1000 more/less. Comparing 4-digit numbers. Ordering numbers to 1000. Counting in 25s. Negative numbers. Roman numerals.	**Length and Perimeter** Equivalent lengths. Kilometres. Adding & subtracting lengths. Measuring perimeter. Perimeter on a grid, rectangle and rectilinear shapes. Number: Multiplication and Division Multiply by 10/100. Divide by 10/100. Multiply by 0, 1, 3, 6, 9,	**Multiplication and Division** 11&12 times table. Multiply 3 numbers. Factor pairs. Efficient multiplication. Written methods. Multiply 2-digits by 1-digit. Multiply 3-digits by 1-digit. Divide 2-digits by 1-digit. Divide 3-digits by 1-digit. Correspondence problems.	**Fractions** Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. **Decimals** Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line. Divide 1-digit by 10. Divide 2-digits	**Decimals** Make a whole. Write decimals. Compare decimals. Order decimals. Round decimals. Halves and quarters. **Money** Pounds and pence. Ordering money. Estimating money. Four operations. **Time**	**Statistics** Interpret charts. Comparison, sum and difference. Line graphs. **Geometry: Properties of shapes** Identify angles. Compare and order angels. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure.

	Number: Addition and Subtraction 3-digit & 4-digit addition and subtraction. Estimation. Checking strategies.	7. Divide by itself, 1, 3, 6, 9, 7.	**Area** Counting squares. Making shapes. Comparing area. **Fractions** Equivalent fractions. Fractions greater than 1. Count in fractions.	by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2-digits by 100.	Hours, minutes and seconds. Years, months, weeks and days. Analogue to digital (12 hour and 24 hour).	**Geometry: Position and Direction** Describe position. Draw on a grid. Move on a grid. Describe a movement on a grid.
Science	**Animals including humans –** **The digestive system** 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	**Electricity – Simple series circuits.** 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. Recognise some common conductors and insulators, and associate metals with being good conductors.	**Sound – How sounds are made, hearing.** 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.	**States of Matter – Solids, liquids and gases.** 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Food Chains** 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 Construct and interpret a variety of food chains, identifying producers, predators and prey	
Computing	**Computing systems and networks** – Connecting computers digital devices, with an initial focus on inputs, processes, and outputs.	**Creating media - Stop-frame animation** Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they	**Programming A** – Repetition in shapes. This unit is the first of the two programming units in Year 4, and looks at repetition and loops	**Data and information** – Data logging In this unit, pupils will consider how and why data is collected over time. Pupils will consider the	**Creating media – Photo editing** Learners will develop their understanding of how digital images can be changed and edited, and	**Programming B** - Repetition in games - This unit explores the concept of repetition in programming using the

		will apply those skills to create a storybased animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. Healthy relationships	within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. Software Programmer	senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. Chicken Clicking Online Safety	how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. Photographer Digital Editor	Scratch environment. Micro:bit Gamer
History *	**Who was the Roman Empire and what was its impact on Britain?** To understand the place of Romans in chronology of UK Understand the connection to Iron Age and other key dates To know how the Romans overlap with other ancient civilisations. To know key features of Roman life Understand how the Roman Empire grew and its location. To have knowledge of key people in the periods, their daily lives and habits. To know where the Romans fit in Britain's chronology – when was the Roman period and when were the Romans in Britain? To understand the key features of daily Roman life		**Britain's settlement by Anglo-Saxons and Scots – What happened in Britain after the Romans left?** To know what happened at the end of Roman rule Understand key information about invasions and migrations of Angles/ Saxons/ Jutes To know key features of Anglo Saxon life – power, beliefs, farming, conflict with later invaders Religion & belief		**Were the Vikings really vicious?** **Who the Vikings were and where they came from?** – Learn that the Vikings came from Scandinavia (Norway, Sweden, and Denmark) and began raiding and settling in Britain over 1,000 years ago. **How Vikings lived** –Explore Viking daily life, including their homes, jobs, families, farming, trading, beliefs, and the importance of longships for travel and trade. **The impact of Vikings on Britain** –Understand how Viking invasions and settlements changed Britain, including place names, language, laws, and significant events such as the battles between Vikings and Anglo-Saxons.	
Geography *	**What does Europe look like?** To identify Europe on a map. To use an atlas reference for longitude and latitude. To use grid references in maps. To know some of the countries that make up Europe. To describe key features of Europe, including mountainous regions and rivers.		**What are tectonic plates and how can they affect the earth?** To understand what tectonic plates are To understand how tectonic plates move To know how tectonic plates can cause an earthquake To know how tectonic plates can cause a volcano		**How are the physical and human features of County Durham and Catalonia similar and different?** To compare and contrast an area of the UK and Europe Understand and identify human and physical features of each area	
Art *	**Storytelling Through Story** Understand that we can tell stories through drawing. Understand that we can use text within our drawings to add meaning.		**Exploring Pattern** Know that the act of making drawings can be mindful. To know we can use line, shape and colour to create patterns.		**Sculpture, Structure, Inventiveness and Determination** To know that artists can learn from the world around them.	

	To sequence drawings to help viewers respond to our story. To use line, shape, colour and composition to develop evocative and characterful imagery.		To know we can use folding, cutting and collage to help us create pattern. To create repeated patterns to apply to a range of products or outcomes.		Understand that artists can draw parallels with other beings/events to help us understand things about ourselves. To explore materials and ideas feeling free from criticism.	
DT	**Structures – Helmets** Describe what a shell structure is and describe what makes an effective helmet. Design a helmet for a specific user by choosing appropriate features. Explain layering techniques used to strengthen a helmet. Use layering techniques to make a helmet and reflect on the process. Evaluate the strengthening required in the helmet and justify appropriate strengthening techniques. Follow a design plan and use appropriate techniques to strengthen and stiffen the helmet.		**Cooking and Nutrition – Adapting a recipe** Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients.		**Mechanisms – Mechanical cars** Describe key design improvements in the history of the automobile. Measure and compare the distance travelled by different mechanical cars. Choose and use appropriate tools and materials to make mechanical cars. Draw exploded diagrams and annotated sketches of my different mechanical cars. Use a problem statement to identify the design criteria. Assess the product against the design criteria. Conduct market research into existing products.	
RE	**What do we know about the Bible and why is it important to Christians?** The Bible as the sacred book; its importance and impact on Christians today. Different types of writing – Old and New Testament. How the Bible is used in private and communal worship and everyday living. Introduction to literal and non-literal interpretations of the Bible.	**Why do Christians call Jesus the light of the world?** Pupils will describe Christian beliefs shown in the Christmas story. Pupils will describe Christian belief in Jesus as light, Son of God and saviour, they will have the opportunity to look at some images which depict Jesus as light of the world and suggest meaning of the imagery. They will learn about the Advent ring and its significance for Christians.	**What do Christians believe about Jesus?** Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today: Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).	**Why is Lent such an important period for Christians?** Children will learn the account of Jesus being in the desert for 40 days and being tempted. Children learn when the period of Lent is. Children will understand some ways in which differing Christians keep Lent.	**How and why do people show care?** How Christians today follow the commandment of Jesus and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities and individual Christians. How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity),	**Why do people visit Durham Cathedral?** The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage. How Durham Cathedral building and the objects, arts, sculptures and stained-glass windows within are used to express beliefs, ideas and feelings The significance of worship and prayer at Durham Cathedral and its importance

			Jesus as teacher - teachings of Jesus including selected parables. The power of Jesus to change lives.		contribution to work of synagogue and helping others	Other ways in which Durham Cathedral is used for and by the community
PSHE	**What strengths skills and interests do we have?** How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements How their personal attributes, strengths, skills and interests contribute to their self-esteem How to set goals for themselves How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	**How do we treat each other with respect?** How people's behaviour affects themselves and others, including online How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return About the relationship between rights and responsibilities Judge	**How can we manage our feelings?** How everyday things can affect feelings How feelings change over time and can be experienced at different levels of intensity The importance of expressing feelings and how they can be expressed in different ways How to respond proportionately to, and manage, feelings in different circumstances Ways of managing feelings at times of loss, grief and change Therapist	**How can we help an accident or emergency?** How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions That if someone has experienced a head injury, they should not be moved When it is appropriate to use first aid and the importance of Seeking adult help Paramedic	**How can our choices make a difference to others and the environment?** How people have a shared responsibility to help protect the world around them How everyday choices can affect the environment How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) How to show care and concern for others (people and animals)	**How can we manage risk in different places?** How to recognise, predict, assess and manage risk in different situations How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) How people can be influenced by their peers' behaviour and by a desire for peer approval.
PE	**Fitness** Pupils will take part in a range of activities that explore and develop different areas of their health and fitness. **Gymnastics** Pupils develop balancing, rolling, jumping and inverted movements and	**Dance** Pupils focus on creating characters and narrative through movement and gesture. **Handball** Pupils develop their understanding of the attacking and defending	**Athletics** Pupil will develop basic running, jumping and throwing techniques. Children will learn how to persevere to achieve their personal best. **Swimming**	**Tennis** Pupils will develop their understanding of net and wall games, use skills, strategies and tactics to outwit the opposition. **Swimming**	**Rounders** Pupils will learn how to score points by striking a ball into a space and running around cones or bases. **Basketball** Pupils have to think about how they maintain possession of the ball	***OAA*** Pupils work independently, in pairs and a small group to plan, explore, solve and reflect and improve on strategies. **Tag Rugby** Pupils will develop their understanding of the attacking and defending

	use these skills to create a complex sequence.	principles of invasion games.			and move the ball towards goal to score.	principles of invasion games.
MFL	**Seasons** In this unit the children will learn how to: Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.		**Presenting Myself** In this unit pupils will learn to: Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express their nationality in French and understand basic gender agreement rules		**Ice Creams** In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams in French. Order an ice-cream in French using 'je voudrais' (I would like). Say whether they would like a cone or a cup of ice-cream in French. Specify the number of ice-cream scoops in French	
Music	**Stop** All the learning is focused around one song: Stop! - a rap/song about bullying. Children will learn about the interrelated dimensions of music through games, singing and composing.		**Ukulele** Children will be taught to play the Ukulele by an external teacher from Durham Music Service.		**Mamma Mia** As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.	