

Year 4 Autumn Term 2025 – Curriculum Map

Theme – Invaders and Settlers

Golden thread – Were the Vikings invaders or settlers?

Spectacular starter Kingdoms orienteering task	Marvellous Middle Raid of Lindisfarne	Fantastic Finale Viking Broth
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Curriculum area	Focus	Context/cross curricular links/content
English Ongoing main skills	<p>Reading – Word reading Apply growing knowledge of root words to read aloud and understand the meaning of new words. Read further exception words noting unusual correspondences between spelling and sound.</p> <p>Reading – Comprehension Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Read books that are structured in different ways and read for different purposes. Use a dictionary to check the meaning of words. Discuss understanding and explain the meaning of words in context. Ask questions to improve understanding of text.</p> <p>Writing – Transcription Correctly spell common exception words. Correctly apply spelling rules that have been taught. Write letters and digits of the correct size, orientation and relationship to one another.</p> <p>Writing – Composition Plan, organise and draft writing using features of the genre. Use paragraphs or sections to organise and structure according to purpose and audience. Proofread to make simple corrections, additions or revisions to writing. Compose and rehearse sentences orally, building a varied and rich vocabulary.</p> <p>Writing – Vocabulary, grammar and punctuation Use expanded noun phrases with prepositions and adverbials to develop descriptions of settings and characters. Use a range of adverbs to add detail to writing. Use fronted adverbials followed correctly by commas. Correctly use inverted commas to punctuate speech. Use a range of coordinating conjunction (FANBOYS). Use pronouns and nouns to aid cohesion and avoid repetition. Correctly indicate possession by using the possessive apostrophe with plural nouns. Use a range of subordinating conjunctions.</p>	<p>Book: How to Train Your Dragon – Cressida Cowell This is our guided reading text and will be used to support pupils in rehearsing skills for reading aloud with expression and retrieving and inferring information from a text.</p> <p>Book: Arthur and the Golden Rope – Joe Todd Stanton Retelling events in role: diary entries as characters from the studied narrative. Narrative: retelling a section of the studied text with pupils' original ideas for characters and plots. Newspaper report: third person reporting of events including punctuating quotes from 'witnesses'.</p> <p>Book: Beowulf – retold by Rob Lloyd James Character description: pupils to generate original ideas for characters in the style of the author. Non-chronological report: pupils to design their own 'traps' for the 'monster' in the text and explain how their contraption works. Cross curricular links with DT: building models of the designed 'traps' to showcase alongside writing. Narrative: building tension through literary techniques.</p>

		See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation.
Maths Ongoing main skills	<p>Number – number and place value Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s). Find 1,000, 100, 10 or 1 more or less of a given number. Order and compare numbers to 10,000. Round any number to the nearest 10, 100 or 1,000. Count backwards through zero to include negative numbers. Read Roman numerals to 100 and understand that over time, the numeral system changed to include the concept of place value. Solve number and practical problems that involve all of the above skills.</p> <p>Number – addition and subtraction Add and subtract numbers with up to four digits using formal written methods where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to a calculation.</p> <p>Area Find the area of rectilinear shapes by counting squares. Compare areas.</p> <p>Number – multiplication and division Count in multiples of 6, 7, 9 and 11. Use place value knowledge to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1. Multiply three numbers together.</p>	<p>Number and place value – identifying digits in a number, ordering numbers Addition and subtraction – Securing written methods Rounding and estimating – rounding to the nearest 10, 100 and 1000; using estimation to check the reasonableness of answers to written calculations. Multiplication and division – Counting in multiples of 6, 7, 9 and 11; applying multiplication and division facts.</p> <p>Children will be using concrete, pictorial and abstract representations in maths lessons. They will have access to a range of manipulative resources, e.g. dienes, place value counters, number lines, dice, Numicon, etc.</p>
Computing	<p>Use and combine a variety of software to create a range of programs to accomplish given goals Use search technologies effectively and appreciate how results are selected and ranked Begin to understand computer networks including the internet ; how they provide services, communication and collaboration *e-safety</p>	<p>Computing systems and networks- connecting computers Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network Explain how digital devices function Identify input and output devices Search for information in a single site Understand that search engines select pages according to key words found in content Creating media – desktop publishing Combine text and images to share a message Consider how different layouts suit different purposes Type with increased speed and punctuation Use ‘return’ to create paragraphs</p>

		<p>Change orientation of text and images Wrap text around an image Recognise a document can be formatted with placeholders E-safety Recognise and respond to issues of safety relating to themselves and others and how to get help Use ICT safely including keeping electronic data secure Begin to make responsible choices and consider consequences Behave safely and responsibly in different situations e-safety Core Theme 1 Unit 6 LESSON 4: Online Privacy – It's Personal</p>
Science	<p>Working scientifically Use data to identify patterns Plan a comparative test, e.g. which material is the best sound insulator? Decide how to record and present evidence Communicate understanding in labelled diagrams and words Carry out research to inform their understanding, e.g. food chains Classify using their own method of records, e.g. herbivores, carnivores and omnivores Use diagrams to identify different types of animals, e.g. food chains to identify producers, predators and prey in a habitat</p>	<p>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 Animals, including humans(digestive system) Understand the special functions of the main body parts Compare teeth Find out what damages teeth and how to look after them Draw and discuss ideas about the digestive system and compare with models/images</p>
Humanities	<p>Geography Identify and locate a country in Europe using maps and compare to the location of our region. Compare and contrast land uses of a region. Record key geographical features within a continent using appropriate resources History Plot trends over time Develop the use of historical terms when asking historically valid questions Understand how knowledge of the past is constructed from a range of sources Use reasoning and speculation to evaluate sources</p>	<p>European Invaders and settlers – Investigating Lindisfarne and Viking raids Understanding how Anglo-Saxon beliefs changed over time Analysing Sutton Hoo burial ground Examining artefacts from the time and what we can learn from them</p>

Music	<p>Rhythm Recognise simple time Recognise and use simple musical notation (including rests)</p> <p>Instrumental work Begin to recognise and apply simple musical notation</p> <p>Listening and appraising Discuss the tempo, dynamics and pitch in a piece of music. Identify instruments (or instrument family) by listening to a piece of music.</p>	<p>Identifying and applying formal and informal music notation</p> <p>Listening and appraising introduction to lessons (following the Model Music Curriculum)</p>
Design Technology	<p>Healthy and varied diet</p> <p>Prior learning Know some ways to prepare ingredients safely and hygienically. Show basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>. Use some equipment and utensils and prepared and combined ingredients to make a product.</p> <p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>Making Viking broth</p>
Art	<p>Examine, discuss and evaluate Ivan Aivazosky's work. Experiment with a wide variety of painting techniques. Select and mix colours for effect (shades, tones and hues) Combine different medias for effect. Identify and draw the effect of light. Evaluate own artwork using artistic vocabulary.</p>	<p>Viking seascape and boat</p>
Religious	<p>Recognise what a gospel is and give an example of the kinds of stories it contains</p>	<p>Christianity</p>

Education (RE)	<p>Offer suggestions about what texts about baptism and the trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the trinity in worship in different ways and the way they live Make links between some bible texts studied and the idea of God in Christianity, expressing clearly some of their own ideas about what Christians believe God is like</p>	<p>Identify how Christians view god Understand the importance of the holy trinity Examine the meaning of a gospel Recognise the kind of world did Jesus wanted</p>
Relationships and Health Education (RHE)	<p>Zones of Regulation Recapping the zones of regulation and expanding on feelings vocabulary. Identifying strategies that can help with regulation. Scaling the size of a problem and discussing solutions.</p> <p>Rights Respecting – UNICEF Rights of the Child</p> <p>E-safety To use ICT safely including using software features and settings. Know how information and data is shared and used online. Know that for most people the internet is an integral part of life and has many benefits. Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. To know why social media, some computer games and online gaming, for example, are age restricted. To know where and how to report concerns and get support with issues online.</p> <p>Discrimination Know what a gender stereotype is, and how stereotypes can be unfair, negative or destructive. Know and understand the terms 'discrimination' and 'stereotype'.</p> <p>Relationships Recognise how attitude and behaviour, including bullying, may affect others. Identify strategies to respond to negative behaviour constructively and ask for help. Empathise with another viewpoint. Understand what self-esteem is and why it is important. Understand the terms 'resilience' and 'persistence' and why these characters traits are important.</p> <p>Extremism Understand the meaning and importance of resilience and courage. Recognise and know how to deal with situations involving peer pressure.</p>	<p>3D PSHE scheme</p> <p>Core Theme 1: Health and Wellbeing, Unit 6 (Safety)</p> <ul style="list-style-type: none"> • Lessons 4, 5 and 6 <p>Core Theme 3: Living in the Wider World, Unit 3 (Discrimination)</p> <ul style="list-style-type: none"> • Lesson 1 <p>Core Theme 2: Relationships, Unit 3 (Bullying)</p> <ul style="list-style-type: none"> • Lesson 1, 2, 3 and 5 <p>Core Theme 1: Health and Wellbeing, Unit 5 (Emotions)</p> <ul style="list-style-type: none"> • Lesson 5 <p>Extremism Lesson 1: Building Courage and Resilience</p>
Physical Education (PE)	<p>Gymnastics Combine 2 sequences Know and understand how to link floor and apparatus movements together Develop core movement, become increasingly competent and confident Use a broad range of opportunities to extend agility, balance and coordination, individually and with other.</p> <p>Swimming</p> <p>Invasion Games</p>	<p>Complete PE scheme – Gymnastics</p> <p>Specialist swimming teacher Complete PE scheme – Invasion Games</p>

	<p>Move to the correct position in order to attempt to score Know and understand that, in some games, you have to be in certain positions to attempt to score Choose priority/ danger areas that should be defended Know and understand that some areas should be defended more carefully within a game Continue to apply and develop a broader range of skills, learning how to use them in different ways and linking them to make actions Enjoy communicating, collaborating and competing with each other Start to develop an understanding of how to improve, and learn how to evaluate and recognise own success.</p> <p>Net wall games Catch the ball before it lands on the target Know and understand that throws should be different depending on where you want the ball to land Continue to develop fundamental movement skills and become increasingly competent and confident Apply and develop a broader range of skills, learning how to use them in different ways Engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other Start to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success Aim in the direction of a target Teach friends a new game Know and understand how to score points in new game Know and understand the difference between throwing 'short and low' and 'long and high' Continue to develop fundamental movement skills and become increasingly competent and confident</p>	<p>Complete PE scheme – Net wall games units 4, 5 and 6</p>
<p>Modern Language (French)</p>	<p>Communicate with others with improved confidence and accuracy. Ask and answer questions based on the language explored Incorporate a negative reply if and when required.</p> <p>Learn to listen to longer passages showing more understanding of keywords and phrases Read aloud short pieces of text applying knowledge learnt Understand most of what is read in French based on familiar language Write some short phrases based on familiar topics and begin to use connectives/conjunctions Better understand the concept of gender and which articles to use for meaning</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak accurately in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing. Broaden vocabulary and further develop ability to understand new words that are introduced into familiar written material, including through using a dictionary Phonics lessons 1 and 2</p> <p>Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through</p>

		<p>songs and rhymes and link the spelling, sound and meaning of words</p> <p>Write phrases from memory, and adapt these to create new sentences</p> <p>Write about people, places and things</p> <p>Understand basic grammar and key features and patterns in French</p> <p><u>Je Me Presente</u> (Language Angels- Intermediate Language Learning)</p> <ul style="list-style-type: none">-Recap of asking & saying name-where do you live?-I live in- nationality- ID cards
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