Dear Year 4 Parents/Carers,

Below you will find our curriculum map annotated with suggestions of how you can support your child at home. Although this is an **abridged version**, the curriculum map offers an insight into the broad and rich curriculum offered at Our Lady of Lourdes. It offers an insight into the opportunities available to your child and enables you to be an active participant in their learning journey.

<table>
<tr><th colspan="3">General Information for Year 4:</th></tr>
<tr><td>Uniform</td><td colspan="2">Please ensure you refer to the Uniform Policy regarding our school uniform and PE kit on the following link: https://www.ourladyoflourdesrcprimary.org/page/?title=Uniform&pid=67.</td></tr>
<tr><td>PE</td><td colspan="2">Both classes will have weekly lessons and PE kits must be in school for every Monday. The day of the week is subject to change half-termly due to outside enrichment providers.

All PE kits must be labelled with children's names. The pupils are permitted to wear trainers for outdoor PE.</td></tr>
<tr><td rowspan="4">Homework</td><td colspan="2">Home learning is issued on a Friday to be returned on a Wednesday.
➢ Tasks will be based on a reading comprehension task and maths topics of study. At times there may be additional tasks linked to history, geography or science.</td></tr>
<tr><td>Reading</td><td>➢ Please read with your child daily. A parent or guardian must sign the reading diary daily. Independently your child must record in their reading journal a range of different reading skills they have used over the week. This should be completed 5 times a week.
➢ Reading comprehension activities.

How to help your child:
➢ Please listen to your child daily and discuss the text with them. After you listen to your child read, ask them to record which reading skill/s they have used in their reading diary. These reading skills include: clarifying new words, predicting what happens, summarising the end of chapters and answering inference style questions.
➢ Encourage your child to use 'evidence' from the text to 'prove and justify' their view point.
➢ Encourage your child to read a range of genres, including non-fiction. The quality of the text is key to develop their oracy, as well as their written skills.
➢ Encourage your child to read for pleasure and model this to them. It encourages the children to read when they see adults with books and newspapers to hand.

Recommended Reading List – Year 4
https://www.booksfortopics.com/booklists/recommended-reads/year-4/</td></tr>
<tr><td>Spelling</td><td>4. Spelling rules, patterns and tasks will be sent home as part of the weekly homework for your child to practise and/or investigate. Please support your child to learn their weekly spellings.
➢ Words will be taken from the spelling word list for Year 3 and Year 4 found on the following link: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf .</td></tr>
<tr><td>Maths</td><td>5. The expectation is that all Year 4 pupils will know from memory their 12 x 12 time tables and be able to use them with confidence. Therefore, regular practise of times table facts is essential. This website will help the children to prepare for the Y4 Multiplications Tables Check (MTC) test in June. https://www.timestables.co.uk/
➢ 'Times Tables Rock Stars' is another online homework resource to help your child practise their times tables for speed and accuracy. https://ttrockstars.com/
6. Mathletics will be used to support home learning.</td></tr>
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<table>
<tr><th colspan="4">Curriculum map and ways to support your child's learning beyond the classroom - Year 4</th></tr>
<tr><th>Subject</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td rowspan="2">English
Writing</td><td>Non-fiction, fiction and poetry texts are carefully chosen to support the development of the pupils' writing and where appropriate cross-curricular links are made.

Opportunities are given for pupils to develop their writing skills for a range of purposes, including poetry, persuasive writing and diary writing.</td><td>The purpose, style and audience is reinforced within extended pieces, including narratives and biographies and poetry.

Pupils will continue to develop their English skills through planning, drafting and editing. Cohesion within paragraphs is a focus.</td><td>Further texts, such as narratives, letters and balanced arguments, are examined to identify the purpose and the intended audience.

The focus continues on developing cohesion to aid the reader across all styles of writing. The process of planning, drafting and editing will be regularly undertaken to ensure meaning is clear and purposeful.</td></tr>
<tr><td colspan="3">The teaching of Vocabulary, Grammar, Punctuation and Spelling (SPaG) is taught across all areas of the curriculum in addition to reading and writing.

A focus continues to be on developing a fluent and legible handwriting style for all pupils.

Our grammar lessons build on the pupil's knowledge of sentence structure focusing on how to effectively use relative clauses.</td></tr>
<tr><td>Reading</td><td colspan="3">Reading is taught throughout the year across a range of carefully selected non-fiction texts, novels and poetry.

Reading skills are further developed in Lower Key Stage 2 and include predicting, clarifying, summarising, questioning, inference and debating.</td></tr>
<tr><td>English
Curriculum</td><td colspan="3">Writing, Reading and SPaG National Curriculum - Year 4

To view the National Curriculum Year 4 English programme of study visit the following website:
https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#years-3-and-4-programme-of-study</td></tr>
<tr><td rowspan="2">Ways to support your child at home</td><td colspan="3">Listen to your child daily and discuss the text with them. After you have listened to your child read, ask them to record which reading skill/s they have used in their reading diary. These reading skills include: clarifying new words, predicting what happens, summarising the end of chapters and answering retrieval and inference style questions.

Discussion should centre on what they have read. This is beneficial as it allows an opportunity for your child to further develop their analysis of the central characters and plot development, alongside developing their general comprehension skills. The quality of the text your child reads is also extremely important in developing their writing skills, as it exposes them to a wider variety of vocabulary and allows them to explore the writer's intended meaning.

Within SPaG, spelling rules and patterns will be explored and spellings linked to the rules will be sent home weekly. Please support your child with learning their weekly spellings.</td></tr>
<tr><td colspan="3">Recommended Reading List – Year 4

This list features a wide range of books from both classic and contemporary authors, carefully chosen to help develop reading fluency, vocabulary, and critical thinking skills.

https://www.booksfortopics.com/booklists/recommended-reads/year-4/</td></tr>
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<table>
<tr><td>Maths</td><td>Develop knowledge of place value over 10,000 to solve addition and subtraction problems accurately.

Use efficient, formal written and mental methods for the four number operations within a given number range.

Recall multiplication facts and related division facts for multiplication tables up to 12 x 12 and use this knowledge to undertake and check calculations.

Convert between different units of measure, including measures of time.</td><td>Add and subtract fractions and find equivalent fractions.

Convert fractions into decimals.

Estimate, compare and calculate different measures.</td><td>Apply knowledge of all four operations, use inverse to check calculations and explain why a particular operation is the most appropriate.

Using the four operations, solve multi-step problems for measurement, statistics and number.

Solve a range of mathematical problems for fractions, time, measure and money.</td></tr>
<tr><td>Ways to support your child at home</td><td colspan="3">Discuss the learning from your child's Mathletics tasks.

The expectation is that all Year 4 pupils will know from memory their 12 x 12 time tables. Therefore, regular practise of times table facts is essential. This website will help the children to prepare for the Y4 Multiplications Tables Check (MTC) test in June. https://www.timestables.co.uk Times Tables Rock stars is another online homework resource to help your child practise their times tables for recall, speed and accuracy. https://ttrockstars.com/

Discuss maths that applies to real life opportunities, such as change from money, both coins and notes, negative numbers and also use fractions and decimals in context.

In Year 3, the expectation was that your child was able to read the time on both analogue and digital clocks to the nearest minute. This year it is to read write and convert time between analogue and digital 12- and 24-hour clocks. Furthermore, in daily life, solve problems involving converting hours to minutes, minutes to seconds, years to months, weeks to days.

Discuss and use measurements when cooking with dry (grams/kilograms) and wet (millimetres/litres) ingredients and temperature (°C). When making arts and crafts, or discussing sports/distance, look at real-life measurements in context: kilometres, metres, centimetres and millimetres. Can your child convert between these different units of measure?</td></tr>
<tr><td>Tables Check</td><td colspan="3">Information for Parents regarding the Multiplication Tables Check administered in June:
https://assets.publishing.service.gov.uk/media/6543c1ef9e05fd0014be7c64/2024_Information_for_parents_Multiplication_tables_check_PDFA_v1.1.pdf</td></tr>
<tr><td>Mathematics Curriculum

Year 4 Programme of Study</td><td colspan="3">Mathematics National Curriculum - Year 4
Year 4 - End of Year Expectations:

Number - number and place value
• count in multiples of 6, 7, 9, 25 and 1,000
• find 1,000 more or less than a given number
• count backwards through 0 to include negative numbers
• recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
• order and compare numbers beyond 1,000
• identify, represent and estimate numbers using different representations
• round any number to the nearest 10, 100 or 1,000
• 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 0 and place value</td></tr>
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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 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number - fractions (including 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 100 and dividing tenths by 10
- 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
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to ¼, ½, ¾
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measurement

- 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 shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 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.

	Autumn	Spring	Summer
RE	**Creation and Covenant** **Prophecy and Promise**	**Galilee to Jerusalem** **Desert to Garden** ***Our Lady of Lourdes Feast Day***	**To the ends of the Earth** **Dialogue and Encounter** **JOURNEY IN LOVE -** God loves us because of our differences.
Ways to support your child at home	*Please see the separate R.E. topic letter on the school website for key dates and how to support your child/children at home.* Talk about the people involved in your local communities, their roles and the importance of community in our lives. Discuss how important it is to be giving to others and the value of discipline in our lives. Talk about why reconciliation is so important and the types or figures, who are close to God, that we can look up to.		

	Autumn		Spring		Summer	
Science	**Sound**	**Digestive system/teeth**	**States of Matter**	**Electricity**	**Living things and habitats**	**Environmental Science – Bio Diversity**
	The science topics above are taught in conjunction with the skills of working scientifically. Pupils will conduct investigations and experiments across these topics to develop a deep understanding of the areas of learning and associated terminology.					
Ways to support your child at home	Discuss with your child what they are learning at school. Listen and explore different genres of music together and discuss the sound and pitch. Play or listen to different musical instruments. Explore how sounds are used in your home and what is done to change them (volume, pitch, distance etc). Discuss the different type of teeth and their purpose and how human teeth differ from other animals. With your child, discuss why they need to keep their teeth healthy and how to do this. https://www.bbc.co.uk/bitesize/topics/zcyycdm/articles/z8784xs#zmgttrd		States of Matter - Using their knowledge and understanding of everyday materials, children will be observing solids, liquids and gases and comparing the three. Can they do this with items around the kitchen? Electricity – Recap with your child what they are learning at school and how electricity is used in everyday life. Discuss the risks of using electricity and how to be safe around electricity in the home.		Research how the environment can change and the impact of the animals that live there. Together using the BBC Bitesize link, watch the videos on how to protect both the environment and green spaces. https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zp4w8hv#z4qgg7h	
Science Curriculum	**Science National Curriculum - Year 4** To view the National Curriculum Year 4 science programme of study visit the following website: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-4-programme-of-study					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History & Geography		**Geography** Europe and Its Diversity	**Geography** North and South America	**Geography** The Amazon River		**Geography** The Local Area

<table>
<tr><td></td><td colspan="2">History
<u>Ancient Greek civilisation</u>: what do we know about ancient Greece?</td><td colspan="2">History
<u>Ancient Greek civilisation</u>: what is its most significant legacy?</td><td colspan="2">History
<u>The Romans:</u> what did it mean to be a Roman?</td><td>History
<u>The Romans:</u> what impact did the Romans have on Britain and what is the story of Christianity's rise?</td></tr>
<tr><td>Ways to support your child at home</td><td colspan="3">Look at maps of Europe, using physical and/or Google maps. Using climate zones, compare the climate of different countries within Europe.

Discuss with your child what we know about life in Ancient Greece and how historians find out about the past. You could look at pictures of Ancient Greek pottery, buildings and statues and ask your child what these sources can tell us about how people lived.

Discuss how Ancient Greece has influenced our lives today, including the Olympics, democracy, architecture, stories and myths. You could explore some Greek myths together or look for examples of Greek influence in our modern world.</td><td colspan="2">Look at maps of North and South America together using Google maps or an atlas and locate different countries.

Explore what terms such as longitude and latitude mean.

Compare the climates of different countries with North and South America.</td><td colspan="3">Consider the local geography of your area, and locate the physical features on a map.

Discuss the impact the Romans had on Britain, including roads, towns, buildings, technology and the way people lived. You could also talk about how Christianity spread through the Roman Empire and eventually became an important part of life in Britain. Look for examples of Roman influence in our local area or explore Roman artefacts and buildings online.

The BBC Bitesize and British Museum websites offer a range of child-friendly information, activities and artefacts to further your child's knowledge and understanding. The library also offers an opportunity for your child to develop their historical knowledge and skills.</td></tr>
<tr><td rowspan="2">Computing</td><td colspan="2">Autumn</td><td colspan="2">Spring</td><td colspan="2">Summer</td></tr>
<tr><td>Online Safety and Etiquette

Block Coding

Understanding Networks</td><td>Online Safety and Etiquette

Block Coding

Understanding Networks</td><td>Online Safety and Etiquette
Safer Internet Day

Block Coding

Databases</td><td>Online Safety and Etiquette

Block Coding

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Databases</td><td>Online Safety and Etiquette

Digital Music Making</td></tr>
<tr><td rowspan="2">PE</td><td colspan="2">Autumn</td><td colspan="2">Spring</td><td colspan="2">Summer</td></tr>
<tr><td>Outdoor Activities/Sports

PE Enrichment</td><td>Gymnastics

Hockey</td><td>Tag Rugby

PE Enrichment</td><td>Dance

Cricket</td><td>Circuit Training

Badminton</td><td>Athletics</td></tr>
<tr><td>Music</td><td colspan="3">Musical structures – Pupils will learn that musical sections that repeat or change help create the structure, or form, of a piece of music or a song.

Exploring feelings when you play- Pupils will explore how special effects in music can make the words they sing more meaningful. Pupils use their knowledge to play an instrument.</td><td colspan="2">Compose – Pupils will compose a simple melody over a chord progression that starts and ends on the home note. They will compose using a pentatonic scale.

Feelings through music – Pupils will use instruments with different sounds to help communicate different emotions.</td><td colspan="3">Whole class learn an instrument – Pupils will have the opportunity to learn an instrument.</td></tr>
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<tr><td>Art</td><td colspan="2">Our City
Pupils look at contemporary sculpture on the 4th plinth in London's Trafalgar Square and discuss a 3D artist.</td><td colspan="2">Flowers and Plants
Pupils will make observational drawing of flowers and leaves, as well as use photographs to draw from.</td><td colspan="2">Folk Art from Mexico
Pupils will learn how different cultures use pattern in their art.</td></tr>
<tr><td>Design & Technology</td><td colspan="2">Sewing: Pencil Cases</td><td colspan="2">Building: Wire Touch Game (link to Science Curriculum)</td><td colspan="2">Cooking: Chilli Con Carne</td></tr>
<tr><td>French</td><td colspan="2">Beginning to read in French</td><td colspan="2">All about me</td><td colspan="2">Performing in French</td></tr>
<tr><td rowspan="3">Relationships and Health Education</td><td colspan="2">Autumn</td><td colspan="2">Spring</td><td colspan="2">Summer</td></tr>
<tr><td colspan="6">Lessons are discussion based. They encompass Growth Mind-set, British and School Values and are taught throughout the year.
Cross-curricular Links with Religious Education, Science and Computing.</td></tr>
<tr><td>Health Education: Mental Wellbeing

Relationship Education: Families and people who care for me</td><td>Relationship Education: Caring Friendships

Health Education: Health and Prevention

Relationship Education: Respectful Friendships

Anti-Bullying Week</td><td>Health Education: Mental Wellbeing

Health Education: Internet Safety and Danger

Relationship Education: Online Relationships

Safer Internet Day

Mental Health Awareness</td><td>Health Education: Basic First Aid

Relationship Education: Being Safe</td><td>Health Education: Physical Health and Fitness

Relationship Education: Families and people who care for me</td><td>Health Education: Health and Prevention

Relationship Education

Health Education: Being Safe</td></tr>
</table>

As always if there is anything you are unsure of, or would like to clarify, please speak to your child's class teacher.