
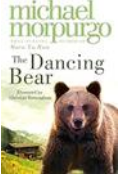













**Year 4  
Curriculum Map  
Summer II 2025**

<p style="text-align: center;"><b><u>English</u></b></p>   <p><u>The Dancing Bear – Michael Morpurgo</u></p> <p>After reading parts of this novel the children will:-</p> <p>Write a narrative – emotive scene between the main character and the animal / between the animals at a pivotal point in the story eg. Dumbo being split from his mother. Include dialogue that conveys the characters and moves the action on.</p> <p>Within this unit of work it gives pupils the opportunity to use their Year 4 writing non-fiction persuasive skills: To write sentences coherently with accurate demarcation. Use co-ordinating (eg. causal) and subordinating conjunctions to give explanations in detail. Use a range of cohesive devices eg. paragraphs, present tense, fronted adverbials, pronouns, determiners, articles.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p>  <p>Topics covered in maths this term are:- Addition and subtraction 2-D and 3-D shape</p> <p>Statistics Place value Assess and review</p> <p>The multiplication check will be completed this half term</p>	<p style="text-align: center;"><b><u>Science – Living things in their habitats</u></b></p>  <p>Carrying on from Summer 1 children will learn how environments can change? The fact that habitats can change throughout the year and this can have an effect on the plants and animals that live there.</p> <p>Humans can have positive and negative effects on the environment: Living things can be grouped using various criteria and recorded using venn or carroll diagrams, Sort vertebrate and invertebrate animals into groups, describing their key features. Use a classification key to identify which group of vertebrates animals belong to and then create your own.</p> <p>Sort plants into groups (e.g. flowering plants and non-flowering plants) and then create a classification key to help others identify plants.</p> <p>Carefully observe minibeasts in a microhabitat and use a classification key to identify them.</p> <p>Use simple computer software programmes to create a branching classification key.</p>
<p style="text-align: center;"><b><u>P.E</u></b></p> <p><u>Swimming</u> Monday – 4A Tuesday – 4AP Thursday – 4L</p> <p><u>PE</u> Mr Pilkington will be making the most of the Spring weather (hopefully) in PE this half term and teaching the skills and rules of hockey. 4A are lucky enough to be having gymnastics with Catherine.</p>	<p style="text-align: center;"><b><u>History</u></b></p> <p style="text-align: center;"><b>Not taught this half term</b></p>	<p style="text-align: center;"><b><u>Geography</u></b></p>  <p>Carrying on with the Rivers topic.</p> <p><u>The Water Cycle</u></p> <ol style="list-style-type: none"> <li>1. Water evaporates into the air</li> <li>2. Water vapour condenses into Clouds</li> <li>3. Water falls as precipitation</li> </ol>

<p><b>Please make sure that children come to school in correct PE kits on Monday and that children DO NOT wear earrings/sharp hair accessories on a PE day.</b></p>		<p>4. Water returns to the sea</p>
<p><b>Music</b></p> <p>Ukulele </p> <p>We are fortunate enough to be having extra music lessons from Bolton Music Service teaching the children the basics of the Ukulele ready for their longer sessions next year in Year 5.</p>	<p><b>PSHE – Jigsaw</b> </p> <p><u>Changing Me</u></p> <p>This unit focuses on the human body and how it changes as we get older. It continues from the work completed in Year 3 and in line with our school policy. Children will:-</p> <ul style="list-style-type: none"> <li>• Understand that everyone is unique and special,</li> <li>• Express how they feel when change happens,</li> <li>• Understand and respect the changes that they see in themselves,</li> <li>• Understand and respect the changes that they see in other people,</li> <li>• Think about if they are looking forward to change.</li> </ul>	<p><b>Computing</b> </p> <p><b>Not taught this term</b></p> <p><u>Online Safety</u></p> <p>A Creator’s Rights and Responsibilities <u>Be a Super Digital Citizen</u></p> <ul style="list-style-type: none"> <li>• Define "copyright" and explain how it applies to creative work.</li> <li>• Describe their rights and responsibilities as creators.</li> <li>• Apply copyright principles to real-life scenarios.</li> </ul>
<p><b>RE</b></p> <p></p> <p><u>4.1 David and the Psalms</u> <u>What values do you consider to be important?</u></p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> <li>• explore the Story of David and his strengths and qualities.</li> <li>• to read the Psalms and use them to discover more about the nature of God.</li> <li>• to identify the values that the pupils consider to be particularly important.</li> </ul>	<p><b>Art</b> </p> <p><b>Not taught this half term.</b></p> <p><u>WOW</u></p> <p>Martin Mere Rivers Walk around school Drumming Day – run by the Bolton music Service in school.</p> <p><b>Design Technology</b></p> <p>This half term we will be making a working poster using electricity. The children will recap on how a circuit works and use this to create a safety poster which lights up using bulbs, wires etc.</p>	<p><b>French</b> </p> <p><b>En Classe</b></p> <p>This half term the children will learn the vocabulary for basic classroom equipment such as Ruler, Book, Calculator, Pencil, Pen, Pencil sharpener</p> <p>They will be able to read a short text and explain what the girl has in her ruck sack.</p> <p>Using their grammatical knowledge of possession and sentence structure the children will be able to ask their peers to pass them something and also to ask questions about the equipment.</p>

**British Values**

**Democracy**  
**The rule of law**  
**Individual liberty**  
**Mutual respect**  
**Tolerance of those of different faiths and beliefs**

**School Values**

**Compassion**  
**Honesty**  
**Aspiration**  
**Respect**  
**Teamwork**  
**Enthusiasm**  
**Responsibility**  
**Determination**