














**Year 4
Curriculum Map
Summer I 2025**

<p style="text-align: center;"><u>English</u></p>  <p><u>Fiction</u> Using the book Lost Happy Endings we will focus on:- To create a narrative setting that captures the atmosphere of magic! To introduce Jub and her world to the reader. Use figurative language poem based on the Happy endings flying into the night sky. Write a dialogue between Jub and the witch and the mugging scene. Write a diary in role as Jub when she is attacked. Ending with children creating a new narrative ending for one of the fairy stories once the ending has been lost. Look at the original happy endings and then twist them.</p>  <p><u>Performance Poetry</u> Michael Rosen Chocolate Cake</p> <p>Using this book as a starting point the children will be able to read aloud to the class and will enjoy learning new vocabulary and poetry styles.</p>	<p style="text-align: center;"><u>Maths</u></p>  <p>The term starts as always with revision on place value and the four operations of number. Topics taught will include:- Fractions Multiplication and division Symmetry Perimeter Time.</p>	<p style="text-align: center;"><u>Science – Living things in their habitats</u></p>  <p>Initially children will recap on previous knowledge:- Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates. Animals can be grouped into carnivores, herbivores and omnivores. The differences between the teeth of carnivores and herbivores. The names of some common wild and garden plants and deciduous and evergreen trees. Examples of habitats (including microhabitats) and the animals and plants that can be found there. Living things depend on each other to survive. How food chains and food webs work. How land use has changed over time and the effects this has on the environment (e.g. urban development).</p>
<p style="text-align: center;"><u>P.E</u></p> <p><u>Swimming</u> All swimming will now take place on a Monday morning at Darwen Lesiure Centre.</p> <p><u>PE</u> Mr Pilkington will also be teaching a PE lesson on a Monday morning.</p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>Not taught this term.</u></p>	<p style="text-align: center;"><u>Geography</u></p>  <p><u>Rivers</u></p> <p>The definition of a river is:- A river is the path that water takes as it flows along a channel downhill with banks on both sides and a bed at the bottom. If there is lots of rain, snow or</p>

<p>Teaching staff will try and fit in another PE session later in the week.</p> <p>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.</p>		<p>melting ice, rivers often overflow beyond the top of their banks and begin to flow onto floodplains at either side.</p> <p>We will learn all about the journey of a River – using new vocabulary such as source, meander, mouth, delta.</p>
<p><u>Music</u> </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><u>PSHE – Jigsaw</u> </p> <p><u>Relationships</u> <u>Our Special Relationships</u></p> <p>This unit is about learning more about our feelings and emotions in connection with other people around us. Children will be able to:-</p> <ul style="list-style-type: none"> • Recognise situations which can cause jealousy in relationships. • Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. • Identify someone I love and can express why they are special to me. • Know how most people feel when they lose someone or something they love. • Tell you about someone I know that I no longer see. • Understand that we can remember people even if we no longer see them. 	<p><u>Computing</u> </p> <p><u>Repetition in games</u></p> <p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p> <p><u>Online Safety</u> <u>Cyber Bullying, Digital Drama and Hate Speech</u></p> <ul style="list-style-type: none"> • Reflect on the characteristics that make someone an upstanding digital citizen. • Recognize what cyberbullying is. • Show ways to be an upstander by creating a digital citizenship superhero comic strip.
<p><u>RE</u></p> <p></p> <p><u>4.6 Prayer</u> <u>How do people of world faiths pray?</u></p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • ensure that the children know that prayer is a way of communicating with God. • ensure that pupils know that believers across all World Faiths pray in many similar and different ways. 	<p><u>Art</u> </p> <p>Animal sculptures made out of paper mache, Linked to the science topic.</p> <p><u>WOW</u></p> <p>Blackpool Zoo</p> <p><u>Design Technology</u></p> <p><u>Not taught this half term.</u></p>	<p><u>French</u> </p> <p><u>Not taught this half term</u></p>

<ul style="list-style-type: none"> introduce pupils to the religious artefacts and actions associated with the practice of prayer. ensure that pupils to know that Christians believe that God listens and responds. 	<p style="text-align: center;"><u>Forest School</u></p> <p>The three forest school sessions this half term will be linked to science – the children will go on a minibeast hunt, pond dipping and learn more about habitats.</p>	
<p style="text-align: center;"><u>British Values</u></p> <p style="text-align: center;"> Democracy The rule of law Individual liberty Mutual respect </p> <p style="text-align: center;">Tolerance of those of different faiths and beliefs</p>	<p style="text-align: center;"><u>School Values</u></p> <p style="text-align: center;"> Compassion Honesty Aspiration Respect Teamwork Enthusiasm Responsibility Determination </p>	