



## Reading:

**Class Text:** *The Demon Headmaster* by Gillian Cross.

This one doesn't particularly fit with our topic for any particular reason, but I chose it simply because it's a good story that I enjoyed when I was in Year 4. Gillian Cross is a great example of an author who uses interesting verbs rather than being repetitive, and coupling that vocabulary with good adverbs which is something we're working on ourselves, so I thought it would be a useful text for the children to see that in action. More than anything, we're just reading this one for enjoyment.

In guided reading we will continue to reinforce the most essential skills of comprehension: understanding the text (even when it has unfamiliar words in it) and being able to retrieve information from it accurately to answer questions, as well as exploring other skills such as inference and evaluation in more depth.



## Writing:

We'll be looking at apostrophes to mark singular and plural possession, formal and informal tone and main/subordinate clauses. These will be used with subordinating conjunctions, such as because, although and however. We will be reinforcing the use of commas after fronted adverbials as well. Another big focus will be using inverted commas (speech marks) to punctuate speech correctly.

Texts we will be looking at in writing lessons: *Theseus and the Minotaur*, *My Strong Mind*, *Feast* and *Bike Boy*.



## RE:

**When Jesus left, what was the impact on Pentecost?**

**What can we learn from the synagogue?**

**Topic link:** *World faiths*.



## History:

We will be looking at the ancient Maya people: how they lived, the cities they built and how their society was different to the Anglo-Saxon society that we have already investigated in Autumn term.



## Geography:

**Communicating geographically:** We will describe the key characteristics of the Congo and Amazon rainforests, and explain the importance of rainforests to the world.

**Investigating patterns:** We will describe geographical similarities and differences between countries, recognise the different layers of life in rainforests and their features, and describe the impact of deforestation.

**Investigating places:** We will recognise what rainforests are and locate the world's rainforests on a map.



## Science:

**Animals Including Humans**

Digestion, teeth, herbivores, omnivores and carnivores, food chains including producers, predators and prey.

**Living Things and their Habitats**

Classification keys for grouping and identification, adaptations and environmental changes.



## Computing:

**Writing for Different Audiences:** We will explore how formatting such as font size and style can affect a text's impact, and write for different reasons and audiences.

**Logo:** We will use our programming understanding to control Logo by writing algorithms that draw specific shapes on the screen.

**Introducing AI:** We will be looking at artificial intelligence and how it is changing the world!



## Maths:

We've spent a long time reinforcing the basics of place value, the four operations (addition, subtraction, multiplication and division) and using our times tables knowledge, as well as learning about fractions. Now we're going to work on applying things in more depth.

**Fractions:** Children will understand mixed numbers and improper ("top-heavy") fractions, and be able to add and subtract fractions. They will also find equivalent fractions.

**Decimals:** Children will recognise tenths and hundredths on place value grids and number lines, divide and multiply by 10 and 100, order and compare decimals, make whole numbers using bonds to 10 and 100, round decimals and work with equivalent fractions such as halves and quarters.

**Money:** Children will understand pounds and pence as decimal numbers, order and estimate amounts of money, convert between pounds and pence, add and subtract money including giving change, and answer word problems involving addition, subtraction, multiplication and division.

**Statistics:** Children will interpret charts, solve comparison, sum and difference problems using data, as well as reading and creating line graphs.

**Properties of Shape:** Children will identify, compare and order angles, recognise and accurately describe 2D shapes, understand symmetry using terms such as horizontal and vertical accurately.



## PHSE:

**Happy and Healthy Me:** *What keeps me healthy? What can make me ill? Drugs - medicines and tobacco. Good and bad habits.*

**Me and Other People:** *Similarities and differences. Communities including Britain. Respect and tolerance.*



**Art:** We will create and combine shapes to create recognisable forms, include texture that conveys feelings, expression or movement, make our own printing blocks and create images, video or sound recordings (and explain why they were created).



**D&T:** We will make pavilion structures and learn to follow a recipe.



**French:** This term we will learn about numbers, calendars, birthdays, time, festivals, food and cafes, including ordering food in French and understanding prices and money.



## Music:

**How does music shape our way of life?**

We will find and keep a steady beat, copy back melodic patterns, discuss the lyrics of songs, recognise different musical styles, rehearse and learn songs from memory, combine known rhythmic notation with letter names to create short compositions over a groove and perform, with confidence, a song from memory or using notation.



## PE:

Developing skills and attributes in athletics and cricket, as well as extra sessions on health and wellbeing.

# Year 4 Summer Term 2025 Curriculum Map



## Visits/Events:

We will go on an extended walk together in a natural setting.



## Challenge:

Why is Spanish spoken so widely in Central and South America?

What's  $476 \times 9$ ?

What's  $2,394 \div 7$ ?

How old are you in French?