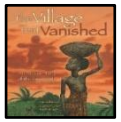
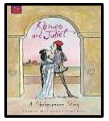
Holly Park School
Year 4 Curriculum Map 2026-2027

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project:	Africa		Across Oceans and Time		The Time of the Tudors	
Core Texts:	  		 		 	
Writing	**Narrative:**, stories set in different cultures, **Recount/Diary** **Poetry:** personification/imagery poems	**Discussions/Balanced Argument** **Instructions**	**Letter** **Recount/Diary** **Narrative: legend/fantasy**	**Non-chronological reports** **Explanation** **Poetry:** free verse	**Newspaper** **Letter**	**Play scripts** **Biographies** **Poetry:** cinquain, **Narrative**: Dialogue to advance action
Grammar & Punctuation:	Extend sentences with more than one clause by using conjunctions. Use the present perfect form of verbs. Choose nouns or pronouns appropriately. Use conjunctions, adverbs and prepositions to express time and cause.	Noun phrases expanded by modifying adjectives, nouns and preposition phrases. Extend sentences with more than one clause by using conjunctions.	Noun phrases expanded by modifying adjectives, nouns and preposition phrases. Extend sentences with more than one clause by using conjunctions. Apostrophes to mark singular and plural possession. Use conjunctions, adverbs and prepositions to	Use fronted adverbials. Use commas after fronted adverbials. Recap general use of apostrophes. Choose nouns or pronouns appropriately. Extend sentences with more than one clause by using conjunctions. Use conjunctions, adverbs and prepositions to express time and cause.	Extend sentences with more than one clause by using conjunctions. Use inverted commas and other punctuation to indicate direct speech. Choose nouns or pronouns appropriately. Use fronted adverbials. Use commas after fronted adverbials.	Use fronted adverbials. Use commas after fronted adverbials. Extend sentences with more than one clause by using conjunctions. Apostrophes to mark singular and plural possession. Use conjunctions, adverbs and prepositions to express time and cause. Noun phrases expanded by modifying adjectives, nouns and preposition phrases.

	Use inverted commas and other punctuation to indicate direct speech. Use of paragraphs. Standard English forms for verb inflections instead of spoken forms. The difference between plural and possessive.		express time and cause.	Use inverted commas and other punctuation to indicate direct speech. Noun phrases expanded by modifying adjectives, nouns and preposition phrases.		
Spelling & Phonics:	**The suffix – ure** **Homophones** peace / piece main / mane fair / fare	**Prefixes in il im ir** **Suffixes ing er en ed**	**The g sound spelt – gu** **The suffix – ture** **Homophones** scene / seen mail / male ball / bawl	**The prefixes anti- and inter-** **The suffixes cian, sion, tion, ssion**	**More about words ending with the suffix - sion** **sc words** **homophones** weather / whether medal / meddle missed / mist team / teem who's / whose	**The suffix – ous** **The suffix –ly** **Revision of prefixes – un, dis, in, re, sub, anti, auto**
Handwriting:	As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.		Revision of parallel ascenders and descenders		Consistency of size Revision of joins	

	Developing speed and fluency					
Maths:	**Number and Place Value** **Measurement** - length, volume and mass	**Addition and Subtraction** **Multiplication and Division**	**Multiplication and Division**- further development	**Multiplication and Division**- further development **Fractions**	**Decimals** **Perimeter and Area**	**Geometry** - Shape **Time** **Statistics** **Position & Direction**
Science:	**Sound**	**The Human Body**	**Food chains & food webs**	**Living things & their habitats**	**States of Matter**	**Electricity**
History:		**Ancient Egypt**	**Vikings**		**Tudors**	
Geography:	**What is it like at both ends of the River Nile?** AFRICA			**Are all rivers the same?** WATER CYCLE AND RIVERS **Fieldwork** - Friary Park – waterways		**What did the Tudors find when they arrived in North America?** NORTH AMERICA
Computing	**Using Technology -** Networks		**Digital Literacy** – Identity, respect, trust, cyberbullying	**Computing** – Selection/Conditionals	**IT Communicating** – Desktop Publishing	**IT Data retrieving** - Data Logging
Art	**Drawing** – shadows, reflections	**Printing**	**Textiles**	**Painting** – mix colours to match objects		**Drawing** –body proportion
DT		**Sheet Materials/Mechanisms** – Automata toys	**Textiles** – Purses		**Food** – Biscuits	
RE	**BQ1**: Beliefs - Islam	**BQ3:** Symbolism	**BQ2**: Creation - Islam	**BQ4**: Charity	**BQ5**: What is 'good'? What is 'evil'?	**BQ6**: Food and Diet
PSHE	Aspirations Friendship & inclusion		Persuasion & pressure Rights & responsibilities	Healthy lifestyles Mental Health First Aid Personal Safety - Water	Drugs & alcohol Money & me	Media & me Introduction to puberty & growing up

	Community & shared Responsibility		Equality – Sex			
PE	**Swimming** **Invasion Games:** Building passing, receiving & small games (basketball) **Dance (Sycamore):** African dance	**Swimming** **Gymnastics (Sycamore):** Balance Developing and building Football skills (football)	**Swimming** **Dance (Mulberry):** African dance Building dribbling passing & scoring skills with small games (tag rugby)	**Swimming** **Gymnastics (Mulberry):** Balance **Fitness and healthy lifestyles activities**	**Gymnastics:** Receiving body weight Rolling **Athletics** Throwing, Jumping, Running	**Dance:** Tudor dance **Developing Racket Skills –** Net/wall (tennis)
Spanish	More greetings Exchanging personal information: name, age, how you feel, birthday Numbers 1-40 Saying the date Important dates	El día de los muertos Days of the death and other important dates Weather	Alphabet and spelling Useful sentences I spy with my little eye	Parts of the body: Describing a monster Numbers 40-50	Picasso Project	More fruits Buying ice cream Numbers 50-60
Music	**African Drumming with Chants** Learn traditional songs and games from Ghana. Learn drum, bell and rattle patterns in West African	**Notation linked with xylophones ·** Learn to write, read, sing & play crotchet/quaver/ minim/semibreve	**Boomwhackers - Development of SINGING** Hold the boomwhacker with good posture and correct hand position. Using instruments respectfully.	**Boomwhackers / Class Band** Extend range of notes with more chn, with the potential of having an octave and now working in groups. · Consolidate basics of technique,	**Ukulele part 1-** Recap and name parts and tuning of the ukulele, · Hold ukulele with correct posture and hand position	**Ukulele part 2-** Consolidate knowledge of basic ukulele technique, including LH position to sound chords clearly. · Play beginner repertoire using the chords of C, Am, F, G and G7, including inventing strum patterns. · Improve fluency and ability to play and sing

	drumming style, play in layered groups and use these elements to invent small group pieces.		Learn first 4 notes (CBAG) and match and how to listen to one another	· Follow treble clef notation on whiteboard and Improvise/compose short melodies on boom whackers. Making up songs.	· Play beginner repertoire using the chords of C, Am, F, singing while playing	