

Year 4 Curriculum Overview

English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books used to teach writing					
Picture book: The Baranbus Project Picture book: Here I am - Patricia Hee Kim Poetry: Werewolf Club Rules	Chapter book: Curiosity: Story of the Mars Rover Picture book: The Matchbox Diary Picture book: Winter's Child - Angela McAllister	Picture book: I Talk Like a River Picture book: The True Story of the Three Little Pigs - Jon Scieska	Chapter book: Varjak Paw Poetry: Jabberwocky - Lewis Carol	Chapter book: Lion, the Witch and the Wardrobe Poetry: The Pebble in my Pocket	Picture book: Marcy and the Riddle of the Sphinx Poetry: Evidence of Dragons - Pie Corbett
Writing Write a range of narratives and non-fiction texts using a consistent and appropriate structure. Write stories with a clear beginning, middle and end with a coherent plot. Proofread confidently to amend their own writing, eg. adding nouns/pronouns to avoid repetition or correcting tense. Create more detailed settings, characters and plot to engage the reader. Consistently organise writing into paragraphs around a theme.					
Punctuation Maintain an accurate tense throughout a piece of writing. Use the full range of punctuation from previous year groups. Use all the necessary punctuation in direct speech mostly accurately. Use apostrophes for singular and plural possession with increasing confidence. Use expanded noun phrases, eg. the enormous dragon with fiery breath. Use fronted adverbials, eg. As quick as a flash, Last weekend, - usually demarcated with commas.					
Spelling In addition to learning all of the Year 3/4 words from the National Curriculum lists: Spell all words with prefixes correctly, eg. irrelevant, autograph, incorrect, disobey, superstar, antisocial. Spell all words with suffixes correctly, eg. usually, poisonous, adoration. Spell homophones correctly, eg. which and witch.					
Reading Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting unusual spellings of some sounds. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Ask relevant questions to improve understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, eg. narrative, explanation and persuasion. Identify the (simple) themes in texts. Retrieve information from non-fiction texts. Select books for specific purposes, eg. science, geography or history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Explain the meaning of words in context. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action					

Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value Addition & subtraction	Addition & subtraction Area Multiplication & division	Multiplication & division Length & perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & direction
Fluency: number bonds to 100	Fluency: 6 and 9 times table	Fluency: 11 and 12 times table	Fluency: 7 times table	Fluency: multiplying and dividing by 10 and 100	Fluency: equivalent fractions
Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
States of Matter/ The Water Cycle <i>Anders Celsius</i> Why do materials change state?	Living things and their habitats <i>Wangari Maathai</i> How can we tell the difference between living things?	Sound <i>Alexander Graham Bell</i> Why do objects make different sounds?	Electricity <i>Lynn Conway</i> What do we need to create power?	Understanding nature and the environment <i>Rose Alani</i> How do humans impact their environment?	Animals including Humans <i>Ivan Pavlov</i> Do we just need our teeth to eat?
Geography					
Autumn 1	Spring 1	Summer 1			
Physical geography: Biomes Developing our understanding of climate, children explore different biomes and their contrasting climates. They consider the sustainability of human activity within biomes.	Physical geography: Rivers <i>Comparing the River Thames and the River Nile</i> Building on Year 3, children will compare the River Thames and the River Nile to strengthen their understanding of how rivers shape our landscapes.	North America: Tectonics <i>The USA: Shake, Rattle and Roll</i> An in depth study into tectonics, looking at mountains, earthquakes and volcanoes.			
History					
Autumn 2	Spring 2	Summer 2			
<u>British history: The Romans</u> <i>Romans in Britain</i>	<u>British history: Anglo Saxon</u> <i>The arrival of the Saxons</i>	<u>Contrasting histories: The Iron Age</u> <i>Britain and Egypt</i>			

Building upon British chronology and the Iron Age, children will study the Roman invasion and how their settlements changed Britain.		Developing their chronology of British history, children will focus on the 'next chapter' from Roman Britain and discover Anglo Saxon lifestyles and beliefs .		Linking to Year 3 learning, children will develop their understanding of how the British Iron Age compared and contrasted with Ancient Egypt, with a focus on power .	
Computing					
Autumn 1		Spring 1		Summer 1	
Creating Media - Audio Editing Can I record my own podcast?		Computer networks and systems - The internet Can I understand systems and networks?		Turtle logo programming Can I plan and create a wrapping paper using simple algorithms?	
RE					
Autumn 2		Spring 2		Summer 2	
What does it mean to be good? Buddhism/Sikhism		Why are traditions important? Islam/Christianity		How was the world created? Hinduism/Judaism	
The children will recall that Buddhists follow the Buddha and his followers and Sikhs follow the teachings of the Gurus. They will explore, compare and contrast the way each faith prays and worships. The children will be able to describe the 5 K's in Sikhism and that Buddhists wear saffron robes. The children will visit a Temple as part of this unit.		The children will know the story of Easter, how Lent is linked to Easter and why these are important to Christians. They will also learn about what Ramadan is and how it is linked to Eid-ul-Fitr. They will know why Lent and Ramadan are important traditions to their faiths and draw comparisons between them.		In this unit the children will explore the Jewish creation story and know that the Jewish and Christian creation stories are the same. They will also learn that there are multiple creation stories in Hinduism. They will compare and contrast these creation stories.	
PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in my World Children learn about the 'UN Convention on Rights of the Child', consider how democracy is evident at school and discuss different ways that groups can come together to make decisions.	Celebrating Differences Children know what makes them unique, they continue to think about different assumptions that we might make about others and why it's good to accept people for who they are.	Dreams and Goals Children will consider that in life hopes and dreams do not always come true and discuss how to cope with disappointment and stay positive when this happens.	Healthy Me Children discuss different dynamics in friendships and standing up for what they believe is right or wrong. They will think about how friendships can impact positively or negatively on their mental health.	Relationships Children learn about the complex feelings of jealousy in friendships and loss in the context of pets and friends or family who you may no longer see or spend time with but can remember.	Changing Me Children learn the names of internal and external parts of the female and male body and learn about menstruation.

Art		
Autumn 1	Spring 1	Summer 1
<p>Sculpture- Islamic Art What techniques can be used to create a clay tile with 3D features?</p>	<p>Drawing - Stephen Wiltshire What is 3D drawing?</p>	<p>Printing - Angie Lewin What is mono printing?</p>
DT		
Autumn 2	Spring 2	Summer 2
<p><u>Healthy seasonal pasta salad - Christmas themed</u> Building on from Year 1 and Year 3, children continue to understand how to prepare and cook a variety of dishes safely and hygienically, thinking about the benefits of seasonal food as part of the healthy diet.</p>	<p><u>Mini Greenhouses</u> Children explore existing greenhouses, investigating what a plant needs to grow, so they can create a design with the appropriate materials to make a stable greenhouse.</p>	<p><u>Lightboxes</u> Children investigate different types of illuminated signs, to plan and create a 3-D shape for their light box design, which includes a series circuit with one or more lights and a Scratch program which turns an LED on and off.</p>
Music		
Autumn 2	Spring 2	Summer 2
<p><u>This Little Light of Mine // Carol Concert</u> This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus’s speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 in order to collect evidence of pupils’ progress</p>	<p><u>Tideo</u> In the unit content of "Tideo," students will engage in activities designed to enhance their musical skills and understanding. They will learn to sing and move to a steady beat, fostering a sense of rhythm and timing. The unit will introduce the theory of the pentatonic scale, providing students with a foundational understanding of this five-note musical scale. With this knowledge, students will apply their learning by creating their own composition piece, integrating the elements of steady beat and pentatonic theory to produce original musical works.</p>	<p><u>Global Pentatonic - Sing Up</u> This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin ‘penta’ meaning five, and ‘tonus’, which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale. Integral to improvisation, blues, jazz, rock and pop music, the pentatonic scale continues to influence modern music globally. Children will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments</p>
PE		

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kickstart - recap of key movement skills	Gymnastics Invasion game skills	Multi Activity Invasion games (focus on scoring)	Orienteering/ adventure Striking games	Athletics Strike & field skills	Sustained Activity Athletics Strike and field games Festival of Sport

French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Encore	Quelle heure est-il?	Les fêtes	Où vas-tu?	On mange	Le cirque