

Curriculum Overview Year 4

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Curriculum Drivers	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
Empowering Learning	Team Worker Independent Enquirer Resourceful Thinker Effective Participator Self Manager Reflective Learner					
Reading	<p>Comprehension and Understanding Give a personal point of view on a text. Can re-explain a text with confidence.</p> <p>Prediction, inference & deduction Justify inferences with evidence, predicting what might happen from details stated or implied.</p> <p>Intonation and Expression Use appropriate voices for characters within a story.</p> <p>Grammatical Features Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Research Skims & scans to locate information and/or answer a question.</p>					
Writing	<p>Fiction Focus Text - Stig of the Dump By Clive King</p> <p>Character descriptions Diary entries</p> <p>Narrative Focus Text - How to train your dragon By Cressida Cowell</p> <p>Character profiles Instruction Texts Descriptive writing Non-chronological report 1st person retelling</p>	<p>Non Chron. Reports "The Wolves in the walls" By Neil Gaiman</p> <p>Descriptive writing Letter writing to a character in the book</p> <p>Poetry – Creating Images</p> <p>Enjoy and explore a range of poems. Discuss and explore uses of figurative language. Learn and revise metaphor, simile and personification and</p>	<p>Non-Fiction Focus text – Incredible Sports e-book. Retrieving information.</p> <p>Distinguishing between fact and opinion. Plan and write newspaper reports.</p> <p>Fiction Focus Text – The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black.</p>	<p>Poetry – Collections by Grace Nichols and James Carter</p> <p>Children enjoy listening and responding to a range of poetry, exploring and comparing the work of two poets.</p> <p>They learn about poems including kennings and raps, exploring the meaning and form of poems written in a Caribbean dialect. They compose class and individual poems based on familiar fairy tales, editing and improving</p>	<p>Fiction – Focus Text - The Iron Man by Ted Hughes</p> <p>Ask and answer questions and making predictions. Explore author's use of powerful language to capture imaginations. Revise similes. Write diary entries in role. Create their own imaginary creature.</p> <p>Poetry – Exploring poetic language.</p>	<p>Non-fiction – The Grand Tour</p> <p>Create an informative and interesting tour of their school. Identify the key components of a tour. Research interesting points of history related to their school. Explore a range of presentation techniques Children create a short history leaflet. Create an interactive tour.</p>

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	<p>Letter writing Story Openings Descriptive and predictive writing and explanations Narrative Myths Poetry Chronological writing Persuasive writing Report writing Reading comprehension</p>	<p>then identify the features of free verse, haiku and performance poetry.</p> <p>Draft and write their own poems</p>	<p>Children explore fantasy fiction. Ask and answer questions and develop an understanding of inference. Use drama explore characters and suspense. Develop editing and proof-reading skills. Plan, edit and write a new episode.</p>	<p>their work as part of the process.</p>	<p>Plan, rehearse and perform a choral reading of a poem. Explore patterns of rhyme and rhythm in shape and syllabic poems, reading cinquains and create their own. Watch and evaluate performances.</p>	<p>Non-fiction – How far would I go to look cool?</p> <p>Read, retrieve and collate information. Learn to skim and scan for information, identifying vocabulary that is specific to the topic. Plan and write a newspaper report in the role of a fashion editor.</p>
GPS	<ul style="list-style-type: none"> - Inverted commas and other punctuation to indicate direct speech - Choice of pronoun or noun across sentences to aid cohesion - Use commas after fronted adverbials 	<ul style="list-style-type: none"> - Use conjunctions, adverbs and prepositions to express time and cause - Apostrophes to mark plural possession - Use and understand the grammatical terminology nouns, verbs, adjectives 	<ul style="list-style-type: none"> - Use fronted adverbials - Use paragraphs to organise ideas around a theme - Use powerful verbs. - Identify the tense of verbs - Use the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> - Use conjunctions, adverbs and prepositions to express time and cause - revise and choose nouns appropriately - noun phrases expanded by modifying adjectives, nouns and preposition phrases - Singular and plural nouns - Be introduced to determiners - Be introduced to subject and verb agreement 	<ul style="list-style-type: none"> - Indicating possession by using the possessive apostrophe, including with plurals - use adverbs to express time and cause - Use and understand the grammatical terminology nouns, verbs, adjectives - Use fronted adverbials - Use powerful verbs 	<ul style="list-style-type: none"> . Use and punctuate direct speech -Choose nouns or pronouns appropriately - Use powerful verbs and adjectives - use of the present perfect verb form instead of the simple past - Use imperative verbs - Inverted commas and other punctuation to indicate direct speech

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Maths	Number – place value Number – addition and subtraction	Measurement – length and perimeter Number – multiplication and division	Number – multiplication and division	Number – fractions Number - decimals	Number - decimals Measurement – money Measurement - time	Statistics Geometry – properties of shape Geometry – position and direction
Science	Influential Scientists and Inventors will be studied where appropriate					
	Living Things and their Habitats Which wild animals live in your locality?	Changing State How would we survive without water?	Animals including Humans What happens to the food we eat?	Sound Why is the sound that “Ed Sheeran” makes enjoyed by so many?	Electricity How could we cope without electricity for a day?	
Topics (Geography/History)	The Stone Age Who first lived in Britain?	UK Rivers Why is the Thames so important to London?	The Tudors Were the Tudors terrific or terrible?	UK Cities Why is London such a cool place to live?	Roman Empire and Impact on Britain “Why were the Romans so powerful and what did we learn from them?”	
	Online Safety Coding	Online Safety Hardware Investigators	Online Safety Writing for different audiences	Online Safety Spreadsheets	Online Safety Logo Animation	Online Safety Effective Search Making Music
Art / DT	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year					
	Painting Focus artist: Georgia O’Keefe Use paint with contrasting tone/light and dark	Textiles: Fastenings	Print Making African prints Reflection and recording of ideas collagraph/block printing	Structures: Pavilions	3D Casting 3d forms Make shoes from brown tape Coiled clay pots	Mechanical systems: Making a sling shot car
	Drawing will be incorporated in sketchbooks throughout the year. Collage will be covered alongside the painting/printmaking units					

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PE	Invasion Games – Netball Swimming	Football Indoor Athletics / Swimming	Gym Dance	Outdoor/ Adventurous Swimming	Outdoor Athletics Swimming	Rounders Swimming
Spanish	Me Presento Children will learn the vocabulary needed to talk about New language will be used in presentations/ role-plays with partners.	La Familia Children will learn the nouns for family members and then to say/recognise/write what various family members are called and how old they are.	La Casa Tudor Children will learn and recall key facts from Tudor history in Spanish.	Desayuno En El Café Children will learn to order a selection of typical foods, drinks and snacks from a Spanish menu. They will learn useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'	Mi Clase Children will learn a selection of nouns and indefinite articles for common classroom objects. They will describe what they have and do not have in our table baskets.	Ricitos De Oro y Los Tres Osos Children will retell a familiar fairy tale in Spanish.
	Core Vocabulary & Phonetics & Pronunciation are taught throughout all units.					
RE	Judaism Journey to the promised land 40 years in the wilderness Sukkot festival Moses receives the ten commandments	Hinduism Gods and goddesses, stories and festivals Brahman	Sikhism Guru Nanak Guru Gobind Singh and the formation of the Khalsa The five Ks	Christianity Features of the local Anglican Parish Church Symbols found in churches What happens at the church?	Christianity Jesus' teaching and example Parables 'love your neighbour as you love yourself' The life of a well known Christian	Islam The Mosque and prayer The first mosque and the first call to prayer Features of the Mosque Prayer, five times daily
PSHE	Being Me in My World Becoming a class team	Celebrating Difference Judging by appearances Understanding influences	Dreams and Goals Hopes and dreams Broken dreams Overcoming disappointment	Healthy me My friends and me Group dynamics Smoking Alcohol Healthy friendships	Relationships Jealousy Love and loss Memories Getting on and falling out	Changing Me Unique me Having a baby Girls and puberty Circles of change Accepting change

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	Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our charter	Understanding bullying Problem solving Special me How we look	Creating new dreams Achieving goals We did it!	Celebrating my inner strength and assertiveness	Girlfriends and boyfriends Celebrating my relationships and animals	Looking ahead
Music	Interesting time signatures How does music bring us together?	Combining elements to make music How does music connect us to the past?	Developing pulse and groove through improvisation How does music improve our world	Creating simple melodies together How does music teach us about our community?	Connecting notes and feelings How does music shape our way of life?	Purpose, identity and expression in music How does music connect us to the environment?