

## Curriculum Overview Year 4

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Curriculum Drivers</b>	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
<b>Empowering Learning</b>	<b>Team Worker</b> <b>Independent Enquirer</b> <b>Resourceful Thinker</b> <b>Effective Participator</b> <b>Self Manager</b> <b>Reflective Learner</b>					
<b>Reading</b>	<p style="text-align: center;"><b>Comprehension and Understanding</b> Give a personal point of view on a text. Can re-explain a text with confidence.</p> <p style="text-align: center;"><b>Prediction, inference &amp; deduction</b> Justify inferences with evidence, predicting what might happen from details stated or implied.</p> <p style="text-align: center;"><b>Intonation and Expression</b> Use appropriate voices for characters within a story.</p> <p style="text-align: center;"><b>Grammatical Features</b> Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p style="text-align: center;"><b>Research</b> Skims &amp; scans to locate information and/or answer a question.</p>					
<b>Writing</b>	<p><b>Fiction</b> Focus Text - Stig of the Dump By Clive King</p> <p>Character descriptions Diary entries</p> <p><b>Narrative</b> Focus Text - How to train your dragon By Cressida Cowell</p> <p>Character profiles Instruction Texts Descriptive writing Non-chronological report 1<sup>st</sup> person retelling</p>	<p><b>Non Chron. Reports</b> "The Wolves in the walls" By Neil Gaiman</p> <p>Descriptive writing Letter writing to a character in the book</p> <p><b>Poetry</b> – 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><b>Non-Fiction</b> Focus text – Incredible Sports e-book. Retrieving information.</p> <p>Distinguishing between fact and opinion. Plan and write newspaper reports.</p> <p><b>Fiction</b> Focus Text – The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black.</p>	<p><b>Poetry</b> – 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><b>Fiction</b> – 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><b>Poetry</b> – Exploring poetic language.</p>	<p><b>Non-fiction – The Grand Tour</b></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><b>Non-fiction</b> – 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>
<b>GPS</b>	<ul style="list-style-type: none"> <li>- Inverted commas and other punctuation to indicate direct speech</li> <li>- Choice of pronoun or noun across sentences to aid cohesion</li> <li>- Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> <li>- Apostrophes to mark plural possession</li> <li>- Use and understand the grammatical terminology nouns, verbs, adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- Use fronted adverbials</li> <li>- Use paragraphs to organise ideas around a theme</li> <li>- Use powerful verbs.</li> <li>- Identify the tense of verbs</li> <li>- Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<ul style="list-style-type: none"> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> <li>- revise and choose nouns appropriately</li> <li>- noun phrases expanded by modifying adjectives, nouns and preposition phrases</li> <li>- Singular and plural nouns</li> <li>- Be introduced to determiners</li> <li>- Be introduced to subject and verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>- Indicating possession by using the possessive apostrophe, including with plurals</li> <li>- use adverbs to express time and cause</li> <li>- Use and understand the grammatical terminology nouns, verbs, adjectives</li> <li>- Use fronted adverbials</li> <li>- Use powerful verbs</li> </ul>	<ul style="list-style-type: none"> <li>. Use and punctuate direct speech</li> <li>-Choose nouns or pronouns appropriately</li> <li>- Use powerful verbs and adjectives</li> <li>- use of the present perfect verb form instead of the simple past</li> <li>- Use imperative verbs</li> <li>- Inverted commas and other punctuation to indicate direct speech</li> </ul>

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<b>Maths</b>	<b>Number</b> – place value <b>Number</b> – addition and subtraction	<b>Measurement</b> – length and perimeter <b>Number</b> – multiplication and division	<b>Number</b> – multiplication and division	<b>Number</b> – fractions <b>Number</b> - decimals	<b>Number</b> - decimals <b>Measurement</b> – money <b>Measurement</b> - time	<b>Statistics</b> <b>Geometry</b> – properties of shape <b>Geometry</b> – position and direction
<b>Science</b>	Influential Scientists and Inventors will be studied where appropriate					
	<b>Living Things and their Habitats</b> Which wild animals live in your locality?	<b>Changing State</b> How would we survive without water?	<b>Animals including Humans</b> What happens to the food we eat?	<b>Sound</b> Why is the sound that “Ed Sheeran” makes enjoyed by so many?	<b>Electricity</b> How could we cope without electricity for a day?	
<b>Topics</b> (Geography/History)	<b>The Stone Age</b> Who first lived in Britain?	<b>Rainforests</b> Why are rainforests so important to us?	<b>The Tudors</b> Were the Tudors terrific or terrible?	<b>Trading and distribution</b> Where does our food come from?	<b>Roman Empire and Impact on Britain</b> “Why were the Romans so powerful and what	<b>Rivers</b> What are rivers and how are they used?
<b>Computing</b>	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
<b>Art / DT</b>	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year					
	<b>Power Prints</b> Awareness of proportion composition and pattern in drawing.	<b>Make a slingshot car</b>	<b>Light and Dark</b> Painting and mixed media, using tints and shades to create a 3D effect.	<b>Structures:</b> Pavilions	<b>Fabric of nature</b> Craft and design a repeating pattern.	<b>Textiles</b> Fastenings to make a fabric book sleeve

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Drawing will be incorporated in sketchbooks throughout the year. Collage will be covered alongside the painting/printmaking units

<b>PE</b>	<b>Netball</b> <b>Swimming</b>	<b>Athletics</b> <b>Dance</b>	<b>Gymnastics</b> <b>Handball</b>	<b>Gymnastics</b> <b>Fitness</b>	<b>Golf</b> <b>Rounders</b>	<b>Cricket</b> <b>Tennis</b>
<b>Spanish</b>	<p style="text-align: center;"><b>Me Presento</b></p> <p>Children will learn the vocabulary needed to talk about</p> <p>New language will be used in presentations/ role-plays with partners.</p>	<p style="text-align: center;"><b>La Familia</b></p> <p>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.</p>	<p style="text-align: center;"><b>La Casa Tudor</b></p> <p>Children will learn and recall key facts from Tudor history in Spanish.</p>	<p style="text-align: center;"><b>Desayuno En El Café</b></p> <p>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'</p>	<p style="text-align: center;"><b>Mi Clase</b></p> <p>Children will learn a selection of nouns and indefinite articles for common classroom objects.</p> <p>They will describe what they have and do not have in our table baskets.</p>	<p style="text-align: center;"><b>Ricitos De Oro y Los Tres Osos</b></p> <p>Children will retell a familiar fairy tale in Spanish.</p>
Core Vocabulary & Phonetics & Pronunciation are taught throughout all units.						
<b>RE</b>		<b>Theology</b>	<b>Philosophy</b>	<b>Human and Social Science</b>	<b>Human and Social Science</b>	<b>Philosophy</b>
		Where do religious beliefs come from?	What do we mean by truth – is seeing believing?	How have and do religious groups contribute to society and culture?	Why is there so much diversity of belief in Christianity?	What does sacrifice mean?

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<b>PSHE</b>	<p><b>Being Me in My World</b> Becoming a class team</p>	<p><b>Celebrating Difference</b>  Judging by appearances  Understanding influences</p>	<p><b>Dreams and Goals</b>  Hopes and dreams Broken dreams  Overcoming disappointment</p>	<p><b>Healthy me</b> My friends and me Group dynamics Smoking Alcohol Healthy friendships</p>	<p><b>Relationships</b> Jealousy Love and loss Memories Getting on and falling out</p>	<p><b>Changing Me</b> Unique me Having a baby Girls and puberty Circles of change Accepting change</p>

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