

## 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>	<u><b>Taking Courage</b></u>  <b>Focus Text - The Baker by the Sea</b> <b>Paula White</b>  Tourist brochures Job applications Advertisements Setting descriptions Letters Poems Blurb  <b>Focus Text – Shackleton’s Journey – William Grill</b>  Newspaper reports	<u><b>Darkness and Light</b></u>  <b>Focus Test – Frindleswyde - Natalia &amp; Lauren O’Hara</b>  Narrative sequels Letters Voting slips Dialogue Poetry Descriptions Speeches  <b>Focus text- The Crown- Emily Kapff</b>  Information text Description Diary entry Poetry Poster Speech bubbles	<u><b>Freedom and Flight</b></u>  <b>Focus Text – FArTHER – Grahame Baker Smith</b>  Sequel stories  Retellings  Recounts  Setting descriptions  Instructions  Letters	<u><b>Window to the world</b></u>  <b>Focus Text – Granny Came here on the Empire Windrush – Patrice Lawrence</b>  Factual reports Informal letters Factual statements Future aspirations Postcards Diary entries Speech Quotations  <b>Focus Text – Pride: The Story of Harvey Milk and the Rainbow Flag – Rob Sanders</b>  Biographies Thought bubbles Speech	<u><b>Unearthing Civilisations</b></u>  <b>Focus Text – Weslandia – Paul Fleischman</b>  Non-chronological report Captions Book Review Character descriptions Retellings  <b>Focus Text- The Ever-Changing Earth – Grahame Baker-Smith</b>  Narrative sequels Leaflets Poems Dictionary Predictions	<u><b>Progress and Innovation</b></u>  <b>Focus Text – Varmints – Helen Ward</b>  Explanations Diary entries Instructions Letters Descriptions Speeches Thought bubbles Blurb  <b>Focus Text -The Iron Man – Ted Hughes</b>  Mystery narratives Character descriptions News bulletins Letters

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	Diaries Dialogue Letters Packing lists		<b>Focus Text – Tar Beach – Faith Ringgold</b> Play scripts Setting description Formal letter Dialogue Thought bubbles	Leaflets Placards	Comparison texts	Diary entries Menus Logbook entries
<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>Rainforests</b> Why are rainforests so important to us?	<b>The Stone Age to Iron Age</b> How did daily life change in Britain from the Stone Age to the Iron Age?	<b>Trading and distribution</b> Where does our food come from?	<b>Roman Empire and Impact on Britain</b> How did the Roman Empire impact Britain?	<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
<b>Art / DT</b>	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year					
	<b>Fabric of nature</b> Craft and design a repeating pattern.	<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>Power Prints</b> Awareness of proportion composition and pattern in drawing	<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>Fitness</b> <b>Dance</b>	<b>Gymnastics</b> <b>Yoga</b>	<b>Handball</b> <b>Tennis</b>	<b>Swimming</b> <b>Athletics</b>	<b>Swimming</b> <b>Rounders</b>
<b>Spanish</b>	<p><b>La fonética (Phonics &amp; Pronunciation)</b></p> <p><b>Lesson 2 ELT: Las verduras (Vegetables)</b></p>	<p><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><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><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><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><b>¿Qué tiempo hace? (What's the Weather Like?)</b></p>
	Core Vocabulary & Phonetics & Pronunciation are taught throughout all units.					
<b>RE</b>		<p><b>Theology</b></p> <p>Where do religious beliefs come from?</p>	<p><b>Philosophy</b></p> <p>What do we mean by truth – is seeing believing?</p>	<p><b>Human and Social Science</b></p> <p>How have and do religious groups contribute to society and culture?</p>	<p><b>Human and Social Science</b></p> <p>Why is there so much diversity of belief in Christianity?</p>	<p><b>Philosophy</b></p> <p>What does sacrifice mean?</p>

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

	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
<b>Music</b>	<b>Interesting time signatures</b> How does music bring us together?	<b>Combining elements to make music</b> How does music connect us to the past?	<b>Developing pulse and groove through improvisation</b> How does music improve our world	<b>Creating simple melodies together</b> How does music teach us about our community?	<b>Connecting notes and feelings</b> How does music shape our way of life?	<b>Purpose, identity and expression in music</b> How does music connect us to the environment?