

YEAR 4 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Charlie Mackesy, <i>The Boy, The Mole, The Fox and The Horse</i></p> <p>E.B. White, <i>Charlotte's Web</i></p>	<p>Kate DiCamillo, <i>The Miraculous Journey of Edward Tulane</i></p>	<p>Anthony Browne, <i>Into the Forest Beowulf</i></p> <p>"The ruin" (Anglo-Saxon poem)</p>	<p>Hannah Gold, <i>The Last Bear</i></p> <p>Zoe Tucker, <i>Greta and the Giants</i></p>	<p>Nizrana Farook, <i>The Boy Who Stole the Whale</i></p> <p>Julia Green, <i>The Children of Swallow Fell</i></p>	<p>C.S. Lewis, <i>The Lion, the Witch and the Wardrobe</i></p> <p>M.G. Leonard, <i>Beetle Boy</i></p>
Grammar	<p>Use the forms a or an according to whether the next word begins with a consonant or vowel sound.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Express time, place and cause using adverbs.</p> <p>Inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past.</p> <p>Paragraphs as a way to group related material</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Terminology: determiner, pronoun, possessive pronoun</p>	<p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>The grammatical difference between plural and possessive -s</p> <p>Apostrophes to mark plural possession.</p> <p>Using and punctuating direct speech.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Suffixes</p>	<p>Standard English forms for verb inflections.</p> <p>Use of paragraphs to organise ideas around a theme.</p>	<p>Spell using the suffix -ation</p> <p>Spell using the suffix -ly</p> <p>Spell using the suffix -ous</p> <p>Spell words with -tion, -sion, -ssion, cian.</p>
Mathematics (White Rose)	<p><u>Place value</u></p> <p>Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> <p>Number line to 1,000</p> <p>Thousands</p> <p>Represent numbers to 10,000</p> <p>Partition numbers to 10,000</p> <p>Flexible partitioning of numbers to 10,000</p>	<p><u>Area</u></p> <p>What is area?</p> <p>Count squares</p> <p>Make shapes</p> <p>Compare areas</p> <p><u>Multiplication and division</u></p> <p>Multiples of 3</p> <p>Multiply and divide by 6</p> <p>6 times-table and division facts</p> <p>Multiply and divide by 9</p>	<p><u>Multiplication and division</u></p> <p>Factor pairs</p> <p>Efficient multiplication</p> <p>Written methods</p> <p>Multiply 2-digits by 1 digit</p> <p>Multiply 3-digits by 1-digit</p> <p>Divide 2-digits by 1-digit</p> <p>Divide 3-digits by 1-digit</p> <p><u>Length and perimeter</u></p>	<p><u>Fractions</u></p> <p>Unit and non-unit fractions</p> <p>What is a fraction?</p> <p>Tenths</p> <p>Count in tenths</p> <p>Equivalent fractions</p> <p>Fractions greater than 1</p> <p>Count in fractions</p> <p>Add fractions</p>	<p><u>Decimals</u></p> <p>Bonds to 10 and 100</p> <p>Make a whole</p> <p>Write decimals</p> <p>Compare decimals</p> <p>Order decimals</p> <p>Round decimals</p> <p>Halves and quarters</p>	<p><u>Shape</u></p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Identify angles</p> <p>Compare and order angles</p> <p>Recognise and describe 2-D shapes</p> <p>Triangles</p>

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	<p>Find 1, 10, 100, 1,000 more or less</p> <p>Number line to 10,000</p> <p>Estimate on a number line to 10,000</p> <p>Compare numbers to 10,000</p> <p>Order numbers to 10,000</p> <p>Roman numerals</p> <p>Round to the nearest 10</p> <p>Round to the nearest 100</p> <p>Round to the nearest 1,000</p> <p>Round to the nearest 10, 100 or 1,000.</p> <p><u>Addition and subtraction</u> Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Add up to two 4-digit numbers – no exchange</p> <p>Add two 4-digit numbers – one exchange.</p> <p>Add two 4-digit numbers – more than one exchange.</p> <p>Subtract two 4-digit numbers – no exchange</p> <p>Subtract two 4-digit numbers – more than one exchange</p> <p>Efficient subtraction</p> <p>Estimate answers</p> <p>Checking strategies.</p>	<p>9 times-table and division facts</p> <p>Multiple and divide by 7</p> <p>7 times-table and division facts</p> <p>11 times-table and division facts</p> <p>12 times-table and division facts</p> <p>Multiply by 1 and 0</p> <p>Divide a number by 1 and itself</p> <p>Multiply three numbers</p>	<p>Equivalent lengths – m and cm</p> <p>Equivalent lengths – mm and cm</p> <p>Kilometres</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>Measure perimeter</p> <p>Perimeter on a grid</p> <p>Perimeter of a rectangle</p> <p>Perimeter of rectilinear shapes</p>	<p>Add 2 or more fractions</p> <p>Subtract fractions</p> <p>Subtract 2 fractions</p> <p>Subtract from whole amounts</p> <p>Fractions of a set of objects</p> <p>Calculate fractions of a quantity</p> <p>Problem solving – calculate quantities</p> <p><u>Decimals</u> Tenths and hundredths</p> <p>Recognise tenths and hundredths</p> <p>Tenths as decimals</p> <p>Tenths on a place value grid</p> <p>Tenths on a number line</p> <p>Divide 1-digit by 10</p> <p>Divide 2-digits by 10</p> <p>Hundredths</p> <p>Hundredths as decimals</p> <p>Hundredths on a place value grid</p> <p>Divide 1 or 2-digits by 100</p>	<p><u>Money</u> Pounds and pence</p> <p>Ordering money</p> <p>Estimating money</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Give change</p> <p>Working with money</p> <p>Four operations</p> <p><u>Time</u> Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Hours, minutes and seconds</p> <p>Years, months, weeks and days</p> <p>Analogue to digital</p>	<p>Quadrilaterals</p> <p>Symmetry</p> <p>Horizontal and Vertical</p> <p>Lines of symmetry</p> <p>Complete a symmetric figures</p> <p><u>Statistics</u> Interpret charts</p> <p>Comparison, sum and difference</p> <p>Line graphs</p> <p><u>Position and direction</u> Describe position</p> <p>Draw on a grid</p> <p>Move on a grid</p> <p>Describe movement on a grid</p>
Science (CUSP)	<p><u>Living things and their habitats</u> <i>Living things</i> What are the characteristics of living things.</p> <p><i>Vertebrates and invertebrates</i> What animals are vertebrates? What animals are vertebrates?</p>	<p><u>States of matter</u> <i>Know about states of matter</i> What are solids, liquids and gases?</p> <p>What is matter?</p> <p>What does 'state' mean?</p>	<p><u>Animals, including humans</u> <i>Teeth and eating</i> What types of teeth do humans have?</p> <p>How does our mouth and teeth help with digestion?</p> <p>Can teeth tell us what animals eat?</p>	<p><u>Electricity</u> <i>Sources of electricity</i> What appliances use electricity? What sort of power makes them work?</p> <p><i>Components</i> What are the components in a simple series circuit?</p>	<p><u>Sound</u> <i>Properties</i> What is sound?</p> <p><i>Movement</i> How does sound travel?</p> <p><i>Pitch and loudness</i> What is pitch and loudness of a sound?</p>	<p><u>REVISIT - Living things and their habitats</u></p> <p>What animals are vertebrates?</p> <p>What groups are plants classified in?</p> <p>Explain it: what's a classification key and how do you use it?</p>

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	<p>Plants What groups are plants classified in?</p> <p>Classification keys What is classification?</p> <p>How do I use a key?</p> <p>Environmental changes What happens if the environment in a habitat changes?</p>	<p>Work scientifically with states of matter Melting: how do materials change state?</p> <p>Evaporating: how do materials change state?</p> <p>Condensing: how do materials change state?</p> <p>Retrieve Summary: how do materials change their state of matter?</p>	<p>The digestive system What are the parts of the digestive system?</p> <p>How does the digestive system work?</p> <p>Food chains What are food changes?</p> <p>How do I construct a food chain?</p> <p>How are teeth, digestion and food chains connected?</p>	<p>Apply it What are the effects of changing circuit components and batteries?</p>		
Computing Kapow	<p>Computing systems and networks Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>Programming 1: Further coding with Scratch Using variables in coding.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>Creating media: Website design Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>Skills showcase: HTML Editing the HTML and CSS of a web page to change the layout of a website and the text and images.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>Programming 2: Computational thinking Plugged and unplugged activities to develop the four areas of computational thinking.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>Data handling: Investigating weather Researching and storing data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast.</p> <p>Online safety Learning how to navigate the internet in an informed, safe and respectful way.</p>
Geography (CUSP)	<p>Rivers Features of a river What are the features of a river?</p> <p>Local rivers What's our local river?</p> <p>What features can we see?</p> <p>Where did it come from and where does it flow?</p>		<p>Location Latitude and longitude What are lines of latitude?</p> <p>What are lines of longitude?</p> <p>Location and physical features How do lines of latitude and longitude tell us what the location is like?</p> <p>How can you find exact locations around the world?</p> <p>Time zones: Day and night What are time zones and how do they affect us?</p> <p>How does day and night occur?</p> <p>The water cycle The process What is the water cycle?</p>		<p>Map skills – Environmental regions of Europe, Russia, North and South America Define What are the major environmental regions?</p> <p>Know, compare and contrast Europe/Russia/North America/South America What are the major environmental regions?</p> <p>Structured assessment task: Apply and show what you know What are the major environmental regions?</p>	

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			<p><i>The way it works</i> How does the water cycle work?</p> <p><i>The things that influence it</i> What affects the water cycle?</p>				
History: Narrative of the British Isles	<p><u>Scots and Anglo-Saxons – changes in Britain and long arc of history</u> Locate Ireland, Scotland, Denmark, Netherlands, Germany on a map (Geog.)</p> <p>Explain how conflict with Picts affected locals on Roman side of Hadrian’s Wall</p> <p>Explain how expansion of Scotti from modern Ireland into west coast of modern Scotland</p> <p>Explain factors that lead to Anglo-Saxon migration to Britain</p> <p>Locate seven Anglo-Saxon kingdoms on a map (Geog.)</p> <p>Explain how language of Anglo-Saxons still present in modern place names (Geog.)</p> <p>Describe Anglo-Saxon social structure, settlement patterns and religious beliefs</p> <p>Explain change from paganism to Christianity, especially mission by St Augustine in 597CE, which establishes Canterbury as a major centre of Christianity in Britain</p> <p>Explain how Anglo-Saxon art was created, and what it tells us about its creators (illuminated manuscripts, silverware from Byzantium, history of a single sword)</p>		<p><u>Anglo-Saxons and Vikings – changes in Britain and long arc of history</u> Locate Norway and Sweden on a map, and name these as Scandinavia (Geog.)</p> <p>Explain factors that lead to Viking raiding, and then migration to Britain (Geog.)</p> <p>Describe Viking social structure, especially role of women as warriors (“hidden women”), and religious beliefs</p> <p>Explain how old Norse is still present in modern English (place names largely divided by A5 road, local dialect in northeast) (Geog.)</p> <p>Sequence events starting with invasion by Great Heathen Army, ending in settlement between Alfred the Great (acknowledged as first “king of England”) and Guthrum, creating the Danelaw (A5 as modern dividing line)</p> <p>Explain how Alfred created burghs, fortified towns, to launch attacks against Vikings. Identified Towcester (Roman Lactodorum) as a burgh.</p> <p>Explain why Guthrum changed his name to Aethelstan, and the significance to how Vikings culturally adapted to life in England</p> <p>Explain the significance of Aethelflaed as an example of a female medieval ruler Identify Cnut as a Viking Danish king who ruled both Denmark and the Danelaw; identify Aelfgifu of Northampton as his wife who ruled Denmark in Cnut’s place.</p> <p>Explain how conflict continued between Vikings and Anglo-Saxons right up until final defeat of Harald Hardrada at Battle of Stamford Bridge in 1066, and then Anglo-Saxon period ended with defeat of Harold Godwinson at Battle of Hastings in 1066.</p>		<p><u>Benin ca. 900-1300</u> Locate modern Nigeria on a map (Geog.)</p> <p>Describe architecture of Benin kingdom (DT)</p> <p>Describe the political structure (including the importance of the mother of the Oba), social structure and religious beliefs of Edo</p> <p>Explain how wealth was created through trade, plot trading routes (Geog.)</p> <p>Compare and contrast political structures and social structures to Anglo-Saxon and Viking period (chronologically overlapping)</p> <p>Explain why the Benin Bronzes were taken to the British Museum, and debate if they should be returned</p>		
	Art and Design (CUSP)	<p><u>Drawing</u> Explore materials and the effect of combining one medium with another.</p> <p>Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects.</p> <p>Applying knowledge, skills and techniques.</p>	<p><u>Painting</u> Exploration of materials.</p> <p>Explicit teaching of techniques.</p> <p>Application of knowledge and techniques.</p>	<p><u>Printmaking and textiles</u> Exploration of materials and artform.</p> <p>Explicit teaching of techniques.</p> <p>Application of knowledge and techniques</p>	<p><u>3D & Collage</u> Exploration of techniques.</p> <p>Explicit teaching of techniques and exploration of materials.</p> <p>Applying knowledge, skills and techniques.</p>	<p><u>Painting</u> Explicit teaching of techniques.</p> <p>Exploring materials and methods.</p> <p>Exploring the work of an artist.</p> <p>Experimenting with techniques.</p> <p>Applying knowledge, skills and techniques</p>	<p><u>Creative Response</u> Explanation of stimulus and reflections on the skills learnt.</p> <p>Response to stimulus and revisiting of skills.</p> <p>Applying knowledge, skills and techniques.</p>

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Design Technology (CUSP)	Structures Which shapes will give a structure stability? Pupils will explore which shapes can be used to provide stability		Electrical systems How useful are switches? Revisit switches and circuits and use the associated vocabulary Explore different types of switches and how they are used Create a simple game involving an interruption in a circuit		Textiles How do you keep a tea towel from slipping off a hook? Identification of the problem Exploring fasteners Explicit teaching of skills Application of skills Evaluation and adaption	
Music (Charanga)	Mamma Mia Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.		Stop! Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.		Lean on me Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	
P.S.H.E.	Families and friendships Positive friendships, including online Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others Respecting differences and similarities; discussing sensitively	Belonging to a community What makes a community; shared responsibilities Media literacy and digital resilience How data is shared and used	Money and work Making decisions about money; using and keeping money safe.	Physical health and mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe Medicines and household products; drugs common in everyday life
Religious Education	Explore the Buddhist faith – The Four Noble Truths Can a faith that does not believe in humanity and its connection to a God be seen as a religion? Explore the similarities and differences between the Ten Commandments and the Ten Moral Precepts.		Explore the importance of Easter to Christians Is Easter the festival of new life or sacrifice? What can be learned from the attitudes and beliefs of Jesus and of his disciples, relating these to their own experiences, beliefs and values.		What are the challenges of commitment to a community of faith or belief? Is belonging to a community valuable to religious groups and individuals? How could this affect their own lives?	
Physical Education	Health and Fitness: Fitness	Cognitive: Team Building / Orienteering	Health and Fitness: Swimming Social Football/Tag Rugby	Creative: Inclusive Sports	Personal: Striking and Fielding	Health and Fitness/Physical Athletics
	SnoZone MK		Teamworks go karting		Go Ape	

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Spanish (Language Angels)	<u>Core Vocabulary Unit:</u> Phonetics lesson 1 <u>Early Language Unit:</u> I'm Learning Spanish	<u>Early Language Unit:</u> I'm Learning Spanish	<u>Early Language Unit:</u> Seasons	<u>Early Language Unit:</u> Fruits	<u>Early Language Unit:</u> Fruits	<u>Early Language Unit:</u> Ancient Britain
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