

Year 4 Curriculum Overview

	English	Mathematics	RE	PE	PSHE
Term 1 Rotten Romans	<p><u>Class Text:</u> Escape from Pompeii by Christina Balit</p> <p><u>Writing -</u></p> <p>Fiction: Narrative - Write a new version of a known story</p> <p>Non-fiction: Recount – Writing narrative from the voice of a character</p> <p><u>Handwriting –</u></p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters <p><u>Reading –</u></p> <p><u>Retrieval Focus-</u> Children use Escape from Pompeii to answer retrieval questions, modelling tier 2 vocabulary ‘find and copy’, ‘summarise’, ‘identify and explain’.</p> <p><u>Interpret focus-</u> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p> <p><u>Choice focus-</u> Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive voice in the story.</p> <p><u>Grammar and Punctuation –</u></p> <ul style="list-style-type: none"> - Use paragraphs to organise ideas around a theme – including starting a new paragraph for speech - Use inverted commas and other punctuation (commas, question marks, exclamation marks) to indicate direct speech. - Choose nouns or pronouns appropriately - Select the determiner ‘a’ or ‘an’ appropriately. <p><u>Spelling –</u></p> <ul style="list-style-type: none"> - Spell more complex words that are often misspelt for Y3 & Y4 (App 1) - Use the first 3 and 4 letters of a word to check its spelling in a dictionary - Recap adding suffix rules: -ing/ed/es/er/est - Dropping e - Doubling consonants <p><u>Spoken Language –</u></p> <ul style="list-style-type: none"> - Speaking in role: oral rehearsal for written work. Examples included diary entries and letter writing. · Drama opportunities for freeze frames. Working collaboratively to create scenes. 	<p><u>Number maths: Number and Place Value-</u></p> <p>Order and compare numbers beyond 1000 Recognise the value of each digit (in a 4 digit number) Round the number to the nearest 10, 100 or 1000 Represent 4 digit numbers</p> <p><u>Topic Maths: Geometry –</u></p> <p>Properties of shape Compare and classify triangles and quadrilaterals Identify right, acute and obtuse angles Order angles by size Identify line of symmetry in 2D shapes Times tables and related division facts: 3 and 4</p>	<p><u>Why is the Bible important to Christians today?</u></p> <p>Recognise that each individual has a range of people and objects that are important to them. Investigate sacred texts and generate questions about them. Understand how the Bible is organised and investigate why it is important to Christians.</p>	<p><u>Athletics</u></p> <p>Develop flexibility Develop strength, technique, control and balance. Use running, jumping, throwing and catching- in isolation and combination. Play competitive games. Take part in outdoor/adventurous activities individually.</p> <p>Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p><u>What skills, strengths and interests do we have?</u></p> <ul style="list-style-type: none"> • How to recognise personal qualities and individuality • To develop self-worth by identifying positive things about themselves and their achievements • How their personal attributes, strengths, skills and interests contribute to their self-esteem • How to set goals for themselves • How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

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Term 2 Bright Sparks/ Sound	<p>Class Text: The Firework Maker's Daughter – Philip Pullman</p> <p>Fiction: Character profiles and to write an adventure story with developed character's plot.</p> <p>Non-Fiction: Non-chronological report</p> <p>Poetry: Write a Christmas Kenning</p> <p>Handwriting –</p> <ul style="list-style-type: none"> - Recap tricky joins from Y3: See WriteWell Teacher's Guide pg 122 – p125 - Joining from r to short and tall straight letters = ru ri rl rk rn ry r - Joining from r to short and tall round letters = ro ra rd rg rc re - Joining to s using diagonal and horizontal joins = as is ns ws os ds <p>Reading –</p> <p>Retrieval Focus- Comprehensions based on the whole class text, and examples of non-chronological report texts. In support of developing vocabulary children should explore a range of strategies to develop their understanding of the technical vocabulary used within the texts.</p> <p>Interpret focus- Children to interpret how the layout impacts the reader's understanding of non-chronological reports. Why might the reader find the sub-titles useful?</p> <p>Choice focus- Considering author's word choice. For example – if a section is titled 'Electrifying Facts'. Why has the author chosen to use the adjective 'Electrifying' here? Which strategies does the author use to help the reader to understand the text</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g the teacher expanded to: the strict maths teacher with curly hair. - Use heading and sub-heading to aid presentations. - Express time, place and cause: use co-ordinating and subordinating conjunctions: when, before, after, while, so, because. - adverbs: then, next, soon, therefore - preposition: before, after, during, in, because of. <p>Spelling –</p> <ul style="list-style-type: none"> - Add ending which sound like 'shun' spelt tion, sion, ssion, cian Understand and add the suffixes – ation - Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 	<p>Number maths: Addition and Subtraction -Add and subtract up to 4 digit numbers using a range of methods, including expanded column method. -Estimate and use the inverse to check my answers. - Use addition and subtraction to solve problems in context.</p> <p>Topic Maths: Measure: Linear and Perimeter -Convert between units of length (mm, cm, m and km) - Estimate, measure and calculate lengths in mm, cm and m - Measure and calculate the perimeter of rectilinear shapes (in mm, cm and m) Times tables and related division facts: 2, 4 and 8</p>	<p>Why do people pray? Discuss who helps us as a society and individuals. Explore how talking about hopes and worries can help. Identify examples of prayer from the Bible. Learn and recall the words and ideas of the 'Lord's Prayer.' Understand how prayer is important to different religions.</p>	<p>Football</p> <p>Develop strength, technique, control and balance. Running technique. Play competitive games. Take part in outdoor/adventurous activities- Team. Compare performances with previous ones- to allow for improvement (achieve PB and improve). Football Develop strength, technique, control and balance. Running technique. Play competitive games. Take part in outdoor/adventurous activities- Team. Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

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Term 3 Ancient Egypt	<p>Class Text: Time-Slip Scarab – Pie Corbett Horrible Histories - Awesome Egyptians</p> <p>Writing -</p> <p>Fiction: Plan and write a story set in the past</p> <p>Non-fiction: To write a set of instructions, ‘How to mummify a...’ To create a newspaper report using Horrible Histories book, such as, ‘Pharaoh Exploits...’</p> <p>Handwriting –</p> <ul style="list-style-type: none"> - Recap focus on break letters: See WriteWell Teacher’s guide pg 125 for guidance - The break letters g q y j p b s = look at why we do not join from these letters - The break letters x and z= focus on spacing around a break letter - See guide pg 112 <p>Reading –</p> <p>Retrieval focus: Pictures created using the text or related to the period in history</p> <p>Interpret focus: Children to make inferences about Egyptian life and life in the past.</p> <p>Choice focus: Identify how language, paragraph structure and layout contribute to meaning.</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Use fronted adverbials Use commas after fronted adverbials - Use standard English form for verb inflections instead of local spoken forms e.g. we were instead of we was/ I did instead of I done. - Use of paragraphs to organise ideas around a theme. - Place possessive apostrophe accurately in words with regular and irregular plurals. - Use apostrophe for contractions. <p>Spelling –</p> <ul style="list-style-type: none"> - Understand and use the suffix - ous - Spell more complex words that are often misspelt for Y3 & Y4 (App 1) - Use the first 3 and 4 letters of a word to check its spelling in a dictionary <p>Spoken Language –</p> <p>Articulate and justify answers, arguments and opinions</p>	<p>Number maths:</p> <p>Multiplication and division -Use place value to multiply and divide by , 1, 10 and 100 -Multiply a 2-digit and 3-digit number by a one digit number using a range of methods including number lines, partitioning and grid method - Begin to divide a 2-digit and 3-digit number by a one digit number using a range of methods including using remainders. -Use the inverse to solve missing number problems. -Solve multiplication and division problems in context.</p> <p>Topic Maths:</p> <p>Statistics -Interpret and present discrete data -Interpret and present continuous data -Compare and solve data problems Times tables and related division facts: 3,6 and 9</p>	<p>Why do some people think life is a journey?</p> <p>Discuss and share events from our lives. Identify key milestones on life’s journey – birth, school, teenage years, adulthood and old-age. Explore how different religions celebrate or mark key milestones in an individual’s life. Investigate similarities and differences between initiation and belonging ceremonies.</p>	<p>Tag Rugby</p> <p>Develop strength, technique, control and balance. Running technique. Play competitive games. Take part in outdoor/adventurous activities- Team. Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

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Term 4 The Shape of the UK	<p><u>Class Text:</u> You're A Bad Man Mr. Gum – Andy Stanton</p> <p><u>Writing –</u></p> <p>Fiction: Narrative diary accounts & character descriptions</p> <p>Non-fiction: Explanations linking to sound</p> <p><u>Handwriting –</u></p> <ul style="list-style-type: none"> - Focus on checking position of letters on the baseline and checking spacing within words. - Ensuring spaces between letters are equal and consistent. - Focus on parallel downstrokes- keeping downstrokes parallel and introduce the idea of slant. <p><u>Reading –</u></p> <p>Retrieval focus: To skim a whole text first to select which paragraph or section of text an answer may be located in. Find evidence from the text to articulate and justify answers, arguments and opinions.</p> <p>Interpret focus: Using a description of a character, children to infer what as a reader we can infer from this. Answer inference questions based around the thoughts and feelings of characters in the text (refer back to these when writing diaries).</p> <p>Choice focus: Children to consider the techniques used by the writer to describe each character.</p> <p><u>Grammar and Punctuation –</u></p> <ul style="list-style-type: none"> - Identify word families based on common root words e.g solve, solution, solver, dissolve, insoluble - Form nouns using a range of prefixes e.g super – anti- auto <p><u>Spelling –</u></p> <ul style="list-style-type: none"> - Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. - Use prefixes: in, im, il, ir, - Use prefixes: sub, inter, super, anti, auto <p><u>Spoken Language –</u></p> <ul style="list-style-type: none"> - consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication. 	<p><u>Number maths:</u></p> <p>Fractions including decimals - Recognise and show common equivalent fractions -Count up and down in tenths and hundredths - Find fractions of quantities -Add and subtract fractions with the same denominator -Recognise and write decimal equivalents to tenths and hundredths -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p><u>Topic Maths: Geometry:</u></p> <p>Position and direction -Describe positions on a 2-D grid -Describe translations -Plot and join together points Times tables and related division facts: 7</p>	<p><u>Why is Jesus inspiring to some people?</u> Talk about heroes and inspiring people. Ask questions about Jesus and inspiration and respond thoughtfully to inspiring stories. Identify similarities and differences in the way in which Jesus has been portrayed. Apply their own ideas about the meaning and purpose of Jesus' life and teachings.</p>	<p><u>Hockey</u></p> <p>Develop strength, technique, control and balance. Running technique. Play competitive games. Take part in outdoor/advernturous activities- Team. Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p><u>How will we grow and change?</u></p> <p>Learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <p>How puberty can affect emotions and feelings</p> <p>How personal hygiene routines change during puberty</p> <p>How to ask for advice and support about growing and changing and puberty</p>

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Term 5 Our Plastic Planet	<p>Class Text: Run Wild by Gill Lewis</p> <p>Writing –</p> <p>Fiction: Write own setting description</p> <p>Poetry: Write own cinquain, haiku and short free verse poem about the oceans</p> <p>Non-fiction: Persuasive writing to link with PSHE topics and CC Plastic pollution</p> <p>Handwriting –</p> <ul style="list-style-type: none"> - Focus on parallel ascenders and descenders. - Introduce pen lifts after break letters. - Fluent joining in longer words- moving hand or wrist while joining through a word. <p>Reading –</p> <p>Retrieval focus- Find evidence of small details that are used to evoke time, place and mood, eg. What time of day does this event take place?</p> <p>Interpret focus- Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) Do you agree with the way that the problem was solved? Draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justify with evidence.</p> <p>Choice focus- Understand that the author creates characters to provoke a response in the reader, (e.g.) In what ways does the author make the reader....? Why has the author chosen to use...?</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Understand, use and recognise nouns, expanded noun phrases, determiners and pronouns. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use conjunctions, adverbs and prepositions to express time and cause. Identify prepositional phrases. <p>Spelling –</p> <ul style="list-style-type: none"> - Spell words ending with the 'g' sound spelt 'gue' - Spell words ending with the 'k' sound spelt 'que' - Spell words with the 's' sounds spelt 'sc' 	<p>Number maths:</p> <p>Number and place value – decimals -Understand the value of tenths and hundredths -Compare numbers with up to 2 decimal places -round decimals to the nearest whole number (1.d.p) - Divide 1 and 2 digit numbers by 10 and 100 -Negative numbers</p> <p>Topic Maths:</p> <p>Measure – Area and Money -Find the area of rectilinear shapes - estimate, compare and calculate amounts of money -Convert between £ and pence Times tables and related division facts: 11 and 12</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Investigate Hindu beliefs about God</p> <p>Find out more about how Hindus worship god</p> <p>Identify similarities and differences between the life of a Hindu child and the life of a Christian child I can identify where Hindus worship. I can explain the similarities and differences between worshipping at a mandir and at home.</p>	<p>Cricket</p> <p>Develop strength, technique, control and balance. Running technique. Play competitive games.</p> <p>Take part in outdoor/adventurous activities- Team.</p> <p>Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them • How everyday choices can affect the environment • How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • How to show care and concern for others (people and animals) • How to carry out personal responsibilities in a caring and compassionate way

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Term 6 Everything Changes	<p><u>Class Text:</u> The Butterfly Lion by Michael Morpurgo</p> <p><u>Writing –</u></p> <p>Fiction: Write a diary in character. Write an alternative ending to a story</p> <p>Write a letter to the main character to explain our feelings about the key events.</p> <p>Non-fiction: Historical report on the changes in Dover over the decades.</p> <p><u>Handwriting –</u></p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p><u>Reading –</u></p> <p><u>Retrieval focus –</u> after exploring a range of historical reports, summarise the information with a focus on the use of precise use of technical vocabulary. Look at using dictionaries and thesauruses to explore words – WDAT Vocabulary Laboratory.</p> <p><u>Interpret focus-</u> From the study of historical texts, questions leading the children to think about what it may have been like living in Dover during a different period of time. Why did the Port of Dover become historically important? How has the classroom changed between then and now? How has Folkestone Road changed between then and now and why do you think these changes have happened?</p> <p><u>Choice focus –</u> From examples of historical reports, investigate and discuss how the author has organised paragraphs around a theme and appraise their usefulness in supporting the reader to gain information effectively.</p> <p><u>Grammar and Punctuation –</u></p> <ul style="list-style-type: none"> - Indicate possession by using the possessive apostrophe with plural nouns. Understand the grammatical difference between plural and possessive –s. Use the present perfect form of verbs instead of the simple past e.g He has gone out to play contrasted with He went out to play. <p><u>Spelling –</u></p> <ul style="list-style-type: none"> - Use the first 3 and 4 letters of a word to check its spelling in a dictionary. Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. Spell homophones and near-homophones. 	<p><u>Number maths:</u></p> <p>Calculation - Written calculations for division – chunking - Grid method multiplication -Expanded column method addition and subtraction -Mental calculations - Solving two step problems</p> <p><u>Topic Maths:</u></p> <p>Measure – Time -Read, write and convert between analogue and digital clocks -Solve problems converting between seconds, minutes, hours, days, months and years Times tables and related division facts: All</p>	<p><u>What can we learn from religions about deciding right and wrong?</u></p> <p>Explore the meaning of the Values (Treat others as you would like to be treated) That the values can be found in the thinking of many different groups of people That acting in accordance with the values can have a positive impact</p>	<p><u>Tennis</u></p> <p>Develop strength, technique, control and balance. Running and jumping techniques. Play competitive games. Take part in outdoor/adventurous activities- individually and in a Team. Compare performances with previous ones- to allow for improvement (achieve PB and improve).</p>	<p><u>How can we manage risk in different places?</u></p> <p>How to recognise, predict, assess and manage risk in different situations</p> <p>How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>How people's online actions can impact on other people</p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>How to report concerns, including about inappropriate online content and contact</p> <p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>

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<u>Topic</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design & Technology</u>	<u>Music</u>	<u>Wider Learning Opportunities</u>	<u>Visits & Visitors</u>
Term 1 Rotten Romans	Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions	Digital Literacy Online Safety Reporting issues Should I trust this website? Sending and receiving emails	The Romans by 49AD – The Roman Empire and its impact on Britain		Children will develop the artist technique of mosaics, including developing their control and creativity. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.		Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). MUSIC EXAMPLES One More Day—a traditional sea shanty Our Dustbin Junior Voiceworks – Calypso Just like a Roman – Sing up		Visit to the museum

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Term 2 Bright Sparks/ Sound	<p>Sound identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases</p> <p>Electricity identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators.</p>	<p>Digital Literacy Online Safety</p> <p>Reporting issues</p> <p>Sharing personal data</p>				<p>TASC Investigation: Design and make a working musical instrument <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</i></p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>MUSIC EXAMPLES When the Saints go marching in. Frere Jacques London's burning There's a hole in my bucket.</p>		

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<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design & Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits & Visitors</u>
Term 3 Ancient Egypt		<u>Information Technology</u> Online safety Databases Debugging databases	An in depth study of the achievements of the earliest civilizations (Ancient Egypt) – an overview of where and when the first civilizations appeared.		Pupils will improve their mastery of sculpture in the medium of clay – they will make an Eye of Horus from clay Water colour or tie dye sheet. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Capture and record creative ideas using any of: graphic symbols MUSIC EXAMPLES Oasis – Wonderwall Beethoven – Symphony No 5		

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Term 4 Shape of the UK		<u>Information Technology</u> Online safety Video editing Creating digital quizzes Simulations		Fieldwork Study - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Pupil will learn to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	What is the future of art? Study a range of illustrators and animators with electricity or sound as a theme. Create own piece of artwork inspired by the art studied. To learn about great artists, architects and designers in history- Create a piece of digital art.	TASC Investigation: Pupils will design and build a game based upon an electrical circuit. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. MUSIC EXAMPLES Examples of selected musical instrument.		

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Term 5 Our Plastic Planet	Living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Construct and interpret a variety of food chains, identifying producers, predators and prey	<u>Computer Science</u> Online safety What is a network?		Place and Locational Knowledge – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Climate Change Pollution Who is caring for the planet?	Looking at local Artists that use objects collected off local beaches. Pupils learn to evaluate images and discuss preferences and dislikes. Make close observations and discuss artistic techniques Use a range of drawing techniques and apparatus		Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Capture and record creative ideas using any of: rhythm notation and time signatures staff notation technology. MUSIC EXAMPLES Trinidad Steel Band – Tropical Bird		

Year 4 Curriculum Overview

<u>Topic</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>DT</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits & Visitors</u>
Term 6 Everything Changes	States of Matter compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Computer Science Online safety Kodu: What makes a good computer game?	Local History study of Dover - a study over time tracing how several aspects of national history are reflected in the locality.	Fieldwork Study - Identifying key aspects of human geography in Dover and understand how some of these aspects have changed over time. Human and Physical Geography - Learners to investigate human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Knowledge Check-in - Revisit concepts taught in year 3		Cooking and Nutrition – Children follow a recipe with cheese as the prime ingredient. Children explore understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Perform a range of songs in school assemblies Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. MUSIC EXAMPLES James Brown – I got you (I feel good)		