

# New Town Primary School



## Year Four Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Maths Year 4</b>	Number and place value Addition and subtraction	Number- multiplication and division	Number- multiplication and division Money Statistics	Measurement- length and perimeter Number- fractions	Number- fractions Time	Geometry- shape Measurement- Mass and capacity
<b>English Reading Year 4</b>	<p><b><u>Class reader:</u></b> The boy at the back of the class by Onjali Rauf</p> <p><b><u>Books to teach reading:</u></b>  The Barnabus Project by The Fan Brothers – other  Escape to Pompeii  The journey of Iliona  Pippi Longstocking - Astrid Lindgren  Romans on the rampage- Jeremy Strong</p>	<p><b><u>Class reader:</u></b> Defenders: Pitch Invasion – Tom Palmer</p> <p><b><u>Books to teach reading:</u></b>  Defenders: Pitch Invasion - Tom Palmer  The Lion, The Witch and The Wardrobe - CS Lewis  The Witches - Roald Dahl  Amazing Islands – Sabrina M Weiss</p>	<p><b><u>Class reader:</u></b> The Great Chocoplot – Chris Callaghan</p> <p><b><u>Books to teach reading:</u></b>  Fireworkmaker’s Daughter - Phillip Pullman  The Great Chocoplot -Chris Callaghan  Heidi - Johanna Spyri  Little people, big dreams: Earnest Shackleton  Habitats</p>	<p><b><u>Class reader:</u></b> The Great Chocoplot – Chris Callaghan</p> <p><b><u>Books to teach reading:</u></b>  The last polar bears by Harry Horse  Anglo Saxon Boy  Castle on a cloud  Song of the dolphin boy by Elizabeth Laird and Peter Bailey  Lost words  How to be a Viking by Cressida Cowel</p>	<p><b><u>Class reader:</u></b> The Akimbo Adventures – Alexander McCall Smith</p> <p><b><u>Books to teach reading:</u></b>  Alice’s Adventures In Wonderland - Lewis Carroll  Greta’s story by Va;entina Camerini  The girl who stole an elephant - Nizrana Farook  Recycling week</p>	<p><b><u>Class reader:</u></b> The Akimbo Adventures – Alexander McCall Smith</p> <p><b><u>Books to teach reading:</u></b>  Varjak Paw – S F Said  When the Mountains Roared – Jess Butterworth  The Demon Headmaster - Gillian Cross</p>

	<p>A World of Discovery - Richard Platt</p> <p>Peter Pan - J M Barrie</p>	<p>Trumpet of the Swan – E.B. White</p> <p>Mr Mistoffelees</p>	<p>Song of the river by Joy Cowley and Kimberley Andrews</p>		<p>Agent Asha: Mission Shark Bytes</p> <p>The Midnight Fox - Betsy Byars</p>	
<p><b>English Writing Year 4</b></p>	<p>Text one: TWS Feast by Disney <b>Outcome: Big idea replicated to new plot</b></p> <p>Text two: The journey of Iliona – A diary of a young slave <b>Outcome: Diary</b></p>	<p>Text one: Persuasive letter to an Author <b>Outcome: Persuasive letter</b></p> <p>Text two: Digestion Explanation based on Gut Garden – A journey into the wonderful world of your Microbiome <b>Outcome: Explanation text</b></p>	<p>Text one: Charlie and the Chocolate Factory <b>Outcome: Descriptive writing piece</b></p> <p>Text two: The river by Valerie Blood <b>Outcome: Poetry</b></p>	<p>Text one: Shackleton <b>Outcome: Diary</b></p> <p>Text Two: Trip to Reading <b>Outcome: Recount</b></p>	<p>Text one: The Whale by Ethan and Vita Murrow <b>Outcome: Adventure Story</b></p> <p>Text two: An alternative to plastic straw <b>Outcome: persuasive adverts</b></p>	<p>Text one: Aladdin and the Enchanted Lamp by Phillip Pullman <b>Outcome: Narrative</b></p> <p>Text two: The Plague Play script <b>Outcome: Write from view of characters</b></p>
<p><b>Science Year 3</b></p>	<p>During this term, we will compare how things move on different surfaces. We will learn that some forces need contact between two objects, but</p>	<p>During this term, we will identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>During this term, we will identify and describe the functions of different parts of flowering plants. We will explore the requirements of</p>	<p>During this term, we will identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>During this term, we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will</p>	<p>During this term, we will recognise that we need light in order to see things and that dark is the absence of light. We will learn that light is reflected from</p>

	magnetic forces can act at a distance. We will observe how magnets attract or repel each other and attract some materials and not others. We will learn that magnets have two poles.	nutrition from what they eat. We will identify that humans have skeletons and muscles for support, protection and movement.	plants for life and growth and how they vary from plant to plant. We will investigate the way in which water is transported within plants. We will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	nutrition from what they eat. We will identify that animals have skeletons and muscles for support, protection and movement.	describe in simple terms how fossils are formed when things that have lived are trapped within rock. We will recognise that soils are made from rocks and organic matter.	surfaces. We will learn that light from the sun can be dangerous and that there are ways to protect our eyes. We will investigate shadows and learn that shadows are formed when the light from a light source is blocked by an opaque object.
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Curriculum Theme	<u>Romans</u>	<u>Polar Regions</u>	<u>Anglo Saxons</u>	<u>Rivers</u>	<u>Europe</u>
A memorable experience	Romans workshop	Viking visitor		A trip to the cinema	
An innovative challenge	Make a Roman Catapult	Make an Anglo Saxon Roundhouse		Create a 3D model of a river – include all relevant parts	
A book to read	Romans on the rampage by Jeremy Strong	Anglo-Saxon boy by Tony Bradman		Europe (Where on Earth?) by Vallepur	
Something to investigate	How long did the average Roman Catapult take to construct?	Are there any Anglo-Saxon villages in the Uk that are open for visiting?		What are the names of the 5 longest rivers in Europe? In which country can each be found?	

<b>Parental engagement</b>	<b>Harvest festival and carols by candlelight</b>	<b>World book week reading drop ins</b>	<b>Sports day</b>
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<b>Geography</b>	No Geography this term	During this term, we will look at what climate is like in the polar regions. We will look at the physical geography of Greenland and also research how humans live in the polar regions. We will learn about the effects that humans are having on the polar regions as well as what is being done to protect the polar regions.	<p>During this term, we will research the world's longest rivers. We will investigate how rivers impact where people live as well as how people change rivers. Will look look at the impact of flooding on people.</p> <p>During this term, we will research what the capital cities of Europe have in common and investigate why people visit the Mediterranean. We will learn about Greece's landscape and then consider the similarities and differences between Greece and the United Kingdom.</p>
<b>History</b>	During this term, we will investigate origins of Rome and how it became an empire. We will also learn what made the Roman Army so effective and consider what it was like to live in Rome. We will also look at how the Romans changed Britain by studying the successes of Roman invasion attempts on Britain and consider evidence that we can see in our local area of Roman life. We will finally understand why the Roman occupation of Britain came to an end.	During this term we will study what Britain was like after the Romans left. We will investigate the reasons why the Anglo Saxons came to Britain and how society was organised in Saxon Britain and what life was like during this era.	No History this term

<b>Art</b>	<b>Sculpture and 3D</b> We will be exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp. We will create our own 2D joined collages and 3D soap sculptures.	<b>Craft and Design – Fabric of Nature</b> We will be using the Arctic Circles Landscape and animals as a starting point to develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	<b>Painting and Mixed Media</b> We will be developing our skills in colour mixing, focussing on using tints and shades to create a 3D effect. We will experiment with composition and apply it to painting techniques.	
<b>DT</b>	<b>Levers and Linkages (Mechanical Systems)</b> We will investigate products which have a range of lever and linkage mechanisms with key questions in mind. We practice making a range of lever and linkages while demonstrating the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. We will design, make and evaluate a lever and linkage system on a 2D Roman catapult.	<b>2D shape to 3D product (textiles)</b> <b>Product- Viking Bag</b> We will examine a range of textile products with various stitching, joins, finishers and fastenings. We will explore and practice a range of stitching techniques. We will learn how to use a textile product to create a paper pattern using 2D shapes. We will design, make and evaluate a Viking bag.	<b>Healthy and varied Diet (food)</b> We will investigate a range of food products and carry out sensory evaluations on the contents of the food. We will learn to select and use a range of utensils and techniques as appropriate to prepare ingredients hygienically. We will investigate food preparation techniques and food types from different cultures in Europe. We will design, make and evaluate a traditional European dish.	
<b>PE</b>	<b>Gymnastics</b> We will develop balancing, rolling and jumping. We will use these skills individually and in combination. We will develop our sequence work by collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. We will develop our confidence to perform, considering the quality and control of their actions.	<b>Dance</b> We will create dances in relation to an idea. We will work individually, with a partner and in small groups, sharing our ideas. We will develop our use of counting and rhythm. We will learn to use canon, unison, formation and levels in our dances. We will be given the opportunity to perform to others and provide feedback using key terminology.	<b>Yoga</b> We will learn about mindfulness and body awareness. We will learn yoga poses and techniques that will help them to connect our mind and body. We will improve wellbeing by building strength, flexibility and balance. We will	<b>Fitness</b> We will take part in a range of activities that explore and develop different areas of our health and fitness. We will be given opportunities to work at our maximum and improve our fitness levels, recognising

					practice breathing and meditation. We will work independently and with others to create our own yoga flows.	how the activities make us feel. We will learn to persevere when we get tired or when we find a challenge hard, and are encouraged to support others to do the same. We will learn to recognise areas for improvement and suggest activities that could be done to do this.
	<p><b>Tennis</b> We will develop our understanding of the principles of net and wall games. We will have to think about how we use skills, strategies and tactics to outwit the opposition. We will learn key skills such as racket control, hitting a ball and how to score points. We will be given opportunities to play games</p>	<p><b>Tag Rugby</b> We will develop their understanding of the attacking and defending principles of invasion games. We will learn to think about how we use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the try line to score. We will develop our</p>	<p><b>Hockey</b> We will develop our understanding of the attacking and defending principles of invasion games. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the goal</p>	<p><b>Athletics</b> We will develop basic running, jumping and throwing techniques. We will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, we will be taught to think about how to achieve our greatest</p>	<p><b>Netball</b> We will develop our understanding of the attacking and defending principles of invasion games. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the goal</p>	<p><b>Rounders</b> We will explore our understanding of the principles of striking and fielding. We will learn how to score points by striking a ball into space and running around cones or bases. When fielding, we will learn how to play in different fielding roles. We will focus on developing throwing, catching</p>

	<p>independently and will be taught the importance of being honest whilst playing to the rules</p>	<p>understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>possible speed, distance or accuracy and learn how to persevere to achieve our own personal best. We will also be given opportunities to measure, time and record scores.</p>	<p>to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>and batting skills. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will be given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people we play with and against.</p>
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<p><b>RE</b></p>	<p><b><u>For each religion taught, the following will be covered:</u></b></p> <p><b>God</b> Who is God? What is the name of the God in each religion?</p> <p><b>Special Places (Place of Worship)</b> What is your special place? What are the special places of worship for each religion? What is the Holy book of the religion called?</p> <p><b>Symbols and Meanings</b> What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p><b>Special Festivals and celebrations</b> What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>			
	<p><u>Buddhism</u></p>	<p><u>Sikhism</u></p>	<p><u>Judaism</u></p>	
<p><b>Computing</b></p>	<p><b>Online safety</b> We will learn how we can protect ourselves from online identity theft and develop an understanding that information put online leaves a digital footprint or trail and that this can aid identity theft. We will learn that copying the work of others and</p>	<p><b>Effective searching</b> We will learn to locate information on the search results page and to use search effectively to find out information. We will learn to assess whether an information source is true and reliable.</p>	<p><b>Animation</b> We will learn how animations are created by hand and find out how 2Animate animations can be created in a similar way using technology. We will learn about onion skinning in animation as well as how to add backgrounds and sounds to animations. We will also learn how to add a 'stop motion' animation.</p>	<p><b>Coding</b> We will create a simple computer program and begin to understand selection in computer programming. We will also learn how to use coordinates in computer programming and learn what a variable is in programming. We will work to create a playable game</p>



	<p>presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p>We will identify the positive negative influences of technology on health and the environment and develop an understanding of the importance of balancing game and screen time with other parts of our lives.</p>					
<p><b>Life Skills</b></p>	<p><b>Thinking of others</b> We will be learning about belonging to different groups and the responsibilities that come with it. We will consider how we make school and class a safe place. We will learn about being tolerant of views and</p>	<p><b>Keeping safe, fit and healthy</b> We will be learning about healthy choices that should make in regard to food and drink. We will learn about keeping safe online and how to identify danger.</p>	<p><b>Respect and Tolerance</b> We will be learning about how to be kind and appreciate acts of kindness. We will learn about self-esteem and confidence and how this may rise and fall depending on circumstances. We will learn ways to</p>	<p><b>Morals Choices Rights and Democracy</b> We will be learning about how and why rules and laws are made. We will learn that we have different kinds of responsibilities to ourselves, our friends, families, etc. We will gain an</p>	<p><b>Living and Growing</b> We will be learning about different types of families including LGBT, foster families and adoptive families and how families support each other. We will learn how femal mammals give birth and how the creation of life</p>	<p><b>Moving on</b> We will be learning to identify our own strengths and weaknesses and how we could apply these to our life, for example, clubs that we join. We will learn about the world of work and</p>

	opinions. We will learn about how change can make people feel. We will recognise that some relationships may be unhealthy and lead to unhappiness. We will learn about the needs of others and how to recognise when someone is in need.		minimise distractions as being distracted can seem like a lack of respect.	understanding of local democracy – in our school and local councils.	requires both a male and a female.	different types of work.
<b>Music</b>	The above will be learnt through Charanga: <u>Exploring Simple Patterns</u>	The above will be learnt through Charanga: <u>Focus on Tempo and Dynamics</u>	The above will be learnt through Charanga: <u>Exploring Feelings Through Music</u>	The above will be learnt through Charanga: <u>Investing a Musical Story</u>	The above will be learnt through Charanga: <u>Music that Makes You Dance</u>	The above will be learnt through Charanga: <u>Exploring Improvisation</u>