



Year Four Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 4	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
English Reading Year 4	<p><u>Class reader:</u> The Witches - Roald Dahl – complexity of narrator</p> <p><u>Books to teach reading:</u> The Witches - Roald Dahl – complexity of narrator</p> <p>The Barnabus Project by The Fan Brothers – other</p> <p>Escape to Pompeii - topic</p> <p>Mr Mistoffelees - TS Elliot – resistant text</p> <p>The journey of Iliona- topic</p>	<p><u>Class reader:</u> The Trumpet of the Swan – E.B White</p> <p><u>Books to teach reading:</u> Trumpet of the Swan – E.B. White - archaic</p> <p>Amazing Islands – Sabrina M Weiss – non-fiction</p> <p>Peter Pan - J M Barrie – archaic</p>	<p><u>Class reader:</u> The Lion, The Witch and The Wardrobe - CS Lewis – archaic</p> <p><u>Books to teach reading:</u> The Lion, The Witch and The Wardrobe - CS Lewis – archaic</p> <p>Aladdin and the enchanted lamp – Philip Pullman</p> <p>Little people, big dreams: Earnest Shackleton – non-fiction – topic</p> <p>My animal encyclopaedia - Non fiction text - topic</p>	<p><u>Class reader:</u> The boy at the back of the class - Onjali Rauf</p> <p><u>Books to teach reading:</u> Mr Mistoffelees - TS Elliot – resistant text</p> <p>The last polar bears by Harry Horse- archaic – topic</p> <p>Anglo Saxon Boy – topic</p> <p>Yapping away (poetry unit)</p> <p>Song of the dolphin boy by Elizabeth Laird and Peter Bailey – topic</p>	<p><u>Class reader:</u> The Akimbo Adventures – Alexander McCall Smith</p> <p><u>Books to teach reading:</u> Greta’s Story – Valentina Camerini - topic</p> <p>The girl who stole an elephant - Nizrana Farook – resistant text</p> <p>Recycling week non-fiction text - topic</p> <p>Agent Asha: Mission Shark Bytes – complexity of plot</p>	<p><u>Class reader:</u> The land of roar – Jenny McLachlan</p> <p><u>Books to teach reading:</u> Pippi Longstocking - Astrid Lindgren – Archaic</p> <p>After the fall – Dan Santant</p> <p>When the Mountains Roared – Jess Butterworth – complexity of narrator</p> <p>Harry Potter and the philosophers stone – J.K. Rowling</p>

	<p>Romans on the rampage – Jeremy Strong – topic</p> <p>Yapping Away-poetry</p> <p>A World of Discovery - Richard Platt – Non Fiction</p>		<p>Song of the river by Joy Cowley and Kimberley Andrews - topic</p>		<p>The Midnight Fox - Betsy Byars – non-linear timeline</p>	
<p>English Writing Year 4</p>	<p>Text One: Escape from Pompeii Christina Balit</p> <p>Text Two: Tar Beach Faith Ringgold</p>	<p>Text One: FARTHER Grahame Baker Smith</p> <p>Text Two: Until I Met Dudley Roger McGough and Chris Riddell</p>	<p>Text One: Winter's Child Angela McAllister</p> <p>Text Two: The Selfish Giant Oscar Wilde</p>	<p>Text One: The Lion and the Unicorn Shirley Hughes</p> <p>Text Two: Odd and the Frost Giants Neil Gaiman</p>	<p>Text One: The Ever-Changing Earth Grahame Baker-Smith</p> <p>Text Two: Shackleton's Journey William Grill</p>	<p>Text One: The Lion the Witch and the Wardrobe C. S. Lewis</p> <p>Text Two: Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders</p>
<p>Science Year 4</p>	<p>Electricity During this term, we will identify common appliances that run on electricity. We will also construct a simple electrical circuit and identify the components within. We will learn to recognise that a switch opens and closes a circuit and this impacts whether an object lights up or</p>	<p>Animals including Humans During this term, we will learn the simple functions of the digestive system in humans. We will be able to identify different teeth in humans and name their functions. After this, we will identify and compare teeth of carnivores, herbivores and omnivores. We</p>	<p>Living things and their habitats During this term, we will learn different ways to group living things. We will explore and use classification keys to help group, identify and name a variety of living things in their local water environment. We will investigate the issues that changes to environments can impose on living things.</p>	<p>States of matter During this term, we will compare and group materials together based on whether they are solid, liquid or gas. We will observe that some materials change state when they are heated or cooled, and will measure/research the temperature at which this happens. We will identify the part</p>	<p>Sound During this term, we will identify how sounds are made, linking with vibrations. We will recognise that vibrations from sounds travel through a medium to the ear. We will learn about the relationship between the volume of sound and the strength of vibrations.</p>	

	not. We will also learn some common conductors and insulators and be able to identify metals as good conductors.	will learn to construct and interpret a variety of food chains; identifying producers, predators and prey by examining animal faeces (poo).		played by evaporation and condensation in the water cycle and look at how this links with temperature.	
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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?	
Parental engagement	Harvest festival and carols by candlelight	World book week reading drop ins		Sports day	

Geography	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>
History	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

Art	<p>Focus: Drawing – Storytelling through drawing</p> <p>This term, children explore how we can create sequenced imagery to share and tell stories.</p> <p>The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.</p>	<p>Focus: Painting & Collage – Exploring Still Life</p> <p>In this term, children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.</p> <p>Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p>	<p>Focus: Sculpture – Art of Display</p> <p>This term, children begin to think about two very important aspects of making art: context and presentation.</p> <p>When we make art that others will see, it’s important that we understand how we present the work will influence the way people see the work. This pathway presents an opportunity for pupils to discover and question the role of the “plinth” in sculpture.</p>	
DT	<p>Levers and Linkages (Mechanical Systems)</p> <p>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.</p>	<p>2D shape to 3D product (textiles)</p> <p>Product- Viking Bag</p> <p>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.</p>		<p>Healthy and varied Diet (food)</p> <p>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.</p>
PE	<p>Gymnastics</p> <p>We will develop balancing, rolling and jumping. We will use these skills individually and in</p>	<p>Yoga</p> <p>We will learn about mindfulness and body</p>	<p>Dance</p> <p>We will create dances in relation to an idea. We will work individually, with a partner and in small</p> <p>Fitness</p> <p>We will take part in a range of activities that</p>	

	<p>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.</p>	<p>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 practice breathing and meditation. We will work independently and with others to create our own yoga flows.</p>	<p>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.</p>	<p>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 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>	
	<p>Hockey 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 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>Tennis 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</p>	<p>Sports Day Practice 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</p>	<p>Rounders 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</p>	<p>Netball 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</p>

		<p>score points. We will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules.</p>	<p>will be taught to think about how to achieve our greatest 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>throwing, catching 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>	<p>maintain possession and aim to move the ball towards the goal 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>RE</p>	<p><u>For each religion taught, the following will be covered:</u></p> <p>God Who is God? What is the name of the God in each religion?</p> <p>Special Places (Place of Worship) 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>Symbols and Meanings What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p>Special Festivals and celebrations What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>				
	<p>Buddhism</p>	<p>Sikhism</p>	<p>Judaism</p>		

Computing	Online safety 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 presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. 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.	Typing across the years We will learn to use our knowledge of a keyboard to be able to type a variety of letters and words more efficiently.	Effective searching 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.	Coding 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.	Making Music We will learn to identify and discuss the main elements of music: pulse, rhythm, tempo, pitch, texture. We will learn to compose a piece of electronic music.	Animation 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.
Life Skills	Thinking of others We will be learning about belonging to different groups and	Keeping safe, fit and healthy We will be learning about healthy choices	Respect and Tolerance We will be learning about how to be kind	Morals Choices Rights and Democracy We will be learning about how and why	Living and Growing We will be learning about different types of families including LGBT,	Moving on We will be learning to identify our own strengths and

	<p>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 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.</p>	<p>that should make in regard to food and drink. We will learn about keeping safe online and how to identify danger.</p>	<p>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 minimise distractions as being distracted can seem like a lack of respect.</p>	<p>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 understanding of local democracy – in our school and local councils.</p>	<p>foster families and adoptive families and how families support each other. We will learn how female mammals give birth and how the creation of life requires both a male and a female.</p>	<p>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 different types of work.</p>
Music	<p>This year, we will learn to use and understand staff and other musical notations. We will learn to appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. We will also develop an understanding of the history of music. We will learn to listen with attention to detail and recall sounds with increasing aural memory. We will play and perform in solo and ensemble contexts, using our voices and play musical instruments with increasing accuracy, fluency, control and expression. We will improvise and compose music for a range of purposes, using the interrelated dimensions of music.</p>					
	Recorder sessions through Berkshire Maestros	Musical Structures	Exploring feelings when you play	Compose with friends	Feelings through music	