

Year 4 Curriculum Overview



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Famous Five	<u>A Memorable Experience</u> Roman workshop		<u>A Memorable Experience</u> Welcoming a Viking visitor		<u>A Memorable Experience</u> A trip to the cinema	
	<u>An Innovative Challenge</u> Make a model of a Roman villa		<u>An Innovative Challenge</u> Make a model of an Anglo-Saxon roundhouse		<u>An Innovative Challenge</u> Create a 3d model of a river fit for a museum	
	<u>A Book to Read</u> Romans on the Rampage By Jeremy Strong		<u>A Book to Read</u> Anglo Saxon Boy By Tony Bradman		<u>A Book to Read</u> Europe (Where on Earth?)	
	<u>Something to Investigate</u> Find out 10 facts about Roman soldiers		<u>Something to Investigate</u> Are there any Anglo Saxon villages in England open for visitors?		<u>Something to Investigate</u> What are the top five longest rivers in Europe and where can they be found?	
	<u>Parental Involvement</u> Harvest Festival and Carols by Candlelight		<u>Parental Involvement</u> World book week drop in		<u>Parental Involvement</u> Sports day	
Maths is taught using White Rose as a basis for lessons. Where possible children learn using concrete resources and practical situations.						
Maths	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
Reading	Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.					
	<u>Novels-</u> The Witches by Roald Dahl How To Train Your Dragon By Cressida Cowell How to Train Your Dragon: How To Be A Pirate: Book 2 By Cressida Cowell		<u>Novels-</u> The boy at the back of the class by Onjali Rauf The Letter with the Golden Stamp by Onjali Rauf <u>Extracts to teach reading-</u> Aladdin and the enchanted lamp		<u>Novels-</u> The Lion, The Witch and The Wardrobe By CS Lewis The Akimbo Adventures By Alexander McCall Smith The land of roar By Jenny McLachlan	

	<p><u>Extracts to teach reading-</u> The Barnabus Project by The Fan Brothers Escape to Pompeii by Christina Balit Mr Mistoffelees By TS Elliot The journey of Iliona by Richard Platt Yapping Away By Joshua Seigal Amazing Islands By Sabrina M Weiss</p>	<p>By Philip Pullman Little people, big dreams: Earnest Shackleton Song of the river by Joy Cowley and Kimberley Andrews The last polar bears by Harry Horse The Lost Words by Robert Macfarlane Song of the dolphin boy by Elizabeth Laird and Peter Bailey</p>	<p><u>Books to teach reading:</u> Greta’s Story By Valentina Camerini Agent Asha: Mission Shark Bytes The Midnight Fox by Betsy Byars Pippi Longstocking by Astrid Lindgren When the Mountains Roared By Jess Butterworth The Demon Headmaster by Gillian Cross</p>			
Writing	<p>Writing is taught using high-quality texts as the ‘root’. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.</p>					
	<p>Escape from Pompei By Christina Ballet</p>	<p>Tar Beach By Faith Ringgold</p>	<p>Winter’s Child By Angela McAllister</p>	<p>The Selfish Giant By Oscar Wilde</p>	<p>The Ever- Changing Earth By Grahame Baker Smith</p>	<p>Shackleton’s Journey By William Grill</p>
	<p>FARThER By Grahame Baker Smith</p>	<p>Until I met Dudley By Roger McGough and Chris Riddell</p>	<p>The Lion and the unicorn By Shirley Hughes</p>	<p>The Crown By Emily Kapff</p>	<p>The Lion the Witch and the Wardrobe By CS Lewis</p>	<p>The story of Harvey Milk and the Rainbow Flag By Rob Sanders</p>
Science	<p>Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future are vital for the survival of our planet.</p>					
	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • What are the simple functions of the digestive system? • How can I identify the 	<p><u>Sound</u></p> <ul style="list-style-type: none"> • How can we identify how sounds are made by associating some of them with something vibrating? 	<p><u>Changing State</u></p> <ul style="list-style-type: none"> • How do I group materials together according to their properties solid, liquid and gas? • What happens to materials when they are heated then cooled? • What happens to the shape and appearance of materials when they are heated then cooled? • What part does evaporation and condensation play in the water cycle? 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • Which common appliances run using electricity? • What components are needed to light a lamp within an electrical circuit? 	<p><u>Living Things and their habitats</u></p> <ul style="list-style-type: none"> • How can I group living things in a variety of ways? • Do classification 	

	<p>different teeth in humans and their functions?</p> <ul style="list-style-type: none"> • What do I need to do to keep my teeth healthy? • What is the difference between the teeth of carnivores, herbivores and omnivores? • What information do I need to construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces? 	<ul style="list-style-type: none"> • How do vibrations from sounds travel through a medium to the ear? • What happens to sound as the distance from the sound source increases? • Can we identify patterns between pitch and volume of a sound and features of the object that produced it? 	<ul style="list-style-type: none"> • How does the rate of evaporation change with changing temperatures? 	<ul style="list-style-type: none"> • Which materials make good conductors? • Which materials make good insulators? • How does a simple switch turn a lamp on or off? • Can I make simple electrical circuits and name the components? 	<p>keys help with identifying and grouping living things?</p> <ul style="list-style-type: none"> • Can I identify a variety of living things in their environments? • How does a change in environment cause changes to living things?
History	<p><u>What made the Roman Empire so powerful?</u></p> <ul style="list-style-type: none"> • What makes a society? <i>Significance, similarities and differences</i> • What are the origins of Rome? <i>chronology</i> • How did Rome become an empire? <i>Cause and effect</i> 	<p><u>To what extent did the Anglo Saxons change Britain?</u></p> <ul style="list-style-type: none"> • What was Britain like after the Romans left? <i>Similarities and differences</i> • Why did the Anglo Saxons come to Britain? <i>Cause and effect</i> • How was society organised in Saxon Britain? <i>Similarities and differences</i> 	<p><u>No History this term</u></p>		

	<ul style="list-style-type: none"> • What made the Roman army so effective? <i>Cause and effect</i> • What was it like living in Rome? <i>Similarities and differences</i> • How did the Romans change Britain? • How successful were invasion attempts on Britain? <i>Similarities and differences</i> • What resistance did the Romans face in Britain? <i>Interpretation</i> • How did Roman ideas of society change life in Britain? <i>Change and continuity</i> • What evidence can we see in our local area of Roman life? <i>Interpretation</i> • What was the legacy of the Roman invasion? <i>Change, significance</i> 	<ul style="list-style-type: none"> • What do sources tell us life was like during the Anglo Saxon era? <i>Interpretation</i> • What can we learn from Sutton Hoo? <i>Interpretation, significance</i> • How did religion change over the Anglo Saxon era? <i>Change and continuity</i> 			
Geog	<u>No Geography this term</u>	<u>How precious are our Polar Regions? (Climate Focus)</u> <ul style="list-style-type: none"> • What are the polar regions? • What is the climate like in the polar regions? • What is the physical geography of Greenland? • How can humans live in the polar regions? • What effect are humans having on the polar regions? • What is being done to protect the Polar regions 	<u>What is a river?</u> <ul style="list-style-type: none"> • What are the world's longest rivers? • How do rivers impact where people live? • What journeys do rivers make? (Danube vs Thames) • How do people change rivers? (Thames Barrier) • How can flooding affect people? 	<u>What makes Europe unique?</u> <ul style="list-style-type: none"> • What is Europe? • What do the capital cities of Europe have in common? • Why do people visit the Mediterranean • What is Greece's landscape like? 	

				<ul style="list-style-type: none"> • Where would you visit in Athens? • What are the similarities and differences between Greece and the U.K?
Art	<u>Storytelling, illustration, Romans, creating atmosphere</u> <ul style="list-style-type: none"> • How can I explore the work of artists who tell stories through imagery? • How can I use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing? • How can I explore illustration further using a range of materials? • How can I plan ideas for sequenced images to describe a narrative? • What do I need to create a finished piece which contains sequenced images to describe a narrative? 	<u>Nature, still life, genre, tradition</u> <ul style="list-style-type: none"> • What are the qualities of still life paintings by traditional painters? • Can I respond to these in my sketchbook? • How do I draw from observation? • How do the qualities of contemporary and traditional still life compare and contrast? • What is my response to Cezanne's still life paintings, thinking about the artist's choice of subject and composition? • What skills do I need to create my own still life artwork exploring, colour, line and texture? 	<u>Sculpture, Creative Thinking Sketchbooks</u> <ul style="list-style-type: none"> • Can I consider how the way I present my work can change the meaning of the work or how others see it? • What is the distinction between 'audience' and 'art' when I create a short-term construction of a figurative sketch? • What aspects of my presentation do I need to consider when thinking how the context and presentation of my artwork is defined? 	
DT	DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A design process will be followed for each project starting with the design brief through to research, initial designs, final design, making and evaluation.			
	<u>Structures and Mechanisms</u> Design a structure to hold and display Roman coins for a museum.	<u>Food</u> Design a soup fit for an Anglo-Saxon King using grains and vegetables from that time	<u>Textiles</u> Design a warm slipper for one of the characters in The Lion the Witch and the Wardrobe	
Music	<u>Rock and Roll</u> <ul style="list-style-type: none"> • How does a walking bassline help Bill Haley and his Comets Rock Around the Clock? 	<u>Change in pitch tempo and dynamics: Rivers</u> <ul style="list-style-type: none"> • When can repetition be interesting? 	<u>Adapting and transporting motifs: Romans</u> <ul style="list-style-type: none"> • If I change a motif, how can it still be the same? 	
PE 1	<u>Gymnastics</u>	<u>Yoga</u>	<u>Dance</u>	<u>Fitness</u>

	<ul style="list-style-type: none"> • How many balances can I do? • What different shapes can I make when I jump? • What ways can I roll? • How can I best combine movements to create a sequence? • What can I do to link each movement together? • Can I perfect my sequence and then perform it to others? 	<ul style="list-style-type: none"> • Can I link mindfulness to body awareness? • Which yoga poses can I use to connect mind and body? • Is my flexibility and core strength improving? • How would I work with a partner to create a yoga flow? 	<ul style="list-style-type: none"> • Can I take an idea and use it to create a dance? • How well can I work on my own or in a group to create a dance by sharing ideas? • How can I use different rhythmical patterns to create a dance? • How would I use canon, unison, formation and levels to create a dance with more interest? • How will I perfect a dance so that it is ready to perform to others? • Can I give useful feedback to others so that they might improve? 	<ul style="list-style-type: none"> • Which activities allow us to work as hard as we can? • Why is raising our heart rate important? • How can we improve the time we can spend on strenuous activities? 	
PE 2	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • How do I attack in a a game of hockey? • How do I defend in a game? • What skills do I need to attack or defend? • What skills do I need to maintain possession? • Why is it important to have rules? • What do we mean by being a good sportsman? 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> • How do we maintain racquet control? • How do we hit the ball accurately and effectively to score points? • How can we play a game successfully against an opponent? 	<p><u>Sports Day</u></p> <ul style="list-style-type: none"> • What can we do to improve the distance that we throw a ball? • Can we use similar techniques to throw a javelin? • How can we run more efficiently? • What techniques can we use to improve the outcomes in a long distance race? 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> • What do we need to do to strike the ball into a space away from the fielding team? • How can we catch a ball even if it is moving away from us or at speed? • What kind of throw should we be using for bowling? • What kind of throw will travel the furthest? 	<p><u>Netball</u></p> <ul style="list-style-type: none"> • What kind of throw do we use to propel the ball in different ways? • What skills are needed to find a space? • How do we mark a player effectively within the rules? • Why is it important to have rules in the game of netball?
RE	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • What difference does Pentecost make and to whom? • Where do ideas about right and wrong come from for Christians? 	<p><u>Islam</u></p> <ul style="list-style-type: none"> • How and why is the Qu’ran a source of guidance for life for a Muslim? • What role does the Mosque play in Muslim life? 	<p><u>Non-Religious world views</u></p> <ul style="list-style-type: none"> • How does reading sacred texts help people understand the beliefs and values of others? • Where do ideas about right and wrong come from for non-religious families? 		

	<ul style="list-style-type: none"> How and why do Christians try to make a difference in the world? 					
Life Skills	<u>Thinking of others</u> <ul style="list-style-type: none"> What do we need to think about and take responsibility for if we belong to a group? How can we make school and class a safe place? What skills do we need to be tolerant of others views and opinions? How can changes make people feel? What might be the signs that someone needs our help? 	<u>Keeping safe, fit and healthy</u> <ul style="list-style-type: none"> What are the healthy choices we need to make in terms of food and drink? Why are those choices important for our wellbeing? How do we keep safe online and how would we know if we were in danger? 	<u>Respect and Tolerance</u> <ul style="list-style-type: none"> How can we show and appreciate acts of kindness? Why is self-esteem important? What strategies can be used to become more confident? What can we do to minimise distractions in class? What is a 'Protected Characteristic' and what does this protection mean within our society? 	<u>Morals Choices Rights and Democracy</u> <ul style="list-style-type: none"> How are rules and laws made? What responsibilities do we have towards our families? Are these the same responsibilities we should have towards our friends? What is democracy and why is it important in the wider community? 	<u>Living and Growing</u> <ul style="list-style-type: none"> What are the biological differences between male and female animals including humans? What are their roles in their life cycles How do sexual differences affect relationships? How will our bodies change over time? Will these changes be the same for everyone? How do we cope with these changes? What is menstruation and how do we deal with it practically? 	<u>Moving on</u> <ul style="list-style-type: none"> How can we develop an awareness of ourWhat are the biological differences between male and female animals including humans? What are their roles in their life cycles How do sexual differences affect relationships? How will our bodies change over time? Will these changes be the same for everyone? How do we cope with these changes? What is menstruation and how do we deal with it practically? <ul style="list-style-type: none"> strengths and weaknesses? How can we apply these strengths to our lives? What skills are needed for different types of work?

Computing	<p>Computing is taught in our IT suite using Purple Mash. Children continue to learn to navigate devices with increasing confidence using the keyboard and mouse and using the internet. Every lesson has an emphasis on ensuring that they are keeping themselves safe on-line both at home and at school.</p>					
	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • How do we keep ourselves safe in terms of privacy and security? • How do we ensure that we do not access anything that will affect our health and wellbeing? 	<p><u>Typing across the years</u></p> <ul style="list-style-type: none"> • How can we improve our touch typing in terms of accuracy and speed? 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • How can we protect our online reputation? <p><u>Effective searching</u></p> <ul style="list-style-type: none"> • How do we search for information effectively and safely? 	<p><u>Artificial Intelligence</u></p> <ul style="list-style-type: none"> • What is AI? • Where does AI's information come from? • How can it be used safely? • What are the dangers of AI? 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • How can we make sure that the image we portray on-line is accurate and keeps us safe? <p><u>Coding</u></p> <ul style="list-style-type: none"> • How can we use coding to effectively make a set of instructions? 	<p><u>Micro bits</u></p> <ul style="list-style-type: none"> • What is a micro bit? • How can it be used to create useful devices?
French	<p>French is taught throughout KS2 as our Modern Foreign Language. The Language Angels Scheme is used which allows children to experience a wide range of vocabulary through everyday situations. Role play, repetition and recap ensure that they build a rich bank of vocabulary which they can use in conversations with their peers. French is practised as often as possible in the classroom, outside French lessons, and enrichment days allow children to immerse themselves into French culture.</p>					