

Year 4 - Curriculum Overview

Subject	Autumn Term	Spring Term	Summer Term
<b>English (Writing and Comprehension)</b>	Newspaper Articles Historical Texts Playscripts Poetry  Weekly spelling and grammar  Comprehensions linked to above topics	Explanatory Texts Persuasive Texts  Weekly spelling and grammar  Comprehensions linked to above topics	Non-Chronological Texts Stories from other cultures  Weekly spelling and grammar programme  Comprehensions linked to above topics
<b>English (Class text)</b>	Stig of the Dump Percy Jackson	Percy Jackson Stig of the Dump	Indian in the Cupboard Escape from Shangri-La
<b>Maths (Number)</b>	Recognising place value Comparing and ordering 4-digit numbers Finding more or less Add and subtract (mentally) Multiplication and division facts 6,7, 9, 11 and 12) Recognise equivalent fractions using diagrams Finding fractions of amounts Formal written method for addition and subtraction Recognise decimal equivalents Recall square numbers Written and grid method for TUxU Rounding numbers	Mental methods for subtraction and addition Formal methods for addition and subtraction Counting in multiples of 25, 100 and 1000 Formal written method of multiplication Use a number line to connect fractions and numbers Find non-unit tenths and hundredths Fraction of amounts Solving word problems (one and two-step) Decimal equivalents	Rounding Negative numbers Solve word problems involving money, measurements and fractions Formal written method for HTUxU Estimating and checking Add and subtract fractions with the same denominator Read Roman Numerals Formal written method for division
<b>Maths (Shape, Space and Measure)</b>	Symmetry in 2D Shapes Reflection Translating shapes Finding and plotting coordinates Record Mass Convert between g and kg Estimate and read scales	Identify angles Identify angles in shapes Compare and order angles Classify and sort 2-D shapes Find regular and irregular polygons Record length Convert between mm, cm, m and km	Compare and classify triangles, quadrilaterals, parallelograms, rhombuses, trapeziums, kites based on properties and size. Read and record volume and capacity. Estimate and compare capacity. Calculate different measures of capacity

	Telling the time in 12 and 24 hour clock.	Estimate and compare length Round numbers on a tape measure Find perimeter and area	Describe and plot points on a grid
<b>Maths (Problem Solving and Data Handling)</b>	Solve problems and reason mathematically	Solve problems and reason mathematically Interpret and present data using tables, bar charts, time graphs and pictograms.	Solve problems and reason mathematically Interpret and present data using tables, bar charts, time graphs and pictograms.
<b>International Primary Curriculum</b>	<p><b><u>Temples Tombs and Treasures</u></b></p> <p><b>Geography:</b> Geographical features of Egypt and Sumer <b>History:</b> Significant Egyptian archaeologists, Building of the pyramids, Egyptian life, Gods and Goddesses, Death and burial, Pharaohs, Book of the Dead <b>International:</b> Similarities and differences between cultures present and past</p> <p><b><u>Feel the Force</u></b></p> <p><b>Science:</b> Forces, Magnets, Friction, Properties of Materials <b>Geography:</b> Natural Disasters</p>	<p><b><u>Fashion</u></b></p> <p><b>History:</b> Fashion, jewellery and etiquette through the ages. The Celts, The Romans, Kings and Queens of Britain</p> <p><b>Science:</b> Comparing the properties and uses of materials</p> <p><b>Society:</b> Fashion influences and advertising</p>	<p><b><u>On Tap</u></b></p> <p><b>Geography:</b> Natural Water Cycle, Human Water Cycle, Water Pollution, Water Waste</p> <p><b>Science:</b> Heating Water, Dissolving, States of matter, Filters</p> <p><b><u>Shaping Up</u></b></p> <p><b>Science:</b> Nutrition, Internal organs, Skeleton, Muscle, Healthy Living and exercise, Teeth</p>
<b>Art</b>	<p><i>Temples Tombs and Treasures</i></p> <ul style="list-style-type: none"> <li>-Visual research of hieroglyphics</li> <li>-Designing your own mummy case</li> <li>-Sculpting mummy case from paper mache mulch</li> <li>-Painting and embellishing mummy case</li> </ul>	<p><i>Fashion</i></p> <ul style="list-style-type: none"> <li>-Junk fashion project in groups</li> <li>-Visual research of Celtic, Roman, Egyptian designs</li> <li>-Designing own jewellery 'collection'</li> <li>-Make collection from ceramics</li> </ul>	<p><i>Shaping Up</i></p> <ul style="list-style-type: none"> <li>-Body in movement</li> <li>-Drawing proportions</li> <li>-Colour mixing tones</li> <li>- Painting inspired by futurists.</li> </ul>
<b>Computing</b>	<p><b>IPC – Digital Gamers</b></p> <p>Review existing games Implement a game from an existing design Design a game Programme the game</p>	<p><b>IPC – Digital Gamers</b></p> <p>Test and refine the game Complete the game Market the game</p>	<p><b>IPC – Digital Gamers</b></p> <p>Design an upgrade Review the design process</p>

<p><b>Drama</b></p>	<p><b>Butch Cassidy and the Sundance Kid</b> Pupils perform scripted scenes taking into account location, given circumstances of a text, character, atmosphere, thought processes, obstacles, staging and direction. Pupils work on balancing imagination, communication, action and focus.</p> <p><b>Roald Dahl</b> Skill experimentation using scripts based on the stories of Roald Dahl.</p>	<p><b>Poetry</b> We build on the vocal work from year 3 developing breath, resonance, pitch and articulation. We look at being able to colour a piece of text with our expression and opinion. We then move to investigate a topic using drama conventions and improvisation using a piece of poetry as a starting point.</p>	<p><b>Skill Development</b> We return to the four elements of good theatre skill; Imagination, Communication, Energy and Attention skills. We measure our success in the games work and apply the skills to a small project. A series of smaller projects are offered that support IPC programmes from the year explore text and themes.</p>
<p><b>French</b></p>	<p><b>La nourriture et la boisson</b> Asking for food and drink, names of meals, crockery and cutlery</p>	<p><b>Ma ville</b> Saying where you live, places in the local area, giving simple directions, names of shops, numbers beyond 100</p>	<p>Alphabet Age Days and months Classroom objects</p>
<p><b>Music</b></p>	<p>Aural Assessment - 'Listen-In' modules Theory – using 'Theory Matters' Making Sound (2) - Revision of Y3 skills</p> <p><u>Spring</u> Vivaldi's 'Four Seasons' Notate - graphic score Keyboards (1) Class Singing &amp; ABRSM aural tests</p>	<p>Preliminary rounds for House Music Competition</p> <p>Preparation for informal concert</p> <p>Tuned &amp; untuned percussion</p> <p>Class Concerts Class Singing &amp; ABRSM aural tests</p>	<p><u>The Orchestra</u> Families and instruments of the orchestra Demonstrations and opportunities to try different instruments</p> <p><u>Class Singing</u> A selection of Music Hall Songs Rounds ABRSM aural tests</p>
<p><b>PSHEE</b></p>	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> <li>• Dealing with bullies</li> <li>• What am I like</li> <li>• We are the same but different</li> <li>• Dealing with disagreements</li> <li>• Being Inclusive</li> </ul> <p>(Safer Internet Day – understanding what happens when you share a picture online)</p>	<p><u>Me and Keeping Safe</u></p> <ul style="list-style-type: none"> <li>• Risks and Pressures</li> <li>• How do we stay safe</li> <li>• Stranger Danger</li> <li>• <i>Internet Safety</i></li> </ul> <p>[IPC provisions made for living in the wider world]</p>	<p><u>Me and My Healthy Lifestyle</u></p> <ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Unhealthy living -smoking</li> <li>• Keeping your brain healthy</li> <li>• Mindfulness</li> </ul>
<p><b>PE/Games</b></p>	<p>Basketball/Gymnastics Football/netball/swimming</p>	<p>Badminton/Volleyball Swimming/hockey</p>	<p>Short tennis /Athletics/kwik cricket Cricket/rounders/swimming</p>

<b>RS</b>	Pilgrimages: what are they? Why do people make them? Examples from different religions/ similarities. Christmas story: the importance of Bethlehem/journeys inc Mary & Joseph's.	Religions festivals and celebrations. Project on the Easter story: discussion of key events then children retell in own words with illustrations in individual booklets.	Bible story project: Making a diorama (3D model) in pairs to represent a scene from their chosen story; 'plaque' explaining what they think the message is and why still important today.
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