

Year 4 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Topic: Sculpture- History link Mythical creatures Knowledge: Ancient Greek art and culture Skills: Use a sketchbook to record preparatory work Pull a shape from clay Add texture</p>	<p>Topic: Drawing (portraits) Knowledge: Correct proportion of human face/shape of features Skills: Apply skills (hatching/cross hatching) Use colour washes and blocks of solid colour</p>	<p>Topic: Painting (Picasso) Knowledge: Know about the work of great artists Understand how choice of subject, technique and colour create mood and feeling Skills: Refine mark making for effect (hair, eyes) Create solid blocks of colour Mix secondary colours</p>	<p>Topic: Drawing (Architecture/landmarks - Geography link- France) Knowledge: Describe key work, ideas and practices of artists, architects and designers Skills: Use a sketchbook to collect ideas and develop a plan. Develop drawing techniques. Select techniques to represent texture</p>	<p>Topic: Mosaic/collage (History link- Roman motifs) Knowledge: Know about Roman art & culture Understand how to improve work Skills: Collect ideas and develop a plan Create pattern Select colour for effect</p>	
Computing	<u>The Internet</u>	<u>Audio Production</u>	<u>Data Logging</u>	<u>Repetition in Games</u>	<u>Photo Editing</u>	<u>Repetition in Shapes</u>
DT	<p>Topic: Money containers Knowledge: Designing for a purpose Exploring fastenings Developing knowledge of stitches Skills: Planning for a purpose Making prototypes Developing a range of stitches for a purpose Using an appropriate fastener</p>		<p>Topic: Using electrical circuits in design Knowledge: Designing for a purpose Creating an item using bulbs or buzzers with a circuit Skills: Problem solving Planning for a purpose Accurate measuring, cutting and joining Fixing components to a product</p>		<p>Topic: Healthy eating Knowledge: Making a healthy lunch Skills: Slicing, grating, cutting, peeling, sauté, simmering and blending Using instructions Measuring & weighing ingredients accurately</p>	

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<p>English</p>	<p>Topic: Place value of Grammar</p> <p>Class Reader: Grandad & John by Jeanne Willis</p> <p>Bill's New Frock by Anne Fine</p>	<p>Topic: Greek God Non-Chron Report Purpose: To inform Audience: Year 4 children Register: Formal, Historical expert</p> <p>Topic: Greek Myth Purpose: To entertain Audience: Year 4 children Register: Formal/historical expert</p> <p>Class Reader: Cloud Busting by Malorie Blackman</p>	<p>Topic: Information leaflet about Chinese New Year Purpose: To inform Audience: Parents/ people coming to watch the performance Register: Semi formal</p> <p>Class Reader: Charlotte's Web (E.B. White)</p>	<p>Topic: Formal Persuasive letter Purpose: To persuade Audience: Official (CEO of SeaWorld) Register: Formal</p> <p>Topic: Narrative: Speech for characterisation and settings (Butterfly Lion) Purpose: To entertain Audience: Readers of Butterfly Lion Register: Authorial style</p> <p>Topic: Explanation Text- How to make chocolate Purpose: To Explain Audience: Year 4 children Register: Informal Chatty Style</p> <p>Class Reader: Butterfly Lion by Michael Morpurgo</p>	<p>Topic: Taking Flight Purpose: Narrative-Speech Focus (for action) Audience: Year 4 Register: Authorial Style</p> <p>Topic: Diary (Journey to Jo'burg) Purpose: To recount Audience: Yourself Register: Informal</p> <p>Class Reader: Journey to Jo'Burg by Beverley Naidoo</p>	<p>Topic: Suspense and character description (Alma) Purpose: To entertain (suspense) Audience: Year 4 children Register: Authorial Style</p> <p>Class Reader: The Girl who Stole an Elephant by Nizrana Farook</p> <p>Julius Caesar by William Shakespeare</p>
<p>French</p>	<p>Phonics 1 & 2 Knowledge: Learn key French sounds</p>	<p>Topic: Presenting Myself Knowledge: Learn key French</p>	<p>Topic: Family Knowledge: Family members</p>	<p>Topic: Classroom Knowledge: Classroom objects</p>		<p>Topic: Weather Knowledge: Weather</p>

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		<p>sounds</p> <p>Revise greetings</p> <p>Numbers 1-20</p> <p>Asking for key information</p> <p>1st person</p> <p>Adj. agreement</p> <p>Skills:</p> <p>Ask and answer simple questions</p> <p>Create a short spoken passage</p> <p>Read short phrases</p> <p>Write short phrases</p>	<p>Numbers to 100</p> <p>Verb (to be called)</p> <p>Gender & articles</p> <p>Possessives</p> <p>Skills:</p> <p>Ask and answer simple questions</p> <p>Create a short spoken passage</p> <p>Read short passages</p> <p>Write short phrases</p>	<p>Gender & articles</p> <p>1st person (to have)</p> <p>Possessives</p> <p>Negatives</p> <p>Conjunctions</p> <p>Skills:</p> <p>Ask and answer questions</p> <p>Read short passages</p> <p>Write short phrases</p>		<p>Negatives</p> <p>Conjunctions</p> <p>Skills:</p> <p>Ask and answer questions</p> <p>Create short spoken passage</p> <p>Read extended passage</p> <p>Write sentences</p>
<p>History and Geography</p>	<p>Topic: Ancient Greeks</p> <p>Knowledge: An understanding of where and when Ancient Greece was</p> <p>The importance of Gods and religion</p> <p>Daily life, Greek myths, key battles, legacy</p> <p>Skills: Chronology</p> <p>Historical enquiry</p> <p>Trips/enrichment opportunities: Past Productions</p> <p>Ancient Greeks Day</p>		<p>Topic: Europe and France</p> <p>Knowledge Children learn about areas in the UK- cities, counties, regions and physical and human features (Locational)</p> <p>Children then learn about countries in Europe</p> <p>Detailed day learning about France and the different areas of it - city life, Alps and southern France</p> <p>Comparison to the UK</p> <p>Skills: Using atlases and 4/6 figure grid references on an OS map (Lake District)</p>		<p>Topic: Romans</p> <p>Knowledge: The Celts</p> <p>Why the Romans invaded</p> <p>Life in the Roman army</p> <p>Boudicca's revolt</p> <p>Legacy</p> <p>Skills: Chronology</p> <p>Historical enquiry</p> <p>Interpretations of the past</p> <p>Trips/enrichment opportunities:</p> <p>Fort Nelson Trip</p>	
<p>Maths</p> <p>(Fluency, problem)</p>	<p>Topic: Place Value</p> <p>Place value of 4 digit numbers</p>	<p>Topic: Multiplication & Division</p>	<p>Topic: Multiplication & Division</p>	<p>Topic: Decimals</p> <p>Understanding tenths and hundredths and</p>	<p>Topic: Money</p> <p>Pounds and pence</p>	<p>Topic: Geometry</p> <p>Identifying angles (acute, obtuse and right angles)</p>

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<p>solving and reasoning included in all topics)</p>	<p>Ordering, comparing and rounding 1000 more or less than a given number Counting on/back through 0</p> <p>Topic: Addition and subtraction Use place value to add and subtract Addition and subtraction written methods, including those with exchanges Estimate by rounding Checking strategies</p>	<p>Understanding multiplying by 1 and 0 Understanding dividing by 1 and itself Multiplying and dividing by 10 and 100 Multiplication and Division written methods Learn 6, 7 and 9 multiplication tables and their related division facts</p> <p>Topic: Measure Understanding kilometers and converting between meters and kilometers Perimeter on a grid Perimeter of rectangles and rectilinear shapes</p>	<p>Learn 11 and 12 multiplication tables and their related division facts Multiply 3 single digits Factor pairs Written multiplication and division methods Efficiency</p> <p>Topic: Fractions What is a fraction? Equivalent fractions Fractions greater than 1 whole Counting in fractions Adding and subtracting fractions with the same denominator Subtracting from a whole Fractions of quantities</p>	<p>how to write as decimals Using number lines and place value grids Dividing by 10 and 100 Making 1 whole Writing decimals Comparing & ordering Rounding Halves & quarters</p>	<p>Ordering amounts of money Estimate amounts Solve problems applying the 4 operations</p> <p>Topic: Measure Concept of area Area on a grid Area of shapes Comparing area Topic: Statistics Interpret discrete and continuous data Introduction to line graphs</p>	<p>Comparing and ordering angles Types of triangles Types of quadrilaterals Lines of symmetry Complete a symmetrical figure Describing position Draw on a grid Move on a grid Describe movement on a grid</p> <p>Topic: Time Hours minutes and seconds Years, months, weeks and days Analogue to digital time (12 hrs) Analogue to digital time (24 hrs)</p> <p>Topic: Number Roman numerals (linked to Roman topic)</p>
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<p>Music</p>	<p>Topic: Body and tuned percussion Knowledge and skills: identify the structure of a piece of music, play contrasting rhythms and melodies together, perform as an ensemble. Theme: Rainforests</p>	<p>Topic: Changes in pitch, tempo and dynamics Knowledge and skills: create and perform a piece with ostinatos, sing in tune and in harmony as an ensemble, use musical terminology accurately. Theme: Rivers</p>	<p>Topic: Samba Knowledge and skills: understand the features of samba music, understand and play syncopated rhythms, compose a basic rhythmic break, perform rhythmic breaks as an ensemble. Theme: Carnival</p>	<p>Topic: VE Day (performance) Knowledge and skills: ensemble singing with increasing confidence, understand the meanings behind the songs</p>	<p>Topic: Adapting and transposing motifs Knowledge and skills: understand musical motifs, sing in tune and in time, compose and notate a musical motif, combine and perform different versions of musical motifs. Theme: Romans</p>
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<p>RE</p>	<p>Concept: Creation Knowledge: Christianity Beliefs, stories Big picture: Where do different religions derive? Learn about where in the world Christianity comes from</p>	<p>Concept: Advent Knowledge: Christianity Festivals, beliefs, religious practices Big picture: Where do different religions derive? Learn about places in the Bible and where they are in the world Learn about where Christian populations live today</p>	<p>Concept: Parinirvana Knowledge: Buddhism Festivals, religious practices, religious figures, beliefs Big picture: Where do different religions derive? Learn about where Buddhism began in the world and where it is most practised now</p>		<p>Concept: Community Knowledge: Humanist celebrations Culture, festivals, religious practices Big picture: Where do different religions derive? Learn about where Humanist views started and where Humanist populations live today</p>	
<p>PSHE</p>	<p>Topic: Vision and Values Knowledge: Rules and Routines Health and safety Mental Health and wellbeing Growth Mindset - The power of yet Skills: Setting goals Resilience Active listening Learning from experiences</p>	<p>Topic: Anti – bullying Knowledge: Link to anti-bullying week Understanding what bullying is Developing strategies for dealing with bullying Skills: Recognising and utilising strategies for managing pressure,</p>	<p>Topic: Citizenship and British values Knowledge: Explore my role within the community Understand decision making in the community Understanding democracy Explore how and why rules</p>	<p>Topic: Effects of drugs and alcohol Knowledge: Difference between medicine and drugs Effects of smoking Effects of alcohol Peer pressure and decision making Skills: Recognising and utilising strategies for managing pressure, persuasion and coercion and the need for peer approval Identification, assessment</p>	<p>Topic: Keeping Safe Knowledge: Road safety - stop, look, listen, think Water safety - safe swimming Calling for help Skills: Identification, assessment (including predication) and management of risk</p>	<p>Topic: Health education - changing adolescent body Knowledge: Consent/PANTS rule External body changes Internal body changes (including menstruation) Keeping clean Emotional</p>

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		persuasion and coercion and the need for peer approval Evaluating social norms	are made and enforced Understand how to take part in making and changing rules Visit to Lord Mayor and Council Chambers Skills: Analysis (including separating fact from opinion) Planning and deciding Team-working Negotiation	(including predication) and management of risk Making decisions	Planning and deciding	Changes Skills: Active listening. Formulating questions. Responding to the need for positive affirmation for self and others
PE	Seated volleyball, bean bag curling and fitness circuits	Dance – Greeks	Gymnastics-balances	Dodgeball/spikeball PE shed games	Tag rugby	Rounders
	Playground games, Daily Mile intro and throwing and catching skills	Endball	handball	cricket	Sports Day/Athletics	Tennis
Science	Topic: States of matter Knowledge: 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		Topic: Sound Knowledge: identify how sounds are made, associating some of them with something vibrating	Topic: Electricity Knowledge: Identify common appliances that run on electricity Construct a simple series electrical circuit,	Topics: Living things and their habitats Knowledge: Recognise that living things can be grouped in a variety of ways	Topic: Animals including humans Knowledge: Describe the simple functions of the basic parts of the digestive

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	<p>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 Skills: All working scientifically skills with a focus on making predictions, setting up tests and recording data</p>	<p>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 Skills: All working scientifically skills with a focus on asking questions and observing and measuring</p>	<p>identifying and naming its basic parts Identify whether or not a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators, and associate metals with being good conductors Skills: All working scientifically skills with a focus on making predictions and evaluating</p>	<p>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 Skills: All working scientifically skills with a focus on asking questions and interpreting and observing and measuring</p>	<p>system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey Skills: All working scientifically skills with a focus on making predictions and interpreting and communicating results</p>
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