



# Year 4 Curriculum Overview

	<b>Autumn 1 Myths and Legends</b>	<b>Autumn 2 Faith and Belief</b>	<b>Spring 1 Journeys and Migration</b>	<b>Spring 2 Adventures and Inventions</b>	<b>Summer 1 Animals and Justice</b>	<b>Summer 2 Wonder of the World</b>
<b>Enrichment</b>	National Maritime Museum Vikings	St Paul's Cathedral including Dome climb	BBC Earth experience  My BNK workshop  African art workshop with Gakonga	Science Museum (Energy Hall and Fuelling the Future) with Wonderlab  Thames Water workshop  My BNK workshop	London Zoo	British Museum Egyptians exhibition
<b>English</b>	<i>Overheard on a Saltmarsh by Oakley Graham</i>  <i>The Dragon Slayer</i> <b>Theme:</b> Myths & Legends Empathising with others Finding courage <b>Writing Genres:</b> Poetry- Use figurative language to compose a free verse poem	<i>A Christmas Carol by Charles Dickens and retold by Gill Tavner</i>  <b>Theme:</b> Exploring faith and belief <b>Writing Genres:</b> -Narrative – a newspaper report based on the protagonist (Ebenezer Scrooge) and a key event from the story.  Non-fiction- A formal	<i>Christophe's Story by Nicki Cornwell</i>  <b>Theme:</b> Journeys including migration. Developing perseverance. <b>Writing Genres:</b> -Non-fiction- Informal letter writing -Narrative- Problem and solution	<i>The First Charlie Small Journal - Gorilla City</i>  <b>Theme:</b> Adventures and Inventions- what is your idea of an adventure? Do we need to leave our houses to have an adventure? What do futuristic inventions look like? <b>Writing Genres:</b> -Fiction- Diary entry -Non-fiction- Explanation text	<i>Charlotte's Web by E.B White</i>  <b>Theme:</b> Animals and their role. How do you stand up for what you believe in. What is justice? <b>Writing Genres:</b> Non-fiction- Non-chronological report based on a farm animal  Non-fiction Persuasive writing- why Wilbur shouldn't be killed.	<i>Tadeo Jones, The Egyptian Pyramid</i>  <i>The Egyptian Sleepover By Stephen Davies</i>  <b>Theme:</b> Wonders of the world. Appreciation Exploring different perspectives <b>Writing Genres:</b> Narrative: Using 'Show not tell writing skill for building suspense and tension'

	Narrative- Alternative ending to a story	letter				Setting description
<b>Maths</b>	Place value Numbers to 1,000 100s, 10s and 1s (1) Number line to 1,000 Round to the nearest 10, 100 Count in 1,000s Represent numbers to 10,000, 1,000s, 100s, 10s and 1s Partitioning The number line to 10,000 Find 1, 10, 100, 1,000 more or less Compare 4-digit numbers Order numbers Round to the nearest 1,000 Count in 25s Introducing negative numbers Negative numbers Roman numerals Add and subtract 1s, 10s, 100s and 1,000s Add and subtract two 3-digit and 4-digit number: With/without crossing 10 or 100 With/without exchanging one/more Efficient subtraction Estimate answers Checking strategies	Length & perimeter Equivalent lengths - m and cm Equivalent lengths - mm and cm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Multiplication & division Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times-table Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts	Multiplication & division 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit & 3-digits by 1-digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems What is area? Counting squares Making shapes Comparing area Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions	Fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects (1) Fractions of a set of objects (2) Calculate fractions of a quantity Problem solving - calculate quantities Decimals Activity Tenths and hundredths Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100	Decimals Bonds to 10 and 100 Make a whole Activity Write decimals Write decimals Compare decimals Order decimals Activity Round decimals Round decimals Halves and quarters Money Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Give change Activity Working with money Four operations	Telling the time to 5 min/to the min Using a.m. and p.m 24-hour clock Hours, min & seconds Years, months, weeks and days Analogue to digital - 12 hour Analogue to digital - 24 hour Statistics Interpret charts Comparison, sum and difference Introducing line graphs Line graphs Properties of shape Turns and angles Right angles in shapes Compare angles Identify angles Compare/order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Symmetry Horizontal & Vertical Lines of symmetry Complete a symmetric figure Describe position Draw, move & movement on a grid

<p><b>Science</b></p>	<p><b>Topic:</b> <i>States of matter</i> To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Experiment:</b> Does temperature affect melting speed?</p> <p><b>Working Scientifically Focus:</b> Comparative/fair testing</p>	<p><b>Topic:</b> <i>Sound</i> <i>The study of Alexandra Graham Bell</i></p> <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>To recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Experiment:</b> How does distance from a source affect the volume?</p>	<p><b>Topic:</b> <i>Deforestation in Madagascar. The study of Gerard Durrell</i></p> <p>To be able to investigate and describe the dangers of deforestation in Madagascar</p> <p>To name some endangered animals in Madagascar and to describe Gerald Durrell and his conservation work in Madagascar</p> <p><b>Experiment:</b> - Investigating sustainable solutions for Deforestation</p> <p><b>Working Scientifically Focus:</b> Research and observation Raising further questions</p>	<p><b>Topic:</b> <i>Electricity</i> <i>The study of Thomas Edison and James Watt</i></p> <p>To identify common appliances that run on electricity</p> <p>To identify hazards in the home</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>To recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Experiments:</b> Creating a variety of circuits Exploring what breaks a circuit and why?</p>	<p><b>Topic:</b> <i>Living things and their habitats</i></p> <p>To recognise that living things can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Experiments:</b> Observe how environmental changes have an impact on living things</p> <p><b>Working Scientifically Focus:</b> Observation Raising further questions</p>	<p><b>Topic:</b> <i>Teeth and the digestive system</i></p> <p>Identify different types of teeth in humans and their functions</p> <p>Teeth modelling</p> <p>Explore different ways of keeping healthy</p> <p>Investigate how the digestive system works</p> <p><b>Experiment:</b> To investigate what happens to food after it is swallowed -</p> <p><b>Working Scientifically Focus:</b> Using scientific diagrams and labels to explain a scientific process</p>
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<b>Computing</b>	<b>Online Safety</b> Think of strategies to stay safe online Positive and negative peer pressure Ways to report related concerns The speed that information can travel and how information may not always be accurate Hacking- how it puts personal information at risk and ways to protect this.	<b>We are musicians</b> Create repeating percussion rhythm Play music using virtual instruments Compose and edit tunes (pitch and duration) Create own loops will give feedback to others	<b>We are artists</b> develop an appreciation of the links between geometry and art; become familiar with the tools and techniques of a vector graphics package; develop an understanding of turtle graphics; experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers.	<b>We are Meteorologists</b> Understand different measures of weather (linked to Physical Geography) Use computer-based data logging to automate recordings and use spreadsheets to create charts, analyse data, explore inconsistencies & make predictions Practice using presentation and video software	<b>We are Software Developers</b> Pupils will plan, create, develop and test their own educational game for a target audience. They will learn to: develop an educational computer game using selection and repetition, understand and use variables, start to debug computer programs, recognise the importance of user interface design, including consideration of input and output.	<b>We are bloggers (linked to Egyptians)</b> Children become familiar with blogs Create a sequence of blog posts and incorporate multimedia Comment on posts of others and develop a critical, reflective view of a range of media.
<b>Geography / History</b>	Explore Viking era (AD793-1066)  <b>Key Question:</b> Why did the Vikings invade Britain. What was it like to be a Viking?  <b>Focus:</b> Building on the children's previous knowledge of the Anglo-Saxons,	Life in Tudor times  <b>Key Question:</b> How did the Tudors change Britain?  <b>Focus:</b> The children will build on their historical knowledge of London.  They will examine how it has changed including religion, using a range of	Mountains in Africa and around the world however planning needs to be revisited  <b>Key Question:</b> What are the main mountain ranges in Africa? What makes one mountain different from another? Does location affect mountain range?	Rivers and the Water cycle  <b>Key Question:</b> What should you take with you on a river expedition and why? What can you explore along a river?  <b>Focus:</b> children will locate different rivers	Land use and settlement including Human and Physical Geography Fieldwork  <b>Key Question:</b> Why do people live where they live?  <b>Focus:</b> children will learn the key features of human geography. They will explore where our	Ancient Egypt  <b>Key Question:</b> What were the achievements of the Ancient Egyptians?  <b>Focus:</b> The children will learn about the Ancient Egyptian civilisation and where it fits in relation to Britain's timeline.

	the children will learn about the Vikings and will learn about Viking raids, invasions and life as a Viking soldier.	sources to draw conclusions. They will study an aspect of history or a site dating from a period beyond 1066 that is significant to London.	<b>Focus:</b> children will locate different mountains around Africa and the world. They will understand the different types of mountains and how they are formed.	around the world on a map. They will recognise the features and stages of rivers and explain how they are used around the world. They will understand the water cycle.	food comes from including fair trade. Children will identify the features of a sketch map. Use symbols and a key to describe an area Draw a simple sketch map Draw a simple sketch map using symbols and a key	They will learn about the civilisations achievements. They will examine what life was like and use a range of sources to determine this.
<b>R.E.</b>	<p><b>Judaism</b></p> <p><i>Key Question: What can we learn from the stories of the Old Testament?</i></p> <p>Is it my job to look after the world? (The story of Noah). Were Abraham and Sarah good role models? Who are my role models?</p> <p><b>WALT recognise important people in the Old Testament and what we can learn from them.</b></p>	<p><b>Christianity</b></p> <p><i>Key Question: What is the most significant part of the Nativity story for Christians today?</i></p> <p>Which part of the Nativity story do I find most compelling? What can I learn from the nativity story?</p> <p><b>WALT describe the symbolism in the Christmas story and explain what the different parts mean to Christians today.</b></p>	<p><b>Judaism</b></p> <p><i>Key Question: Why is Passover so important for Jewish people?</i></p> <p>Which of my festivals is most important to me?</p> <p><b>WALT draw conclusions about how celebrating Passover helps Jewish people to feel connected to their religion.</b></p> <p>I can recall a defining moment when God saved Jewish people from slavery and chose them to receive his laws.</p>	<p><b>Christianity</b></p> <p><i>Key Question: Is forgiveness always possible?</i></p> <p>When do I ask for forgiveness? Is it always possible for me to forgive other people?</p> <p><b>WALT discuss what Jesus teaches us about forgiveness.</b></p> <p>I can make reference to the Prodigal son and the Easter story.</p>	<p><b>Buddhism</b></p> <p><i>Key Question: What does it mean to be a Buddhist?</i></p> <p>How is Buddhism similar to my religion?</p> <p>Are any of the Buddhist teachings relevant to how I live my life?</p> <p><b>WALT to explain the main teachings of Buddhism including the 4 noble truths and the 8-fold path.</b></p>	<p><b>Comparing fasting in different religions.</b></p> <p><i>Key Question: Key Question: Why do people fast?</i></p> <p>Why do members of my family fast?</p> <p>Does fasting help to reinforce their connection to God?</p> <p><b>WALT compare the rules and reasons for fasting in different religions.</b></p>

<b>Art / DT</b>	<b>Design and build a Viking longship- need to order clay in good time.</b>  <b>Art skill:</b> drawing, sketching, lines, design and build using clay, evaluate idea and product (cross-curricular writing)	<b>Seasonal painting and the study Frank Bowling</b>  <b>Art skill:</b> mixing colours, tints and shades, light and dark, contrasting with background	<b>African patterned tote bags- telling a story of African culture</b>  <b>Art skills-</b> texture and patterns, stamps, geometric patterns, repeating patterns	<b>Design and making a torch</b>  <b>Art skill-</b> use an electrical system in a product and a wider range of materials (including construction and textile). To evaluate an idea and product.	<b>Diorama of a farm/habitat</b>  <b>Art skill:</b> designing, selecting appropriate material, building to scale	<b>Wonders of the world Willow pattern design</b>  <b>Art skill-</b> brush stroke, tint, shade, painting techniques
<b>Music</b>	<b>Arrangements</b>  Playing melodic and rhythmic accompaniments arranging parts Following staff notation (C-C' / semibreves, minims, crotchets/rests, paired quavers/rests, simple time signatures) Singing two-part rounds Improving instrumental skills Improving ensemble skills		<b>Notation and Melodic Composition</b>  following rhythmic notation (semibreves, minims, crotchets, paired quavers, rests, dotted values, simple time signatures) Composing 4-beat rhythmic phrases Reading staff notation: C-C' Composing pentatonic phrases of 4 beats		<b>Recorders</b>  Reading staff notation (B, A, G, C, E / crotchets and rests, paired quavers and rests, simple time signatures) Improving ensemble skills Improving listening skills: identifying rhythmic and melodic phrases Improving playing technique Developing understanding on structure: Verse/chorus, call and response	
<b>Indoor P.E.</b>	<b>Gymnastics</b> Pupils create more complex sequences. They learn a wider range of travelling actions including the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and in collaboration with a partner to create and develop sequences.	<b>Dance</b> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will	<b>Fitness</b> Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness: speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when tired or	<b>Basketball</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided	<b>Swimming (TBC)</b>	<b>Swimming (TBC)</b>

	Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions	develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	when they find a challenge hard. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	games. Pupils will understand the importance of playing fairly and to the rules They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.		
<b>Outdoor P.E.</b>	<p><b>Tennis</b> pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p><b>Outdoor adventurous activities</b> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p><b>Football</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition</p>	<p><b>Hockey</b> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p><b>Cricket</b> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against</p>	<p><b>Athletics</b> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best</p>

<p><b>PSHE</b></p>	<p><b>Being Me in My World</b></p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice What motivates behaviour</p>	<p><b>Celebrating Difference</b></p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p><b>Dreams and Goals</b></p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p><b>Healthy Me</b></p> <p>Healthier Friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p><b>Relationships</b></p> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p><b>Changing Me</b></p> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
<p><b>French</b></p>	<p>Learning how to shop for fruit and vegetables at the market</p> <p>Learning about how to order drinks and snacks at a café</p> <p>Money and prices</p>	<p>Learning about homes: rooms in the house/flat.</p> <p>Learning about bedroom furniture and prepositions</p> <p>Learning how to say what there is and what there isn't</p>	<p>Learning how to name the different indoor and outdoor hobbies and say how frequently you do them.</p> <p>Express your opinion about these activities and give reasons using connectives.</p>			