Year 4 Curriculum Overview

	Autumn 1 Myths and Legends	Autumn 2 Faith and Belief	Spring 1 Journeys and Migration	Spring 2 Adventures and Inventions	Summer 1 Animals and Justice	Summer 2 Wonder of the World
Enrichment	Vikings workshop Visitor: Judaism	St Paul's Cathedral including Dome climb Tudor workshop	African art workshop with Gakonga	Science museum (Energy Hall and Fuelling the Future) Thames Water workshop - virtual/visit	Farm visit/animals workshop Stanmore Marsh/Canons Park Parade and Park visit	Sports Day British museum Egyptians exhibition / Egyptian Day / Cinema trip (TBC)
English	***Beowulf the Brave retold by Oakley Graham*** ***The Dragon Slayer*** **Theme:** Myths & Legends Empathising with others Finding courage **Writing Genres:** Poetry- Use figurative language to compose a narrative poem	***A Christmas Carol by Charles Dickens and retold by Gill Tavner*** **Theme:** Exploring faith and belief **Writing Genres:** -Narrative – a newspaper report based on the protagonist (Ebenezer Scrooge) and a key event from the story. **Assessed piece: Non-fiction- A formal letter**	***Christophe's Story by Nicki Cornwell*** **Theme:** Journeys including migration. Developing perseverance. **Writing Genres:** -Non-fiction- Informal letter writing **Assessed piece: Narrative- Problem and solution**	***The First Charlie Small Journal- Gorilla City*** **Theme:** 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? **Writing Genres:** **Assessed piece: Fiction- Diary entry** -Non-fiction- Explanation text	***Charlotte's Web by E.B White*** **Theme:** Animals and their role. How do you stand up for what you believe in. What is justice? **Writing Genres:** **Assessed piece: Non-fiction- Non-chronological report based on an animal** Non-fiction Persuasive writing- why Wilbur shouldn't be killed.	***Tadeo Jones, The Egyptian Pyramid*** ***Various non-fiction Egyptian topic books*** **Theme:** Wonders of the world. Appreciation Exploring different perspectives **Writing Genres:** Narrative: Using **Assessed piece: Setting description**

	Assessed piece: Narrative- Character description					Fiction: A narrative with a beginning, middle and end
Maths	Place value Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10,100 or 1,000 End of block assessment Addition and subtraction Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers –no exchange	Area What is area Count squares Make shapes Compare areas Assessment on area Multiplication and division Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers Consolidation Assessment	Multiplication and division Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts- multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems Efficient multiplication Assessment Length & perimeter Measure in kilometres and metres Equivalent lengths - mm and cm Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes	Fraction Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers Assessment Decimals Tenths as fractions Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10	Decimals Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to be the nearest whole number Halves and quarters as decimals Assessment Money Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money Assessment Time Years, months, weeks and days Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock	Shapes Understand angles as turns Identify angles Compare/order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure Assessment Statistics Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs Assessment Position &direction Describe position using coordinates Plot coordinates Draw 2-Dshapes on a grid Translate on a grid Describe translation on a grid Assessment

	Add two 4-digit numbers-one exchange Add two 4-digit numbers-more than one exchange Subtract two 4-digit numbers-no exchange Subtract two 4-digit numbers-one exchange Subtract two 4-digit numbers-more than one exchange Efficient subtraction Estimate answers Checking strategies Consolidation Assessment		Calculate the perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons Assessment	Divide 2-digits by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100 Assessment	Assessment	
Science	**Topic:** ***States of matter*** To compare and group materials together, according to whether they are solids, liquids or gases 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of	**Topic:** ***Sound*** ***The study of Alexandra Graham Bell*** To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of	**Topic:** ***Deforestation in Madagascar. The study of Gerard Durrell*** To be able to investigate and describe the dangers of deforestation in Madagascar To name some endangered animals in Madagascar and to describe Gerald Durrell and his conservation work in Madagascar **Experiment:** - Investigating sustainable solutions for Deforestation	**Topic:** ***Electricity*** ***The study of Thomas Edison and James Watt*** To identify common appliances that run on electricity To identify hazards in the home To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To recognise that a switch opens and closes a circuit and associate this with whether or not	**Topic*:*** ***Living things and their habitats*** To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things.	**Topic:** ***Teeth and the digestive system*** Identify different types of teeth in humans and their functions Teeth modelling Explore different ways of keeping healthy Investigate how the digestive system works **Experiment:** To investigate what happens to food after it is swallowed.

	evaporation with temperature. **Experiment:** Does temperature or type of chocolate affect melting speed? **Working Scientifically Focus:** Comparative/fair testing	a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases. **Experiment:** How does distance from a source affect the volume? **Working Scientifically Focus:** Comparative/fair testing	**Working Scientifically Focus:** Research and observation Raising further questions	a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors. **Experiment:** Creating a variety of circuits Exploring what breaks a circuit and why? **Working Scientifically Focus:** Using scientific equipment Setting up practical enquiry	**Experiment:** Observe how environmental changes have an impact on living things **Working Scientifically Focus:** Observation Raising further questions	**Working Scientifically Focus:** Using scientific diagrams and labels to explain a scientific process
Computing	**Online Safety** 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.	**We are musicians** Create repeating percussion rhythm Play music using virtual instruments Compose and edits tunes (pitch and duration) Create own loops will give feedback to others	**We are Meteorologists** 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	**We are bloggers** 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.	**We are Software Developers** 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,	**We are Software Developers** 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.	including consideration of input and output.
Geography / History	Explore Viking era (AD793-1066) ***Key Question***: Why did the Vikings invade Britain. What was it like to be a Viking? ***Focus*:** Building on the children's previous knowledge of the Anglo-Saxons, the children will learn about the Vikings and will learn about Viking raids, invasions and life as a Viking soldier.	Life in Tudor times ***Key Question****:* How did the Tudors change Britain? ***Focus*:** The children will build on their historical knowledge of London. They will examine how it has changed including religion, using a range of 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.	Mountains in Africa and around the world ***Key Question:*** What are the main mountain ranges in Africa? What makes one mountain different from another? Does location affect mountain range? ***Focus:*** children will locate different mountains around Africa and the world. They will understand the different types of mountains and how they are formed.	Rivers and the Water cycle ***Key Question:*** What should you take with you on a river expedition and why? What can you explore along a river? ***Focus:*** children will locate different rivers 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.	Land use and settlement including Human and Physical Geography Fieldwork ***Key Question:*** Why do people live where they live? ***Focus:*** children will learn the key features of human geography. They will explore where our 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.	Ancient Egypt ***Key Question****:* What were the achievements of the Ancient Egyptians? ***Focus:*** The children will learn about the Ancient Egyptian civilisation and where it fits in relation to Britain's timeline. They will learn about the civilisations achievements. They will examine what life was like and use a range of sources to determine this.

R.E.	**Judaism** ***Key Question:*** *What can we learn from the stories of the Old Testament?* 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? **WALT recognise important people in the Old Testament and what we can learn from them.**	**Christianity** ***Key Question:*** *What is the most significant part of the Nativity story for Christians today?* Which part of the Nativity story do I find most compelling? What can I learn from the nativity story? **WALT describe the symbolism in the Christmas story and explain what the different parts mean to Christians today.**	**Judaism** ***Key Question:*** *Why is Passover so important for Jewish people?* Which of my festivals is most important to me? **WALT draw conclusions about how celebrating Passover helps Jewish people to feel connected to their religion.** I can recall a defining moment when God saved Jewish people from slavery and chose them to receive his laws.	**Christianity** ***Key Question:*** *Is forgiveness always possible?* When do I ask for forgiveness? Is it always possible for me to forgive other people? **WALT discuss what Jesus teaches us about forgiveness.** I can make reference to the Prodigal son and the Easter story.	**Buddhist Dhamma** ***Key Question:*** *What does it mean to be a Buddhist?* How is Buddhist Dhamma similar to my religion? Are any of the Buddhist teachings relevant to how I live my life? **WALT to explain the main teachings of Buddhist Dhamma including the 4 noble truths and the 8-fold path.**	**Comparing fasting in different religions.** ***Key Question: Key Question:*** *Why do people fast?* Why do members of my family fast? Does fasting help to reinforce their connection to God? **WALT compare the rules and reasons for fasting in different religions.**
Art / DT	**Drawing power prints** **Art skill:** create several pencil tones, holding a pencil in different ways and applying pressure, showing areas of light and dark, using different tools to create marks and patterns	**Cooking and Nutrition** **DT skill:** Evaluate a recipe, following a recipe, understand safety and hygiene rules, design a biscuit and suggest modification	**Craft and design – fabric of nature** **Art skill:** generate ideas from a range of stimuli, use sketchbooks for a wider range of purposes, demonstrate greater control when drawing and painting, using different materials and combining media for effect	**Torches** **DT skill:** design a torch, making a torch with a working circuit, assembling a torch according to the design, evaluating electrical products	**Sculpture and 3D mega materials** **Art skill:** Generate ideas from a arrange of stimuli, using research and evaluation techniques, recording using drawings and annotations, use more complex techniques to shape and join materials	**Pavilions** **DT skill:** Design a stable pavilion structure, building structures to support weight, making free standing frames, reinforcing corners to strengthen a structure

Music	**Arrangements** 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		**Notation and Melodic Composition** 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		**Recorders** 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	
Indoor P.E.	**Gymnastics** 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. 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	**Dance** 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 develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	**Fitness** 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 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.	**Basketball** 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 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.	**Swimming**	**Swimming**

Outdoor P.E.	**Hockey** 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.	**Outdoor adventurous activities** 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.	**Rounders** Pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities 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.	**Tennis** 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.	**Cricket** 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	**Athletics** 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

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