Year 4 Curriculum Overview

	Autumn 1 Courage	Autumn 2 Resilience	Spring 1 Journeys	Spring 2 Adventure and discovery	Summer 1 Empathy and kindness	Summer 2 Curiosity
Enrichment	The Foundling Museum	St Paul's Cathedral including Dome climb (21 and 24.11.25) or Royal Albert Hall	African art workshop with Gakonga Visitor: Judaism	London Wetland Centre workshop	London Zoo Stanmore Marsh/ Canons Park Parade and Park visit Buddhist Temple Visit	Sports Day Sleepover in School (TBC) Cinema trip
English	**Theme:** Courage **Genres/Writing focus:** Poetry- Use figurative language to compose a narrative poem Character description **Text:** Beowulf the Brave retold by Oakley Graham The Dragon Slayer- to spend more time on the Dragon Slayer	**Theme:** Resilience **Genres/Writing focus:** Twisted narrative alternative Persuasive letter **Text:** The Lost Happy Endings by Carol Ann Duffy	**Theme:** Journeys **Genres/Writing focus:** Narrative – Problem and Solution D Diary entry **Text**: *The Journey by Francesca Sanna*	**Theme:** Adventure and Discovery **Genres/Writing focus:** Mythical retell Information guide **Text**: *Arthur and the Golden Rope by Joe Todd-Stanton*	**Theme:** Empathy and Kindness **Genres/Writing focus:** Narrative Non-Chronological Report **Text**: *Leaf by Sandra Dieckmann*	**Theme:** Curiosity **Genres/Writing focus:** Setting description Newspaper report **Text**: The Whale by Ethan and Vita Murrow

Maths	**Place value** Represent and partition numbers to 1,000 Number line to 1,000 Thousands Represent and 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 and order numbers to 10,000 Roman numerals Round to the nearest 10, 100 or 1,000 **Addition and Subtraction** Add and subtract 1s, 10s, 100s and 1,000s Add and subtract two 4-digit numbers (no exchange, one exchange and more than one exchange) Subtract two 4-digit numbers (no exchange, one exchange and more than one exchange) Efficient methods of subtraction Estimate answers and use checking strategies	**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 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 Factor pairs Using factor pairs Multiply by 10 and 100 Divide by 10 and 100 Related facts between multiplication and division Informal written methods for multiplication Multiply a 2-digit and 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number Divide a 3-digit number by a 1-digit number Correspondence problems	**Area** What is area? Counting squares to calculate area Making shapes using area Comparing area **Length & perimeter** Measure in kilometres and metres Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons **Fractions** 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	**Fractions 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 **Decimals** Tenths as fractions Tenth as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit and 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2-digit number by 100	**Decimals** Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare and order decimals Round to the nearest whole number Halves and quarters as decimals **Money** Writing money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money **Time** Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Covert to the 24-hour clock Convert from the 24-hour clock	**Properties of shape** Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure **Statistics** Interpret charts Comparison, sum and difference Introducing line graphs Drawing line graphs Position and direction Describe position using co-ordinates Plot coordinates Draw & move 2-D shapes on a grid Describe translation on a grid **Consolidation**

		Efficient methods of multiplication				
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 evaporation with temperature. **Experiment:** Does temperature or type of chocolate affect melting speed? **Working Scientifically Focus:** Comparative/fair testing	**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 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?	**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 **Working Scientifically Focus:** Research and observation Raising further questions	**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 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?	**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. **Experiment:** Observe how environmental changes have an impact on living things **Working Scientifically Focus:** Observation Raising further questions	**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. **Working Scientifically Focus:** Using scientific diagrams and labels to explain a scientific process

		Working Scientifically Focus: Comparative/fair testing		**Working Scientifically Focus:** Using scientific equipment Setting up practical enquiry		
Computing	**Online Safety (Unplugged)** Pupils revisit rules made in Year 3 and think of strategies to stay safe online. They learn about positive and negative peer pressure and ways to report related concerns. Pupils learn about the speed that information can travel and how information may not always be accurate. Pupils learn about hacking, how it puts personal information at risk and ways to protect this. They develop a positive understanding of how to respect digital rights and how virtual friendships differ from those in real life.	**We are Musicians** Pupils create repeating percussion rhythm, play music using virtual instruments. They compose and edit tunes (pitch and duration). Pupils will perform electronic music using pre-recorded loops and create their own loops. They will create multitrack composition or performance using multiple instruments and will give feedback to others	**We are Meteorologists** Pupils understand different measures of weather, use computer-based data logging to automate recordings and use spreadsheets to create charts. Pupils then analyse data, explore inconsistencies & make predictions. Practice using presentation and video software.	**We are bloggers** Pupils become familiar with blogs and create a sequence of blog posts and incorporate multimedia. Pupils comment on posts of others and develop a critical, reflective view of a range of media.	**We are artists** Pupils explore and create pieces of geometric art and a Scratch (on a chromebook) computer program for drawing shapes.	**Block Coding (Scratch) We are Software Developers** Pupils plan, create, develop and test their own educational game for a target audience using Scratch (on a chromebook).
Geography / History	**History:** How have children's lives changed?	**History:** How hard was it to invade and settle in Britain?	**Geography:** Why are rainforests important to us?	**History:** What was important to the Ancient Egyptians?	**Geography:** What are rivers and how are they used?	**Geography:** What is it like to live in the mountains?

	Key Question: What was it like for children in the past compared to now? **Focus:** children look at changes of childhood (in particular Tudor and Victorian Children). Look at the jobs children were expected to do and the quality of life.	**Key Question:** Who were the Anglo-Saxons and how did they live? **Focus:** children explore the Romans' withdrawal from Britain and the Anglo-Saxon invasions. They will explore settlements and daily life of an Anglo-Saxon and how Britain was separated into kingdoms. They will also explore Anglo-Saxon art and culture.	**Key Question:** What can rainforests provide us and how can we protect them? **Focus:** children explore what a rainforest is, where they can be found, how the Amazon is changing and the negative impact of humans on rainforests.	**Key Question:** What were the achievements of the Ancient Egyptians? **Focus:** The children will learn about the Ancient Egyptian civilization and where it fits in relation to Britain's timeline. They will learn about the civilizations' achievements. They will examine what life was like and use a range of sources to determine this.	**Key Question:** How are rivers formed and how can they help us? **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.	**Key Question:** How are mountains formed and how does this affect how we live there? **Focus:** children will locate different mountains around the world. They will understand the different types of mountains and how they are formed. They will explore how people adapt to living in mountains.
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	**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.**

			them to receive his laws.			
Art / DT	**ART: Drawing power prints** **Skills:** 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	**DT: Cooking and Nutrition** **Skills:** Evaluate a recipe, following a recipe, understand safety and hygiene rules, design a biscuit and suggest modification	**ART: Craft and design – fabric of nature** **Skills:** 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	**DT: Electrical systems- Electric poster** **Skills:** Explain what information design is and understand its impact. Design criteria based on client's request. Assemble an electric poster, including a functional, simple circuit with bulb. Test and evaluate their poster.	**ART: Sculpture and 3D mega materials** **Skills:** 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	**DT: Pavilions** **Skills:** Design a stable pavilion structure, building structures to support weight, making free standing frames, reinforcing corners to strengthen a structure
Music	**Clarinet/Trumpet Skills** Understanding of basic mouth position and hand positions of the clarinet/trumpet. Knowledge of rhythmic notation (crotchet, quavers, minims, semibreves, rests). Reading simple pitch notation of 5 notes (C-G').		**Clarinet/Trumpet Skills** Be able to play 7 notes and read them confidently (C-G', low B, low A). Playing semiquavers and syncopated rhythms. Be able to read staff notation while playing their instrument. Responding to dynamic indications.		**Clarinet/Trumpet Skills** Be able to play 7-10 notes and read them confidently. Following simple dynamic indications. Reading and practising music ready to perform. Improving ensemble and performing skills.	
Indoor P.E.	**OAA** Pupils develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils	**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	**Movement** 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	**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	**Swimming** Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They	**Swimming** Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They

	will also develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.	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.	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.	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.	will also be introduced to some personal survival skills and how to stay safe around water.	will also be introduced to some personal survival skills and how to stay safe around water.
Outdoor P.E.	**Basketball** Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball, pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	**Hockey** Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	**Netball** Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they can use their skills, strategies and tactics to outwit their opposition. In netball, pupils will do this by maintaining possession and moving the ball towards the goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	**Rounders** 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 their 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	**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.	**Tennis** Pupils develop their understanding of the principles of net and wall games. In all games, activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given the opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

				they play with and against.		
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	Number 1 to 1000 Learning how to shop for fruit and vegetables at the market. Learning about how to order drinks and snacks at the cafés. 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 isn't placed in their room.		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.	