



Curriculum Overview

| Year 4 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <u>Content: to entertain</u> NARRATIVE PLAYSCRIPTS | <u>Content: to inform</u> INSTRUCTIONS EXPLANATIONS | <u>Content: to entertain</u> NARRATIVE Character and setting | <u>Content: to persuade</u> PERSUASION Leaflets | <u>Content : to entertain</u> NARRATIVE Adventure stories POETRY Haiku/ Tanka | <u>Content: to inform</u> RECOUNT Biography and Newspaper |
| <u>Key Skills in Writing for ALL children to master by the end of Year Four</u> - same tense sustained through writing - complex sentences -present perfect form of verbs -fronted adverbials -direct speech | | | | | | |
| | <u>Skills:</u> NARRATIVE -discuss own response to texts (stories and plays) -use fronted adverbials -expanded noun phrases -adjectives, adverbs and powerful verbs -explore and use modified adjectives (e.g. <i>light blue/ slightly worn</i>) -simple present tense in dialogue -write a well-paced story -beginning to use paragraphs PLAYSCRIPTS -listen to and discuss | <u>Skills:</u> INSTRUCTIONS -analyse and evaluate sets of instructions -authoritative tone -introduction -ask a question of reader -ordered sections headings/ subheadings -sequenced points (bullet/ numbering) -sequencing connectives -imperative verbs -precise verbs -use of adverbs -technical language - include a diagram -brief conclusion -test instructions | <u>Skills:</u> NARRATIVE -read character descriptions, making inferences and predictions -use thesaurus to explore vocabulary -fronted adverbials -prepositional phrases -expanded noun phrases -explore and use figurative language (similes) -write detailed character descriptions -write detailed setting descriptions -use paragraphs to groups ideas around a theme | <u>Skills:</u> PERSUASION -read persuasive texts, analysing features -discuss 'honesty' in persuasive writing -present point of view on a topic orally -write persuasive leaflets with clear point of view -make ordered points -use statistics, images and graphs to add weight -explore and use persuasive vocabulary -use paragraphs to groups ideas around a theme -headings/ subheadings | <u>Skills:</u> NARRATIVE -read adventure stories, observing themes and conventions -orally retell a story -discuss ideas for own stories -develop own plot -explore and use adventurous vocabulary -use direct speech -write well-paced stories -engage the reader -effective use of paragraphing -use different ways to introduce and connect paragraphs (e.g. Suddenly/ The | <u>Skills:</u> RECOUNTS -watch or listen to 3rd person recounts, identifying sequence of events -explore possible differences in points of view -read 3rd person accounts, noting features -explore and use a wider range of sequencing connectives -fronted adverbials -include detail to engage the reader -plan and structure writing without a model -write a newspaper |

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| | <p>plays</p> <ul style="list-style-type: none"> -note conventions of plays -discuss ideas for plays -write own short scene -explore non-Standard English in dialogue -colons to introduce speech -use adverbs as stage directions in brackets -read aloud their own writing with intonation and expression, controlling tone and volume | <p>and re-write</p> <p>EXPLANATIONS</p> <ul style="list-style-type: none"> -read explanations, analysing features -orally summarise processes - record information e.g. in flow charts -use note-taking skills -explore and use technical vocabulary -use dictionaries - write explanation with sequenced points -use present tense -3rd person -time and causal connectives -include diagrams with captions | | <ul style="list-style-type: none"> -captions -vary fonts used - 2nd person -clearly expressed point of view with justifications (e.g. assertive advice) | <p>next day)</p> <p>POETRY</p> <ul style="list-style-type: none"> -read and discuss haiku/ tanka poems observing structure and conventions -describe impact of poems and different interpretations - explore and use figurative language (similes) -prepare poems to read aloud, changing intonation, volume and voice | <p>style report on a real-life event</p> <ul style="list-style-type: none"> -effective use of paragraphing to group ideas around a theme |
| Science | <p>Content:</p> <p>ROCKS</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things</p> | <p>Content:</p> <p>LIVING THINGS AND HABITATS</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a</p> | <p>Content:</p> <p>ELECTRICITY</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and</p> | <p>Content:</p> <p>ELECTRICITY</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Associate the brightness of a lamp</p> | <p>Content:</p> <p>ANIMALS INCLUDING HUMANS</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their</p> | <p>Content:</p> <p>ANIMALS INCLUDING HUMANS</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> |

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| | <p>that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>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>or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>simple functions</p> | |
| | <p><u>Content:</u> COMPUTER SCIENCE Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify.</p> | <p><u>Content:</u> INFORMATION TECHNOLOGY To use document and paint tools independently to convey a specific mood or idea.</p> | <p><u>Content:</u> INFORMATION TECHNOLOGY Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.</p> | <p><u>Content:</u> INFORMATION TECHNOLOGY Children to work as a class or group to create a data collection sheet and use it to set up a straightforward database to answer questions.</p> <p>Enter information and interrogate it (by searching, sorting, graphing etc.)</p> | <p><u>Content:</u> DIGITAL LITERACY Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index menu, and hyperlinks as appropriate.</p> | <p><u>Content:</u> DIGITAL LITERACY Begin to show an understanding of URLs.</p> <p>Show awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)</p> <p>Share ICT work they have done electronically by email</p> |

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| | | | | | | or uploading to appropriate sites. |
| | <u>Sensory Room</u> | | | | | |
| History | <u>Content:</u> ROMANS ROMAN EMPIRE AND ITS IMPACT ON BRITAIN | <u>Content:</u> | <u>Content:</u> | <u>Content:</u> | <u>Content:</u> A.GREECE ANCIENT GREECE – A STUDY OF GREEK LIFE ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD | <u>Content:</u> A.GREECE |
| Geography | <u>Content:</u> | <u>Content:</u> VOLCANOES AND EARTHQUAKES Describe and understand key aspects of: Physical geography: volcanoes and earthquakes <i>linked with science ‘rocks’</i> Human geography: Types of settlements in modern Britain: villages, towns, cities | <u>Content:</u> EUROPEAN-ITALY Locate the world’s countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions key human and physical characteristics and major cities <i>linked to Italy and Greece in history.</i> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and region | <u>Content:</u> EUROPEAN-ITALY | <u>Content:</u> | <u>Content:</u> |

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| | | | in a European country, e.g. Italy <i>linked to Roman Britain in history and Burton linked to local history</i> | | | |
| Design and Technology | <u>Content:</u> MAKE SHIELDS AND HELMETS ART LINK - PRINTING ON THE SHIELDS AND HELMETS (This content can be taught at any time during the term and linked with art skills) | | <u>Content:</u> CREATE 3D MOUNTAINS/ VOLCANOS (This content can be taught at any time during the term and linked with art skills) | | <u>Content:</u> A HEALTHY DIET AND A HEALTHY LIFESTYLE (This content can be taught at any time during the term and linked with art skills) | |
| | <u>Content:</u> MOSIACS (This content can be taught at any time during the term and linked with DT skills) <u>Suggested artists:</u> Antoni Gaudi - Mosaic | | <u>Content:</u> BATIK BUILD STRUCTURES (FROM ITALY) USING WITHIE STICKS/PAPER MACHE DIGITAL LINK (This content can be taught at any time during the term and linked with DT skills) <u>Suggested artists:</u> Christo and Jeanne-Claude - structures/ environmental art | | <u>Content:</u> DESIGN, CREATE AND EVALUATE GREEK POTS PAINT WITH 'EARTHY' TONES (This content can be taught at any time during the term and linked with DT skills) | |
| | <u>Skills:</u> Make patterns with interlocking shapes. Explore positive and negative shapes e.g. making a symmetrical counter change on both horizontal and vertical axes. Plan and work from a plan to produce a collage. | | <u>Skills:</u> Use drawing as a means of designing. Build structures using rolled or scrunched up newspaper and masking/parcel tape. Use papier-mâché. Build structures with withie sticks. Design tie-dyes, batik and prints for a specific purpose. | | <u>Skills:</u> Use drawing as a means of designing. Choose from a range of brush sizes and use appropriately. Confidently mix colours to make a range of tones. Use black/white to make a deeper/lighter shade/tint of one colour. Give reasons why a colour is liked or disliked. | |

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| | | | <p>Explore idea using digital sources i.e. internet, CD-roms.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics programme to create images and effects with: Lines by changing the size of brushes in response to ideas; Shapes using eraser, shape and fill tools; Colours and texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p> | | <p>Recognise and use neutral colours [black, white and grey].</p> <p>Identify and work with 'earthy' colours.</p> | |
| Religious Education | <p><u>Content:</u> 2.3b WORDS OF WISDOM</p> | <p><u>Content:</u> 2.6d ENVIRONMENT; HARVEST</p> | <p><u>Content:</u> COMMITMENT 2.6c LENT</p> | <p><u>Content:</u> 2.5b SUFFERING AND HARDSHIP: EASTER</p> | <p><u>Content:</u> 2.2b FEATURES AND PATTERNS OF WORSHIP ISLAMIC WORSHIP - wudu</p> | <p><u>Content:</u> 2.1a WISE WORDS Compare holy books</p> |
| PSHCE | <p><u>Content:</u> NEW BEGINNINGS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can reflect on spiritual, moral, social, and cultural issues, using imagination to</p> | <p><u>Content:</u> ANTI-BULLYING Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Introduction to bullying- what is it?</p> | <p><u>Content:</u> GETTING ON AND FALLING OUT Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children are aware of different types of</p> | <p><u>Content:</u> GOOD TO BE ME Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children explore ways to develop interests.</p> <p>Children can feel</p> | <p><u>Content:</u> GOING FOR GOALS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can discuss goals, are they useful when you</p> | <p><u>Content:</u> RELATIONSHIP/GOALS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Visiting Dad story. How families are different and work in different ways.</p> |

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| | <p>understand other people's experiences.</p> <p>Children can understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> | <p>Children to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities – Children can say what bullying is and recognise the different types.</p> <p>Children know the difference between person who bullies and a bully.</p> <p>Mrs Shaw visits and engages with the children about bullying.</p> <p>Children realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Children understand the</p> | <p>relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>Children can recognise the feelings concerned with family and how to get on.</p> <p>Children can discuss and recognise the benefits of cooperation.</p> <p>Children can develop strategies for solving problems.</p> <p>Children understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Children can find an alternative to situations that makes us angry.</p> | <p>positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take.</p> <p>Children explore feeling proud.</p> <p>Children can discuss how decisions have consequences for ourselves and others.</p> <p>Children learn to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Hopeful story. Hopeful and hopeless class challenge.</p> | <p>want to do something?</p> <p>Children recognise how to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>Children can create a learning map-sharing what surprised them.</p> <p>Children can talk about how we feel when we are learning-helpful/barrier.</p> <p>That barriers affect learning.</p> <p>Children to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making</p> | <p>Children know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Children can identify the qualities of a good friend.</p> <p>Children can recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>Children can tell you how I feel about important people in my life.</p> <p>Children learning how to care.</p> <p>Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> |

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| | | <p>difference bullying and telling tales.</p> <p>Creating posters with catchphrases.</p> | <p>Children can discuss giving compliments and how we should get on with each other.</p> | | <p>amends and setting personal goals.</p> <p>Children can discuss what they have learnt about setting goals.</p> | <p>Children can understand what change means and how it can make us feel.</p> <p>Children can talk about changes in their life.</p> <p>Children can discuss what they have achieved this year and how.</p> |
| Languages | <p><u>Content:</u> L'argent de poche (Pocket Money) Children learn numbers from 21-39. They learn the names of some familiar toys, how to say what toys they like and how much they cost. They learn the names of some family members and how to say if they have brothers or sisters.</p> | <p><u>Content:</u> On y va! (Let's Go) Children learn the names of different types of transport, the names of some countries and how to say where they are going on holiday.</p> | <p><u>Content:</u> A l'école (At school) Children learn days of the week. They learn the names of the classroom objects and how to follow classroom instructions.</p> | <p><u>Content:</u> Vive le sport! (Our Sporting Lives!) Children learn names of sports and verbs to express what they're doing. They learn the names of some foods and how to say if they are healthy or unhealthy.</p> | <p><u>Content:</u> Le carnaval des animaux (Carnival of the Animals) Children learn the names of instruments and animals linked to this piece of music. Using adjectives.</p> | <p><u>Content:</u> Quel Temps Fait-il? (What's the Weather Like?) Children learn weather phrases and how to give a weather forecast. Story focus - Le Vent et le Soleil. Clothes to wear in different weather.</p> |
| Music | <p><u>Content:</u> CALL AND RESPONSE GAMES USING RHYTHMS: written rhythm grids. RECORDERS: holding & blowing correctly; B A & G.</p> | <p><u>Content:</u> CHRISTMAS SONGS</p> | <p><u>Content:</u> RECORDERS: learn tunes with an increasing range of notes & rhythms The Notation Song Call & response games. ENSEMBLE: (Indian</p> | <p><u>Content:</u> RECORDERS: learn tunes with an increasing range of notes & rhythms. FURTHER NOTATION; ties, staccato, dynamics Call & response</p> | <p><u>Content:</u> RECORDERS: learn tunes with an increasing range of notes & rhythms Call & response games. Improvise simple</p> | <p><u>Content:</u> RECORDERS: learn tunes with an increasing range of notes & rhythms Call & response games. Improvise simple tunes using a wider range of</p> |

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| | | | Warrior) use percussion instruments to play an accompaniment. | games. | 3-note tunes using the recorder. | notes on the recorder. |