

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	<p>Topic: Online Safety Knowledge: SMART rules revisited with focus on identify theft and digital footprint Concept of plagiarism Balance of screen time Skills: Applying SMART rules Topic: Effective</p>	<p>Topic: Spreadsheets Knowledge: Application of maths percentage, decimal and fraction equivalence Skills: Formatting cells, creating formulas to make calculations</p>	<p>Topic: Hardware Investigators Knowledge: Identify different parts of a computer and their purpose Topic: Animation Knowledge: Applying understanding of background, sound and other elements to an animation</p>	<p>Topic: Logo Knowledge: Input simple instructions Use of repeat function Building procedures Skills: Application of maths angles and shape</p>	<p>Topic: Coding Knowledge: Understand and use variables in 2code Design algorithms including selection Use 'repeat until' with variables and begin to understand the terms decomposition and abstraction Skills: designing and writing code Debugging</p>	

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	<p>searching</p> <p>Knowledge: Recognise online reliability Use key terms when searching Recognise how results are ranked</p> <p>Skills: Researching, recording, typing SMART rules Sorting, analysing results</p>		<p>Skills: onion skinning, stop motion, sharing</p>			
DT	<p>Topic: Money containers</p> <p>Knowledge: Designing for a purpose Exploring fastenings Developing knowledge of stitches</p> <p>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</p> <p>Knowledge: Designing for a purpose Creating an item using bulbs or buzzers with a circuit</p> <p>Skills: Problem solving Planning for a purpose Accurate measuring, cutting and joining Fixing components to a product</p>		<p>Topic: Healthy eating</p> <p>Knowledge: Making a healthy lunch</p> <p>Skills: Slicing, grating, cutting, peeling, sauté, simmering and blending Using instructions Measuring & weighing ingredients accurately</p>	
English	<p>Transition task: Partly Cloudy (Literacy Shed)</p> <p>Text: Fictional story writing Leon and the Place Between (Response to text)</p>	<p>Topic: Fictional story writing (Cross-Curricular focus: Greeks) (Talk for writing) Developing settings, characters and plots</p>	<p>Text: Mr Bear and the Bear (Response to text) Fictional writing Maintaining viewpoint Formality Paragraphs Devices for cohesion</p>	<p>Text: The Butterfly Lion (Response to text) - Speech punctuation Describing settings Possessive apostrophes</p> <p>Class Reader: The Butterfly Lion by Michael Morpurgo</p>	<p>Text: Journey to Jo'burg (Response to text) Variety of writing purposes Application of speech punctuation Writing in first person</p>	<p>Topic: Fictional story writing Creating suspense Alma clip (Talk for writing) Developing suspense through setting & character Subordination</p>

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	<p>Developing vocabulary Expanded noun phrases Fronted adverbials Comparative language</p> <p>Topic: Non-chronological report writing (Cross-curricular focus Greek Gods) (Talk for writing) Using organisational devices/ paragraphs to link related ideas together Use of cohesive devices within and between paragraphs Subordination Developing oracy</p> <p>Class Reader: Bill's New Frock by Anne Fine</p>	<p>Using different sentence structures Using organisational devices/ paragraphs</p> <p>Performance Poetry Using voice, action and rhythm to perform a range of different poems Learn poetry by heart</p> <p>Class Reader: Cloud Busting by Malorie Blackman</p>	<p>Topic: Explanation Writing Chocolate making (Talk for writing) Exploring sentence structures Formality Paragraphs, including closing paragraphs</p> <p>Class Reader: Charlotte's Web by E. B. White</p>		<p>Maintaining viewpoint Write a report about apartheid</p> <p>Class Reader: Journey to Jo'Burg by Beverley Naidoo</p>	<p>Using organisational devices/ paragraphs</p> <p>Transition task: Suspense story</p> <p>Class Reader: Julius Caesar – A Shakespeare Story by Andrew Matthews and Tony Ross</p>
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<p>French</p>	<p>Topic: Phonics 2 Presenting Myself Knowledge: Learn key French sounds Revise greetings Numbers 1-20 Asking for key information 1st person Adj. agreement Skills: Ask and answer simple questions Create a short spoken passage Read short phrases Write short phrases</p>	<p>Topic: Family Knowledge: Family members Numbers to 100 Verb (to be called) Gender & articles Possessives Skills: Ask and answer simple questions Create a short spoken passage Read short passages Write short phrases</p>	<p>Topic: Goldilocks Knowledge: Family vocabulary Key nouns and adjectives from the story Comparatives Skills: Listen to extended passage (whole story) Read for gist Read short passages Re-tell a story</p>	<p>Topic: Habitat Knowledge: Names of habitat Names of plants Names of animals Verbs (to live, to grow) Skills: Listen to extended passage Recognising similar words in French/English Read short passages Write short phrases</p>	<p>Topic: Classroom Knowledge: Classroom objects Gender & articles 1stperson (to have) Possessives Negatives Conjunctions Skills: Ask and answer questions Read short passages Write short phrases</p>	<p>Topic: My Home Knowledge: Rooms in a house Names of places Gender & articles 1st person (to live, to have) Negatives Conjunctions Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>
<p>History and Geography</p>	<p>Topic: Ancient Greeks Knowledge: An understanding of where and when Ancient Greece was The importance of Gods and religion Daily life, Greek myths, key battles, legacy Skills: Chronology Historical enquiry Trips/enrichment opportunities: Past Productions Ancient Greeks Day</p>		<p>Topic: Europe and France Knowledge Children learn about areas in the UK- cities, counties, regions and physical and human features (Locational) Children then learn about countries in Europe Detailed day learning about France and the different areas of it - city life, Alps and southern France Comparison to the UK Skills: Using atlases and 4/6 figure grid references on an OS map (Lake District)</p>		<p>Topic: Romans Knowledge: The Celts Why the Romans invaded Life in the Roman army Boudicca's revolt Legacy Skills: Chronology Historical enquiry Interpretations of the past Trips/enrichment opportunities: Fort Nelson Trip</p>	

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<p>Maths</p> <p>(Fluency, problem solving and reasoning included in all topics)</p>	<p>Topic: Place Value Place value of 4 digit numbers 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>Topic: Multiplication & Division 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>Topic: Multiplication & Division 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>Topic: Decimals Understanding tenths and hundredths and 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>Topic: Money Pounds and pence 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</p> <p>Topic: Statistics Interpret discrete and continuous data Introduction to line graphs</p>	<p>Topic: Geometry Identifying angles (acute, obtuse and right angles) 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</p>
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					Roman numerals (linked to Roman topic)
Music	<p>Topic: Performance – Harvest production Knowledge and skills: Ensemble singing with confidence Performance appraisal Cross curricular link: PSHE</p> <p>Topic: Composers – Ravi Shankar Knowledge and skills: Listen and reflect on a piece of orchestral music Use appropriate musical vocabulary Improvise their own piece of music Perform as an ensemble</p>		<p>Topic: Environment (dimensions of music) Knowledge and skills: Understand timbre Use appropriate musical vocabulary Evaluate a variety of pieces of music Compose short pieces in groups</p>		<p>Topic: Around the world (dimensions of music) Knowledge and skills: Explore pitch Follow simple notation Explore pentatonic melodies and syncopated rhythms Learn that the dimensions of music are the same across the world Cross curricular link: Geography</p>
RE	<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>

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<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, persuasion and coercion and the need for peer approval Evaluating social norms</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 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</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 (including predication) and management of risk Making decisions</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 Planning and deciding</p>	<p>Topic: Health education - changing adolescent body Knowledge: Consent/PANTS rule External body changes Internal body changes (including menstruation) Keeping clean Emotional Changes Skills: Active listening. Formulating questions. Responding to the need for positive affirmation for self and others</p>
<p>PE</p>	<p>Topic: Personal (Real PE) outside Knowledge: I can persevere with a task Skills: Coordination (10) Static Balance (1)</p>	<p>Topic: Social (Real PE) outside Knowledge: I can guide a small group Skills: Dynamic Balance to Agility (6) Static Balance (2)</p>	<p>Topic: Cognitive (Real PE) Some lessons can be applied outside Knowledge: I can use awareness of space to make good decisions Skills: Dynamic</p>	<p>Topic: Creative (Real PE) outside Knowledge: I can develop sequences that express my own ideas Skills: Coordination (8) Counter Balance (7)</p>	<p>Topic: Physical (Real PE) inside Knowledge: I can perform a variety of skills with good body tension Skills: Agility (12) Static Balance (3)</p>	<p>Topic: Health & Fitness (Real PE) inside/outside Knowledge: I can describe basic fitness components Skills: Agility (11) Static Balance (4)</p>

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			Balance (5) Coordination (9)			
	<p>Topic: Real Gym (Personal) Knowledge: I can cope well and react positively to challenge Skills: Balance & Rotation</p>	<p>Topic: Real Dance (Social) Knowledge: I show patience and support others, listening carefully to them about our work Skills: shapes – high, low etc , create sequence of up to 6 moves</p>	<p>Topic: Real Gym (Cognitive) Knowledge: I can link actions and develop sequences that express my own ideas Skills: Flight & Travel</p>	<p>Topic: Real Dance (Creative) Knowledge: I can recognise similarities and differences in movements and expression Skills: Shapes, Partnering & Artistry</p>	<p>Topic: Physical (Tennis/Cricket) outside Knowledge: I can transfer and apply skills Skills: Agility (12) Static Balance (3)</p>	<p>Topic: Health & Fitness (Athletics) outside Knowledge: I can transfer and apply skills Skills: Agility (11) Static Balance (4)</p>
Science	<p>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 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>Topic: Sound Knowledge: identify how sounds are made, associating some of them with something vibrating 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</p>	<p>Topic: Electricity Knowledge: Identify common appliances that run on electricity Construct a simple series electrical circuit, 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:</p>	<p>Topics: Living things and their habitats Knowledge: Recognise that living things can be grouped in a variety of ways 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</p>	<p>Topic: Animals including humans Knowledge: Describe the simple functions of the basic parts of the digestive 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</p>	

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		<p>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>All working scientifically skills with a focus on making predictions and evaluating</p>	<p>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>Skills: All working scientifically skills with a focus on making predictions and interpreting and communicating results</p>
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