

## Curriculum Overview 2019/20 - Year 4

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
	<b>Theme: Earth! Wind! Fire!</b>		<b>Theme: Heroes and Villians</b>		<b>Theme: Ship Ahoy!</b>	
English	<b>Key Text: The Tear Thief</b> (A Finding Tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Diary (3 weeks)</li> <li>Instructions (linked to text or other curriculum area) (2 weeks)</li> </ul>	<b>Key Text: St George and the Dragon</b> (Conquering a monster tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Newspaper report (2 weeks)</li> <li>Explanation (linked to text or other curriculum area) (2 weeks)</li> </ul>	<b>Key Text: Black Dog</b> (a tale of Fear) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Biography: Nelson Mandela (linked to Journey to Jo'Burg) (3 weeks)</li> </ul>	<b>Key Text: Leon and the Place Between</b> (a Portal story) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Persuasion (3 weeks)</li> </ul>	<b>Poetry</b> (nature poetry linked to Wilderness War?) (3 weeks)  <b>Explanation</b> (linked to other curriculum area: plants?)	<b>Key Text: The Water Kelpie</b> (conquering a monster tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Historical recount (linked to Vikings/ Anglo-Saxons) (3 weeks)</li> </ul>
Reading	The Astronaut's Handbook	Clockwork	Journey to Jo'Burg	The Wilderness War	Poetry	Why the Whales Came
Spelling	Year 3/4 word list - group 1 Words ending /ʒə/	Prefixes 'in-', 'il-', 'im-' and 'ir' Year 3/4 word list - group 4 Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /n/ sound spelt 'ou'	The /g/ sound spelt 'gu'	Prefixes 'anti-' and 'inter-'	Revisit spellings learnt so far.	Homophones Suffix '-ous'
	Words ending /ʒə/	Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /n/ sound spelt 'ou'	Words with endings sounding like /tʃə/ spelt '-ture'	Prefixes 'anti-' and 'inter-'	Words with the /s/ sound spelt 'sc' (Latin in origin)	Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
	possessive apostrophe with singular proper nouns	Year 3/4 word list - group 5	Words with endings sounding like /tʃə/ spelt '-ture': dictation	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Endings that sound like /ʒən/ spelt 'sion'	Year 3/4 word list - group 9
	<b>Homophones</b> ( <i>peace/piece, main/mane, fair/fare</i> )	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Possessive apostrophe with plurals		Apostrophes for possession, including singular and plural	Year 3/4 word list - group 10
	Year 3/4 word list - group 2	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Homophones (scene/seen, mail/male, bawl/ball)	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Year 3/4 word list - group 7	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
	Year 3/4 word list - group 3	Year 3/4 word list - group 6	Year 3/4 word list - group 6		Year 3/4 word list - group 8	Year 3/4 word list - group 11
Grammar	- Word types - noun, adjective, verb, adverb - The grammatical difference between plural and possessive -s - Coordination using coordinating conjunctions - Subordination using subordinating conjunctions - Simple, compound, complex sentences	- Word types - noun, adjective, verb, adverb - Standard English forms for verb inflections instead of local spoken forms - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Fronted adverbials [for example, Later that day, I heard the bad news.] - Use of commas after fronted adverbials	- Use of paragraphs to organise ideas around a theme - Simple, compound, complex sentences - Use of inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession	- Word types - noun, adjective, verb, adverb - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - determiners - pronouns - possessive pronouns	Revisit and Revise according to need in writing.	Revisit and Revise according to need in writing
AP sentence types	Revisit - simple and compound and complex sentences. Emotion, sentence	Verb, person	-Ing, -ed	As, -ly	Double ly (as openers)	Noun, www
Maths	<b>Week of inspirational maths</b> Numbers to 10,000 (14)	Multiplication + Division (18)	Graphs (5) Fractions (13) Time (6)	Decimals (17)	Money (8) Mass, Volume and Length (12)	Geometry (10) Positions and Movement (5)

	Adding and Subtracting within 10,000 (17)	Further Multiplication and Division (18)			Area of Figures (6)	Roman Numerals (2)
Fluency in Arithmetic	Multiplication by 2, 5 and 10 Multiplication by 4 and 8	Multiplication by 3, 6 and 9 Multiplication by 7	Multiplication by 11 and 12 Rapid recall multiplication facts	Division as grouping Division as sharing	Division by 2 Division by 4 Fluency in x and +	Fluency in calculation
RE	L2.4 Why do People Pray? (NOT Christian and Hindu) 2a.4 GOSPEL What kind of World did Jesus want?		L2.9 What can we learn from religions about deciding what is right and wrong? 2a.6 KINGDOM OF GOD When Jesus left what was the impact of Pentecost?		L2.6 Why do some people think life is a journey and what significant experiences mark this? L2.10 What does it mean to be a Buddhist?	
Science	<ul style="list-style-type: none"> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- 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)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>- observe how magnets attract or repel each other and attract some materials and not others</li> <li>- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>- describe magnets as having 2 poles</li> <li>- predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- 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</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
Computing	Key core skills: Word / PowerPoint / Publisher Espresso Coding/Purple Mash Coding		E-Safety (Think U Know - videos & games) Safer Internet Day Create an I-Book (1st 1/2 term) Create a day in the life of a super hero - promoting E-Safety		Lego We-do Alligators, crocodiles, windmills etc made with Lego We-do Equipments controlled via the We-do interface software Garage Band - chill out summer music for an advert (for something to link with their year group topic in science/humanities)	
The Arts	<p><b>Context: Warhol / Marlow. Paintings linked to volcanoes. Recreate work of famous artist.</b></p> <ul style="list-style-type: none"> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Know about great artists, architects and designers in history</li> <li>- Create an accurate replica of a well known piece</li> <li>- Mix primary colours to create secondary colours</li> <li>- Use different brush techniques to create texture</li> <li>- Use colour to create mood</li> <li>- Design products for a consumer</li> <li>- Follow own designs to create a product selecting effective materials and adapt designs during the making process</li> <li>- Measure and cut materials accurately selecting appropriate tools</li> </ul>		<ul style="list-style-type: none"> <li>- Work from plans, sketches and mood boards</li> <li>- Work to a colour theme</li> <li>- Create sketch books to record their observations and use them to review and revisit ideas</li> <li>- Begin to deviate away from a whole class idea or approach</li> <li>- Use different brush techniques to create texture</li> <li>- Use colour to create mood</li> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Develop links with science curriculum to design a game involving simple circuits</li> <li>- Improve on own designs by comparing them to existing design work</li> <li>- Use disassembly to gain understanding of operation</li> <li>- Create a product which employs a scientific force for use e.g. levers, pulleys, gears</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Change or develop the work or ideas of an artist, architect or sculptor to create an original product</li> <li>- Know about great artists, architects and designers in history</li> <li>- To review the work of existing designers in an area of study and use this to inform designs</li> <li>- Join materials using appropriate stitching chosen for purpose</li> <li>- Use creative and appropriate techniques to decorate textiles</li> <li>- Design products for a consumer</li> <li>- Follow own designs to create a product selecting effective materials</li> <li>- Adapt designs during the making process</li> <li>- Discuss and give reasons for musical preferences</li> </ul>	

	<ul style="list-style-type: none"> <li>- Choose appropriate joining techniques dependant on materials</li> <li>- Strengthen joins and constructions using appropriate techniques</li> <li>- Discuss music using the vocab duration, tempo+ structure</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss music using the vocab duration, tempo +structure</li> </ul>				
Humanities	<p><b>Context: Volcanoes / Tsunamis. Pompeii eruption. Water cycle.</b></p> <ul style="list-style-type: none"> <li>- Develop clear narratives about time periods studied</li> <li>- Note connections, contrasts and trends over time periods studied</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK</li> <li>- Recall the <b>water cycle</b> and understand its importance to the sustainability of life</li> </ul>	<p><b>Context: World War Two; Early British justice systems</b></p> <ul style="list-style-type: none"> <li>- Develop clear narratives about time periods studied</li> <li>- Note connections, contrasts and trends over time periods studied</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> <li>- Understand how changes in historical periods have contributed to the modern world</li> <li>- Understand <b>Early British justice systems</b></li> <li>- Develop knowledge of the chronology of significant time periods in British History</li> <li>- Name and locate on a map countries in Europe including the location of Russia</li> <li>- Know key physical and human characteristics of countries within Europe including major cities</li> <li>- Know geographical regions and their identifying characteristics,</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK</li> </ul>	<p><b>Context: Vikings</b></p> <ul style="list-style-type: none"> <li>- Develop clear narratives about time periods studied</li> <li>- Note connections, contrasts and trends over time periods studied</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> <li>- Understand the effects of invasion on religion and culture</li> <li>- Recall significant events from the struggle the Kingdom of England by the <b>Vikings and Anglo-Saxons</b></li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Name and locate counties and cities of the United Kingdom</li> <li>- Know geographical regions and their identifying characteristics,</li> <li>- Through the study of land use, can suggest geographical reasons for settlements</li> <li>- Understand land-use patterns and how some of these aspects have changed over time</li> </ul>			
PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					
	<b>Topics:</b> Handball and Gymnastics.	<b>Topics:</b> Tag Rugby and Netball.	<b>Topics:</b> Hockey and Health Related Exercise	<b>Topics:</b> Tennis and Outdoor Adventurous Activities.	<b>Topics:</b> Cricket and Athletics.	<b>Topics:</b> Rounders and Athletics.
PSHE	Dreams and Goals	Taking Care Project	Relationships	Spring Fever	Healthy Me	Staying Safe
MfL	Unit 7 - Encore!	Unit 8 - Quelle heure est-il?	Unit 9 - Les Fetes	Unit 10 - Ou vas-tu?	Unit 11 - On mange!	Unit 12 - Le Cirque