









Where every child matters and is prepared for a future of possibilities



Year 4 Yearly Curriculum Overview: 2020 / 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Value	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE	 RESOURCEFULNESS	 REFLECTION & ASPIRATION
English Power of Reading Book and Genres	Werewolf Club Rules by Joseph Coelho <ul style="list-style-type: none"> • Free verse, visual and structured Poetry • Setting description • Fantasy narrative 	Ice Palace by Robert Swindells <ul style="list-style-type: none"> • Instructions • Non-chronological Report • Quest narrative 	Arthur and the Golden Rope by Joe Todd-Stanton <ul style="list-style-type: none"> • Norse narrative • Newspaper report • Non-chronological report 	Mouse Bird wolf snake by Dave McKean <ul style="list-style-type: none"> • Setting description • Play scripts • Explanation texts 	Lion and Unicorn by Jane Ray <ul style="list-style-type: none"> • Persuasive Letter • Persuasive Writing • Narrative 	Iron Man by Ted Hughes <ul style="list-style-type: none"> • Recount - Diary Entry • Persuasive Letter • Newspaper Report
Grammar	<ul style="list-style-type: none"> • Use the term Noun, Adjective, Verb and Adverb appropriately and understand the function of adjectives in sentences. • Extend knowledge, understanding and use of expressive and figurative 	<ul style="list-style-type: none"> • Features of instructions: Headings, subheadings, introductions, openers, imperative/ bossy verbs, fronted adverbials, introductory and concluding sentences. 	<ul style="list-style-type: none"> • *The grammatical difference between plural and possessive –s • *Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Speech [for example, a comma after the reporting 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> • *Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's • *Make the appropriate choice of pronoun or noun within 	<ul style="list-style-type: none"> • Synonyms and modifying adjectives • Similies and metaphors • Paragraphs - Draft and write by organising paragraphs around a theme • Apostrophes - Place the possessive



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	<p>language in stories and poetry.</p> <ul style="list-style-type: none"> • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity • Relating them to the suffixes which indicate degrees of intensity. • Standard English forms for verb inflections instead of local spoken forms (we were instead of we was or I did instead of I done) • Understand and use fronted adverbials, followed by a comma. • e.g. Slowly, she turned the page. Angriily, he shook his fist. <p>Terminology: fronted adverbial , phrase and adverbial phrase.</p>	<ul style="list-style-type: none"> • Use commas after fronted adverbials. • Understand and use the term subordinate clause. • Features of a non-chronological report. • Use paragraphs to organise ideas around a theme. • Narrative • Using inverted commas for speech. • Expanded Noun Phrases. • Co-ordinating and sub-ordinating conjunctions • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Terminology: Imperative verb, pronoun, possessive pronoun and personal pronoun.</p>	<p>clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <ul style="list-style-type: none"> • *Inverted commas used for quotes in Newspaper reports. • *Using adjectives to persuade. • *5ws to open a newspaper report. • *Paragraphs- the use in fiction and non-fiction texts. <p>Terminology: Proper noun, prepositional phrases, determiner</p>	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • *Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • *Paragraphs- the use in fiction and non-fiction texts. • *Features of explanation texts. <p>Terminology: abstract noun, common noun, concrete noun</p>	<p>and across sentences to aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> • *Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • *Features of persuasion eg. The power of three, rhetorical questions etc. • *Noun phrases expanded by the addition of preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • *Fronted adverbials • *Paragraphs <p>Terminology: Article and imperative article.</p>	<p>apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s</p> <ul style="list-style-type: none"> • Inverted commas to be used as quotes in a newspaper report. • Features of formal letter writing • Features of persuasive writing <p>Terminology: consolidation</p>
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<p>Maths</p>	<p>Number and place value Addition and subtraction</p> <p>Place Value – Thousands, hundreds, tens, ones. Ordering and comparing. Using $<$ and $=$. Place value calculations and missing numbers.</p> <p>Addition and Subtraction using 3 and 4 digit numbers. Problem solving and reasoning. Inverse operations.</p> <p>Rounding numbers to 10,100 and 1000 Negative numbers</p>	<p>Addition and subtraction Measurement: Length and perimeter. Multiplication and division</p> <p>Multiplication and Division – x table facts, Grid method, missing numbers.</p> <p>Shape – 2D and 3D shape.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p>	<p>Multiplication and division Measurement: area Fractions</p> <p>Addition and Subtraction through measurement</p> <p>Addition and subtraction using the column method</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute</p> <p>Division-remainders, the 'Bus stop,' method, solving reasoning problems with division</p>	<p>Fractions Decimals Consolidation</p> <p>Fractions and decimals - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Decimals and converting measures - Convert between different units of measure e.g. kilometre to metre; hour to minute</p>	<p>Measurement Money Measurement: time Statistics</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Statistics – bar charts, time graphs. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Geometry: properties of shape.</p> <p>Geometry: position and direction Consolidation</p> <p>Position and direction - Describe movements between positions as translations of a given unit to the left/right and up/down, Plot specified points and draw sides to complete a given polygon,</p>
<p>Science</p>	<p>Sound (Vibration, Pitch, Volume Hearing)</p>	<p>States of matter (Solids, liquids and gasses, Heating and cooling, Water cycle, Temperature)</p>	<p>Living Things and Their Habitats (Identifying, grouping and naming plants and animals, Using keys, Environments)</p>	<p>Animals including humans (Teeth, Digestive system, Food chains)</p>	<p>Electricity (Electricity in the home, Simple circuits, Switches,</p>	



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<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</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 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>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 simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Conductors and insulators</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 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</p>
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	as the distance from the sound source increases				with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.
Science Skills	Ask relevant questions and use different types of specific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record findings using simple scientific language, drawings, labelled	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gather, record, classify and present data in a variety of ways to help in answering questions.	Identify differences, similarities or changes related to simple scientific ideas and processes. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.



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		diagrams, keys, bar charts, and tables.			Use straightforward scientific evidence to answer questions or to support their findings.
History/ Geography Enquiry Question and knowledge	Who were the Anglo Saxons? Britain's settlement by Anglo-Saxons and Scots.	Will you ever see the water you drink again? Mountains, rivers and water cycle.	Were the Vikings always victorious and vicious? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	What does it take to become an explorer? Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Where would you choose somewhere to build a city? Types of settlement and land use.
History / Geography skills	<ul style="list-style-type: none"> Place events studied on time line; Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD; Use evidence to reconstruct life in time studied; Identify key features and 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe); Follow a route on a large scale map; Begin to match boundaries (E.g. find same boundary of a county on different scale maps); Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Look at the evidence available; Begin to evaluate the usefulness of different sources; Use text books and historical knowledge; Use evidence to build up a picture of a past event; Choose relevant material to present a picture of one aspect of life in time past; Ask a variety of questions; Use the library and internet; <p>Communicate their knowledge and understanding.</p>	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas; Extend to satellite images, aerial photographs; Investigate places and themes at more than one scale; Collect and record evidence with some aid; Analyse evidence and draw conclusions e.g. make comparisons 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing; Begin to recognise and use symbols on an OS map; Begin to identify significant places and environment; Use large and



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	<p>events of time studied;</p> <ul style="list-style-type: none"> • Look for links and effects in time studied; • Offer a reasonable explanation for some events; <p>Recall, select and organise historical information.</p>				<p>between locations photos/pictures/ maps;</p> <ul style="list-style-type: none"> • Use 4 compass points well; • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently; <p>Know why a key is needed.</p>	<p>medium scale OS maps;</p> <ul style="list-style-type: none"> • Use junior atlases; • Use map sites on internet; <p>Identify features on aerial/oblique photographs.</p>
Art/ Design and Technology	<p>Design and Technology</p> <p>Make a tuned musical instrument</p> <ul style="list-style-type: none"> • Use variety of tools and materials • Design, make and evaluate a tuned musical instrument that can play more than 1 note • Explore and evaluate a range of existing products • Ensuring children include a skills; technical knowledge, design, making skills and evaluations. 	<p>Art and Design</p> <p>Autumn art</p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Identify and draw the effect of light (shadows) on a 	<p>Art and Design</p> <p>Landscapes - Rob Piercy)</p> <ul style="list-style-type: none"> • Collect images and information independently in a sketchbook. • Experiment with different styles which artists have used. • Explain art from other periods of history. • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketch books. • Create all the colours they need. 	<p>Art and Design</p> <p>Sculpture - Andy Goldsworthy</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Use ceramic mosaic to produce a piece of art. • Combine visual and tactile qualities. 	<p>Design and Technology</p> <p>Making Bread</p> <ul style="list-style-type: none"> • Food hygiene (personal hygiene; preparing food- washing; preparing implements) • Effect of adding yeast to dough mix (yeast as a living organism). <p>Process of making bread (including kneading, proving and baking)</p> <ul style="list-style-type: none"> • Names and properties of different flours Types of bread from around the world. 	<p>Design and Technology</p> <p>Make a Torch</p> <ul style="list-style-type: none"> • Design, Make and evaluate a torch • Investigate a range of existing products • Understand and use electrical systems to make a torch using switches and bulbs. • Learn about key electrical designers such as Edison and how they shaped the world. • Explore and evaluate a range



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		<p>surface, on objects and people.</p> <ul style="list-style-type: none"> • Begin to create technical drawings. 	<ul style="list-style-type: none"> • Create mood in their paintings. • Successfully use shading, tone and brushstrokes to create mood and feeling. 			<p>of existing products</p> <ul style="list-style-type: none"> • Ensuring children include a skills; technical knowledge, design, making skills and evaluations.
RE	<p>Hinduism – Diwali</p> <p>Ramayana, Hindu artefacts, Diva lamps, Rangoli</p>	<p>Christmas Symbolism</p> <ul style="list-style-type: none"> • The Christmas Story: key events and what they mean to Christians. • Make Christingles. 	<p>Christian Prayer and Worship</p> <ul style="list-style-type: none"> • Different styles of worship, prayer and churches. • The importance of the church. 	<p>Judaism – Passover</p> <p>Events of Passover, festival food and modern family celebrations.</p>	<p>Islam – Mosque</p> <p>The first Mosque, the layout of Mosque, prayer and the role of Mosque in the community. Patterns and food.</p>	<p>Christians in the World</p> <p>Christian organisations and charities such as The Salvation Army. Look at how faith impacts on world issues.</p>
<p>PE</p> <p>Mr Lord will be in school on a Friday to deliver the PE for KS2 as part of teacher training.</p>	<p>Multi Skills (event Autumn 1)</p> <p>Implement ideas and strategies to solve problems and learn how to communicate clearly, and cooperatively with others</p> <p>Invasion</p> <p>Territory zone play, attack/defence, teamwork, guarding a zone, attacking a zone, variety of</p>	<p>Gymnastics</p> <p>Shapes, Rolls, Travelling, Balance, mini routines.</p> <p>-Develop flexibility, strength, technique, control and balance.</p> <p>Dance</p> <p>-Explore solo dance genres</p> <p>-independent movement (creative expression)</p> <p>-combine individual</p>	<p>Invasion Games</p> <p>Territory zone play, attack/defence, teamwork, guarding a zone, attacking a zone, variety of scoring systems</p> <p>Dance</p> <p>-Explore solo dance genres</p> <p>-independent movement (creative expression)</p> <p>-combine individual movements</p>	<p>Cricket</p> <p>Batting styles, bowling techniques, throwing and catching. Rules and game situations.</p> <p>Athletics</p> <p>Taking part in a range of running, jumping and throwing events. Understanding measurement and scoring systems.</p>	<p>Mini Tennis (event Summer 1)</p> <p>-Play competitive games</p> <p>-Apply basic principles of attack and defence</p> <p>Swimming</p> <p>19-30 Apr 2.00-3.00</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>OAA</p> <p>-Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.</p> <p>-Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>



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	scoring systems.	movements			-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations.	-Use critical thinking to approach a task. Navigate around a course using a map. Rounders/ Cricket Batting styles, bowling techniques, throwing and catching. Rules and game situations.
Music Charanga	Mamma Mia by ABBA A timeless Pop song from the 70s.	Glockenspiel Exploring and developing playing skills using the glockenspiel	Stop! A Song/Rap about bullying Writing lyrics linked to a theme	Lean on me A Soul/Gospel Song by Bill Withers Soul/Gospel music and helping one another	Blackbird by The Beatles The Beatles, equality and civil rights	Reflect, rewind and replay – classical The history of music, look back and consolidate your learning, learn some of the language of music
MFL – French Language Angels	Presenting Myself • Learning to speak sentences linked to name, where they live and nationality • Writing an ID card	My home • Learn vocabulary for different homes. • Learn vocabulary for different rooms in the house.	The Weather • Learn vocabulary of the weather • Ask and answer questions about what the weather is like today • Present	In the Classroom • Learn vocabulary of the classroom, including in their pencil case • -Speaking	My family • Learn vocabulary linked to family Present orally and in writing a presentation linked to their family • -Grammar – Different possessives for 'my'	Do you have a pet? • Learn vocabulary of pets- Interview people about their pets



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	<ul style="list-style-type: none"> -Grammar – Nationalities and adjectival agreement based on gender 	<ul style="list-style-type: none"> Be able to say the rooms children have in their own homes. 	information in a weather forecast	sentences saying 'what I' <ul style="list-style-type: none"> have/don't have' -Grammar – Use of the negative 	and moving from 1 st person to 3 rd person singular with 'he or she is called'	<ul style="list-style-type: none"> -Write a pet ID card -Grammar – gender, changing an indefinite article to definite article
Computing Delivered by Technola, watched by teacher for subject knowledge and training	Computer Science- Code challenge 3 Students progress onto a hybrid graphical-textual programming language; they complete visual challenges that develop and test their core programming skills.	Computer Science Go, Robot! Robot Arcade Students are introduced the concept of using code to control physical systems; they take on weekly challenges that require them to code solutions that will help a robot navigate various mazes.	Digital Literacy Creative Computing L2 & Safe Surfin' L2 Social Media Posts Students re-examine how to use the internet safely and respectfully; they create visual social posts & other print designs to promote what they have learnt around the school.	Digital Literacy Computing in Society L2 Currency Students consider how computing is affecting our society. They undertake research, debate topics, and create keynote presentations to present to the class. This module focusses on the use of cryptocurrency and online transactions in society.	E-Safety Online Research Students consider how to safely use the internet, focusing specifically on concepts such as permission and personal information. They then explore how to distinguish between facts and opinion by questioning the reliability of some sources of information.	Digital Literacy & ICT Cross Curricular This segment of the year is reserved for cross curricular learning.
PSHCE	Citizenship, Community and World <ul style="list-style-type: none"> Fairness and class rules Consequences of anti-social and aggressive behaviour Preventing accidents Diversity and difference in the community How to become involved in community and voluntary groups 		Emotional Health and well-being, Feelings, Emotions and Relationships <ul style="list-style-type: none"> Appreciating the feelings of others Coping with feelings of sadness, grief, jealousy, fear and embarrassment Causes of conflict and how to deal with them and conflict resolution How to be a reliable and responsible 		Physical Health and Well-being <ul style="list-style-type: none"> Healthy mind and healthy body Personal hygiene Germs and diseases and how to avoid them Keeping safe, rules relating to health and safety in school What common substances are drugs What are the key points about the effects of drugs 	



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	<ul style="list-style-type: none">• Conserving the environment by recycling	friend <ul style="list-style-type: none">• Why are some decisions made for us?• Discussing issues• Who can we go to for help?• Who pressures/influences people?• How the media gives us information• What influences our decisions?	<ul style="list-style-type: none">• Personal safety rules and keeping safe• Changes as they become more like adults• Dealing with peer pressure
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