



Year 4 Curriculum Yearly Overview 2019-20



Teachers: Mr Beauchamp, Mrs. Walton, Mr. Bainbridge, Mrs Maycock and Mrs. Amin, Mrs. Blacksell and Mrs Booth

| Dates | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
|---------------------------------------|---|---|--|--|--|
| Overarching Theme | How we express ourselves | How we share the planet | Where we are in time and place | How the world works | How we organise ourselves |
| Central Idea | The place where people live influences what they believe, think, feel and how they behave. | People can make a positive change to our environment. | What does it take to lead an expedition? | How we can use technology to better protect the planet. | Crime punishment and justice- society knows best |
| Focus curriculum areas and key themes | , Design and Technology, ICT | Science, Geography and art | Geography, History, Music, Design and Technology | Science, Design and Technology | Science, Geography and art |
| Lines of enquiry | <ol style="list-style-type: none"> 1. What are the similarities and differences between ourselves and Amazonian Indians? (Connection) 2. How do different cultures express themselves through dance? (Function) 3. How does an environment influence what people believe and what they think is important? | <ol style="list-style-type: none"> 1. What is the structure of the rainforest and who are its animal inhabitants? 2. Why is the rainforest important to the planet? | <ol style="list-style-type: none"> 1. What does it take to be a leader? 2. What inspires people to explore earth? | An inquiry into the natural world and its laws; the interaction between the natural world and human societies, how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the | How we treat criminals tells us about the times we live in. How have sciences helped to achieve justice? How are ideas of crime and justice presented in literature? |
| Art | Colour Use colour to reflect mood Children will be exploring and creating rainforest collages and tribal masks. | Colour Colour mixing and matching; tint, tone, shade-looking at colours on a colour chart Children will be imitating and innovating the style of Henri Rousseau. | Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing and matching; tint, tone, shade-looking at colours on a colour chart Observe colours-hands and faces-flesh colours Select suitable equipment for the task | Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Identify and draw the effect of light (shadows) on a surface, on objects and people Scale and proportion Accurate drawings of whole people-looking at facial features, proportion and placement Computer generated drawings | Form/sculpture (3D work, clay, dough, boxes, wire, paper sculpture) Plan and develop ideas in sketchbook and make informed choices about media Investigate, analyse and interpret natural and manmade forms of construction Work safely, to organize working area and clear away Discuss and evaluate own work and that of other sculptors |
| Computing | Children will be introduced to Times Table rock stars, passwords and usernames. | Rodocodo coding programming Co2/1.1 design, write and debug programs that | Music technology Improvise and compose music using the | Rodocodo coding programming Co2/1.1 design, write and debug programs that | Music technology Improvise and compose music using the inter-related dimensions of music separately and in combination. |

| | | | | | |
|-------------------|---|---|---|---|---|
| | Importance of cyber security and online safety. | <p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | inter-related dimensions of music separately and in combination. | <p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | |
| Design Technology | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | <p>Children will be researching, designing, creating and evaluating their own fruit juices and packaging.</p> <p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical systems in products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Plan, design and evaluate a vehicle. Using cutting, joining and fastening. Can you include an electrical circuit to power a motor ?</p> | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. |
| Geography | <p>Children will describe and understand the distribution of natural resources affecting rainforests</p> <p>Children will describe and understand key aspects of human geography, specifically changes in types of settlement and land use.</p> <p>Describe and understand key aspects of human geography with a focus on settlements</p> | <p>Locate the world's countries, with a focus on South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region within South America.</p> | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. | <p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> | <p>Understand the significance of the geographic zones of the world.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> |

| | | | | | |
|---------|--|---|--|---|--|
| | | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | |
| History | Although specific history curriculum skills and objectives are not taught during this time, the children will continue to be engaged in discussions involving historical events. | Although specific history curriculum skills and objectives are not taught during this time, the children will continue to be engaged in discussions involving historical events. | <p>The Roman Empire and its Impact on Britain.</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p> | Although specific history curriculum skills and objectives are not taught during this time, the children will continue to be engaged in discussions involving historical events. | Although specific history curriculum skills and objectives are not taught during this time, the children will continue to be engaged in discussions involving historical events. |
| Maths | Numbers to 10,000/ Addition and subtraction <ul style="list-style-type: none"> Reviewing and retrieving the 3,4 and 8 times tables Counting in Hundreds and Twenty-Fives Counting in Thousands Counting in Thousands, Hundreds, Tens and Ones Using Place Value Comparing and Ordering Numbers Making Number Patterns Counting in Sixes, Sevens and Nines Rounding Numbers Rounding Numbers to Estimate | Multiplication and division <ul style="list-style-type: none"> Multiplying by 6,7,9,11 and 12 Dividing by 6,7,9,11 and 12 Dividing with remainders Solving problems with multiplication and division | Multiplication and division <ul style="list-style-type: none"> Multiplying by 0 and 1 Dividing by 1 Multiplying the Same Two Numbers Multiplying Three Numbers Multiplying Multiples of 10 Multiplying 2-Digit Numbers Multiplying Multiples of 100 Multiplying 3-Digit Numbers Dividing 2/3 Digit Numbers | Graphs <ul style="list-style-type: none"> Drawing and Reading Picture Graphs Drawing and Reading Line graphs Drawing and Reading Bar Graphs | Fractions <ul style="list-style-type: none"> Counting in Hundredths Writing Mixed Numbers Showing Mixed Numbers on a Number Line Finding Equivalent Fractions Simplifying Mixed Numbers Simplifying Improper Fractions Adding Fractions Subtracting Fractions Solving Word Problems Time <ul style="list-style-type: none"> Telling Time on a 24-Hour Clock Changing Time in Minutes to Seconds Changing Time in Hours to Minutes Solving Problems on Duration of Time Changing Years to Months and Weeks to Days Solving Word Problems |
| MFL | Spanish – greetings and months | Spanish | French | French | French |
| Music | Listen with attention to detail and recall sounds with increasing aural memory | Reading musical notation | Reading musical notation | Improvise and compose music using the inter-related dimensions of music separately and in combination. | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. |
| PE | <p>Travelling, rolling, kicking</p> <p>Tribal dances</p> <p>Fitness testing</p> | Gymnastics | Swimming Dance, swimming, gymnastics | Tennis | Athletics |

| | | | | | |
|---------|--|--|--|---|---|
| PSHCE | See whole school PSHCE syllabus Mental health/ wellbeing strategies | See whole school PSHCE syllabus Mental health/ wellbeing strategies | See whole school PSHCE syllabus Mental health/ wellbeing strategies | See whole school PSHCE syllabus Mental health/ wellbeing strategies | See whole school PSHCE syllabus Mental health/ wellbeing strategies |
| Reading | Hunters Bar reading strategies – skills focus from short fiction extracts Book study - Fiction <ul style="list-style-type: none"> The shaman’s apprentice Romel’s life in the rainforest Class reader: Explorer –Ruth Rundell | Hunters Bar reading strategies – skills focus from short fiction extracts Book study Fiction <ul style="list-style-type: none"> The Lorax The Kapok Tree | Hunters Bar reading strategies – skills focus from short fiction extracts Book study <ul style="list-style-type: none"> The owl who was afraid of the dark Shackleton’s Journey | Hunters Bar reading strategies – skills focus from short fiction extracts Book study Willow Plate – a narrative Poem | Hunters Bar reading strategies – skills focus from short fiction extracts Book study Frankenstein – a gothic novel |
| RE | An introduction to the Islamic faith | The Islamic faith | The Islamic faith | The Islamic faith | The Islamic faith |
| Science | Working and thinking Scientifically (ongoing) | Evolution and inheritance Adaptation to environments. All living things <ul style="list-style-type: none"> Identify and name plants and animals. Using a classification key Look at the life cycle of animals and plants. Biology - plants <ul style="list-style-type: none"> Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. | Chemistry -Materials <ul style="list-style-type: none"> Look at solubility and recovering dissolved substances. Separate mixtures. Examine changes to materials that create new materials that are usually not reversible. Forces and magnets <ul style="list-style-type: none"> Look at transference of forces in gears, pulleys, levers and springs. | Physics - Electricity <ul style="list-style-type: none"> Look at appliances, circuits, lamps, switches, insulators and conductors. Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. | Physics - Sound <ul style="list-style-type: none"> Look at sources, vibration, volume and pitch |
| Writing | Poetry- Just a minute competition Recount - Writing to inform – Writing a letter to a shaman KPIS <ul style="list-style-type: none"> proofread for spelling and punctuation errors to ensure that children consistently (90%) write | Narrative/ Writing to entertain Children will imitate, innovate and invent narratives inspired by the story ‘The Kapok Tree’. Discussion/ Writing to discuss Children will be writing an essay on deforestation KPIs | Explanation/ Writing to inform Children will write an explanation based on an activity from Castleton e.g. How to be an Archer. Playscripts Children to write and perform play scripts following playwriting conventions. | Persuasion Write a persuasive Real Estate advertisement for a Roman Domus Discussion/ Writing to discuss Children will write a balanced argument – Should a Celt thank a Roman? Poetry – The Ruin | Writing to inform Children will be writing their own end of year school reports Narrative/ Writing to entertain Children will read and respond to the Gothic novel Frankenstein, focusing on writing character descriptions and story settings throughout the course of the novel. Narrative /story settings |

| | | | | | |
|---|---|---|--|---|---|
| | <p>accurately punctuated sentences using capital letters, full stops, question marks and exclamation marks</p> <ul style="list-style-type: none"> Using and punctuating direct speech mostly accurately. Retrieving and consolidating Year 3 writing skills | <ul style="list-style-type: none"> In narratives, create settings, characters and plot Expressing time, place and cause using conjunctions Using and punctuating direct speech mostly accurately. Using fronted adverbials followed by a comma proofread for spelling and punctuation errors | <p>KPIS</p> <ul style="list-style-type: none"> Understanding the difference between main and subordinating clauses and using conjunctions to join them. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | <p>Children read and respond to the Anglo Saxon poem ‘The Ruin’ before writing their own poem.</p> <p>KPIS</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although organising paragraphs around a theme Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Indicating possession by using the possessive apostrophe with all singular nouns | <p>Writing to entertain</p> <p>KPIS</p> <ul style="list-style-type: none"> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Indicating possession by using the possessive apostrophe with all singular nouns Using the present perfect form of verbs in contrast to the past tense |
| <p>Enrichment and assessment</p> <ul style="list-style-type: none"> (trips, experiences, visits, visitors, etc.) | <p>Children will make a collage comprising people, places, environments, cultural traditions etc. Children will match them up and explain why you have chosen to put which things together Children will explain where a person lives affects how they live...</p> <p>Fabulous finish and post inquiry assessment:</p> <p>Rainforest immersion with vocabulary enrichment. 3 classes with different environmental conditions. Children will express how the different environments could impact their beliefs, values and culture. Explanation text / video diaries / writing in role – structured optional responses.</p> | <p>Cinema trip to the Showroom cinema.</p> <p>Fabulous finish: The rainforest café enterprise and awareness afternoon.</p> <p>Post inquiry assessment:</p> <p>Children will be writing an end of unit essay showing their understanding and opinions around deforestation.</p> <p>Leanimals visitor</p> | <p>Castleton residential</p> | <p>Visit to a local mosque</p> | <p>Local cemetery visit</p> |

