



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.	Invaders and Settlers have shaped the Britain we know today.	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	History	Science, Design and Technology	Science, Geography and art
Lines of enquiry	<ol style="list-style-type: none"> What are the similarities and differences between ourselves and Amazonian Indians? (Connection) How do different cultures express themselves through dance? (Function) How does an environment influence what people believe and what they think is important? 	<ol style="list-style-type: none"> What is the structure of the rainforest and who are its animal inhabitants? Why is the rainforest important to the planet? 	<ol style="list-style-type: none"> What was the Roman Empire and why did it invade Britain? What changes did the Romans bring to Britain? Who were the Anglo Saxons, and why did they invade and settle in Britain? How did British life change under Anglo Saxon rule? 	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.	Form/sculpture Roman mosaics 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	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	<p>Children will be introduced to Times Table rock stars, passwords and usernames.</p> <p>Importance of cyber security and online safety.</p>	<p>Rodocodo coding programming</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Rodocodo coding programming</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Rodocodo coding programming</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>	<p>Music technology</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>
Design Technology	<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>	<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>	<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>	<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>	<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>
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>Use maps to locate land acquired under the Roman empire.</p> <p>Investigate Celtic, Roman and Saxon Settlements in Britain.</p>	<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> <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 - human geography, including: settlements, land use, economic activity including trade

					links and the distribution of natural resources including energy, food, minerals and water supplies. 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.	The Roman Empire and its Impact on Britain. Britain's settlement by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for the Kingdom of England.	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	Travelling, rolling, kicking Tribal dances	Gymnastics	Swimming Dance, gymnastics	Tennis, swimming,	Athletics

	Fitness testing				
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 Class reader: Explorer –Ruth Rundell	Hunters Bar reading strategies – skills focus from short fiction extracts Book study <ul style="list-style-type: none"> History Hackers- Roman Rescue 	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. 	Working and thinking Scientifically (ongoing)	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 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.
Writing	Poetry- Just a minute competition Recount - Writing to inform – Writing a letter to a shaman KPIS	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	Writing to entertain Children will be writing a suspenseful and action packed narrative using the context of the Roman invasion and settlement in Britain.	Persuasion Write a persuasive Real Estate advertisement for a Roman Domus Discussion/Writing to discuss	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.

	<ul style="list-style-type: none"> proofread for spelling and punctuation errors to ensure that children consistently (90%) write accurately punctuated sentences using capital letters, full stops, question marks and exclamation marks Using and punctuating direct speech mostly accurately. Retrieving and consolidating Year 3 writing skills 	<p>KPIs</p> <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"> In narratives, create settings, characters and plot 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 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>Children will write a balanced argument – Should a Celt thank a Roman?</p> <p>Poetry – The Ruin 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 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>Narrative /story settings 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>Stunning start</p> <p>Children will be creating a classroom rainforest to celebrate the animal and plant diversity.</p> <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</p>	<p>Stunning start Children will be creating a classroom rainforest to celebrate the animal and plant diversity.</p> <p>Leanimals mobile zoo</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>Stunning start Class invasion!</p> <p>Living the life of a Celt in Ancient Britain.</p> <p>Post inquiry assessment:</p> <p>Children will be independently reviewing their understating of each lines of enquiry looking carefully through the theme concepts of change and causation.</p>	<p>Fabulous finish: Castleton residential</p>	<p>Local cemetery visit</p> <p>Visit to a local mosque to support RE theme.</p>

	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.				
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