**Year 4 Curriculum Yearly Overview 2021-22**

**Teachers: Mr Goodhand, Mr Vickers, Mrs Maycock, Mrs Walton, Mr Fieldsend, Mrs Silverster, Mrs Ahmed, Miss Newton**

**The order of our units for Spring and Summer may change.**

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| **Dates** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme** | **Where we are in time and place** | **Where we are in time and place** | **How the world works** | **How we organise ourselves** | **How we express ourselves** | **How we share the planet** |
| Central Idea | Invaders and Settlers have shaped the Britain we know today. | Invaders and Settlers have shaped the Britain we know today. | Understanding how things work helps us to make useful products. | Celebration is a key part of world religions.  This central idea may change as we are developing new themes for this year.  Although the theme of Islam will remain. | The place where people live influences what they believe, think, feel and how they behave.  This central idea may change as we are developing new themes for this year.  Although the theme of rainforests. | People can make a positive change to our environment.  This central idea may change as we are developing new themes for this year.  Although the theme of rainforests. |
| Focus curriculum areas and key concepts | History | History | Science, Design and Technology | RE | Geography , Science, Food and Art | Geography , Science, Food and Art |
| Lines of enquiry | 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?  Who were the Vikings, and why did they invade and settle in Britain?  How did British life change under Viking rule? | How does research and evaluation help us make useful products?  How does understanding science help us design things that work? | Our lines of enquiry will be determined once the new unit is fully decided upon. | Our lines of enquiry will be determined once the new unit is fully decided upon. | Our lines of enquiry will be determined once the new unit is fully decided upon. |
| Art | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques. | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques. | Although specific Art objectives are not covered, they will be touched on in other areas of the curriculum. | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques. | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques.  Learn about the great artists, architects and designers in history. | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques.  Learn about the great artists, architects and designers in history. |
| Computing | Children will be introduced to Times Table rock stars, passwords and usernames.  Importance of cyber security and online safety. | Rodocodo coding programming  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | Rodocodo coding programming  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Rodocodo coding programming  use sequence, selection, and repetition in programs; work with variables and various forms of input and output | Rodocodo coding programming  use sequence, selection, and repetition in programs; work with variables and various forms of input and output | Rodocodo coding programming  use sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| 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. | 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. | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and technology have helped shape the world  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors. | 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. | 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. | Children will be researching, designing, creating and evaluating their own fruit juices and packaging.  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. |
| Geography | Name and locate counties and cities in the U.K and show how some aspects have changed over time.  Use maps to locate land acquired under Celtic and Roman Settlements in Britain  Use maps to locate settlements acquired under Anglo Saxon and Viking rule. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Children will describe and understand the distribution of natural resources | Although specific Geography curriculum skills and objectives are not taught during this time, the children will continue to be engaged in geographical discussions and tasks linked to the theme. | Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. | Locate the world's countries, with a focus on South America.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Children will describe and understand the distribution of natural resources  Understand the significance of the geographic zones of the world.  Children will describe and understand key aspects of human geography, specifically changes in types of settlement and land use.  Describe and understand key aspects of human geography with a focus on settlements | Locate the world's countries, with a focus on South America.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Children will describe and understand the distribution of natural resources  Understand the significance of the geographic zones of the world.  Children will describe and understand key aspects of human geography, specifically changes in types of settlement and land use.  Describe and understand key aspects of human geography with a focus on settlements |
| History | 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. | 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**   * 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**   * 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 * Retrieving and revisiting unit 1 | **Fractions**   * Simplifying Mixed Numbers * Simplifying Improper Fractions * Adding Fractions * Subtracting Fractions * Solving Word Problems     Retrieving and revisiting unit 4 | **Multiplication and division**   * 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     Retrieving and revisiting unit 2 | **Graphs**   * Drawing and Reading Picture Graphs * Drawing and Reading Line graphs * Drawing and Reading Bar Graphs   **Fractions**   * Counting in Hundredths * Writing Mixed Numbers * Showing Mixed Numbers on a Number Line * Finding Equivalent Fractions     Retrieving and revisiting unit 3 | **Time**   * 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   Retrieving and revisiting unit 5 |
| MFL | Spanish – greetings and months | Spanish | French | French | French | French |
| Music | Although specific music objectives are not covered, they will be touched on music appreciation will form part of the school week. | Although specific music objectives are not covered, they will be touched on music appreciation will form part of the school week. | Although specific music objectives are not covered, they will be touched on music appreciation will form part of the school week. | Reading musical notation  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.  Improvise and compose music using the inter-related dimensions of music separately and in combination.  Listen with attention to detail and recall sounds with increasing aural memory | Although specific music objectives are not covered, they will be touched on music appreciation will form part of the school week. | Reading musical notation  Play and perform in solo and ensemble contexts, using voice and playing instruments with  increasing accuracy, control and expression.  Improvise and compose music using the inter-related dimensions of music separately and in combination.  Listen with attention to detail and recall sounds with increasing aural memory |
| PE | Travelling, rolling, kicking  Fitness testing | Gymnastics | Tennis, Swimming | Swimming  Dance, gymnastics | Swimming  Tribal dances | Athletics, swimming |
| 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 | See whole school PSHCE syllabus    Mental health/ wellbeing strategies |
| Reading | **Hunter’s Bar reading strategies –** skills focus from short fiction extracts  **Book study Fiction**  Harklights    **Class reader**: Harklights - Tim Tilley | **Hunters Bar reading strategies –** skills focus from short fiction extracts  **Book study - Fiction**  History Hackers - Roman Rescue  Roman Non Fiction  Beowulf - Michael Morpurgo  **Class reader**: The Butterfly Lion - Michael Morpurgo | **Hunter’s Bar reading strategies –** skills focus from short fiction extracts  **Book study**  The Iron Man - Ted Hughes  Inventers non-fiction | **Hunter’s Bar reading strategies –** skills focus from short fiction extracts  **Book study**  **TBC** | **Hunter’s Bar reading strategies –** skills focus from short fiction extracts  **Book study**  **TBC** | **Hunter’s Bar reading strategies –** skills focus from short fiction extracts  **Book study**  **TBC** |
| RE | As per Sheffield Syllabus. | As per Sheffield Syllabus. | As per Sheffield Syllabus. | As per Sheffield Syllabus.  The Islamic faith | As per Sheffield Syllabus. | As per Sheffield Syllabus. |
| Science | **Working and thinking Scientifically (ongoing)** | **Working and thinking Scientifically (ongoing)** | **Physics - Electricity**     * Look at appliances, circuits, lamps, switches, insulators and conductors.      * Understand and use electrical systems in * products, such as series circuits incorporating cells, * switches, bulbs, buzzers and motors.     **Physics - Sound**   * Look at sources, vibration, volume and pitch | **Working and thinking Scientifically (ongoing)** | .**Evolution and inheritance**   * Adaptation to environments.     **All living things**   * Identify and name plants and animals. * Using a classification key * Look at the life cycle of animals and plants.   **Biology - plants**   * Look at the function of parts of flowering plants transportation in plants, life cycles and seed dispersal. | **Working and thinking Scientifically (ongoing)**    **Chemistry -Materials ( to be planned)**     * Look at solubility and recovering dissolved substances. * Separate mixtures. * Examine changes to materials that create new materials that are usually not reversible * The water cycle |
| Writing | Narrative - Celtic Narrative  Narrative - Roman Narrative  Persuasion - Roman Villas | Narrative - Roman Narrative  Sentence types - Simple sentences, compound sentences, complex sentences | Narrative - The Iron Man  Y4 Writing Skills -  Speech punctuation  Paragraphing  Main and subordinate clauses  Fronted adverbials  Apostrophes | Explanation - Why do people celebrate Eid? | Narrative - The Kapok Tree  Discussion - Palm Oil | Persuasion - Palm Oil |
| Enrichment and assessment  ● *(trips, experiences, visits, visitors, etc.)* |  |  | Local Walk for writing immersion | Castleton Residential | **Woodland walk for biodiversity science** | Rainforest Cafe |