



Year 4 Curriculum Yearly Overview 2020-21



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Time scale	Autumn 1 5 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2	Summer 1	Summer 2
Overarching Theme	How we share the planet	How we express ourselves	How the world works	Where we are in time and place	Where we are in time and place	How we organise ourselves
Central Idea	Rainforests are diverse and precious ecosystems.	We can express ourselves and make small changes to the way they live to make the world a better place.	Science and technology has a positive and negative impact on the environment	Invaders and Settlers have shaped the Britain we know today.	Invaders and Settlers have shaped the Britain we know today.	Connection and creativity helps improve our well being Y4 festival Sound Summer fayre art - self portrait DT food Assessment
Focus curriculum areas and key concepts	Science, Geography and art Form (What it is like?) Function (How does it work?) Perspective	Geography, dance, art Function (How does it work?) Responsibility (understanding and choices lead to actions) Causation (Things happen for a reason)	Science, Design and Technology	History	History	RE, Science, Food and Art

		<p>Change (movement from one state to another)</p> <p>Connection (How is it connected to other things - Simple actions have consequences)</p>				
<p>Sustainable Development Goals</p> <p>Black Lives Matter link - using peaceful action/ present and historical black role models</p>		<p>Global goal 12. Responsible consumption and production</p> <p>BLM - Pupils will use peaceful actions to help share their message about rainforest protection.</p>	<p>9. Industry and innovation</p> <p>11. Sustainable cities and communities</p> <p>13. Climate action</p> <p>Pupils will use peaceful actions to help share their message about climate change</p>			3. Good health and Wellbeing
Lines of enquiry	<ol style="list-style-type: none"> 1. What is a rainforest and where are they located? 2. What diverse animals and plants are found in the Amazon rainforest? 3. How can living things be classified and organised? 4. Who lives in the Amazon rainforest and how are they different/ similar to us? 5. How is the Amazon rainforest used by Amazon tribes? 	<ol style="list-style-type: none"> 1. How do Amazonian Indians express themselves through dance? (Function) 2. How do different cultures express themselves through face painting? (Function) 3. How do humans use resources that come from rainforests? (Function) 4. What are the global consequences of using rainforest resources? Deforestation (Causation) 	<ol style="list-style-type: none"> 1. What are fossil fuels and why is there a problem? 2. How can sustainable communities improve the environment? 3. What are the features of an electric circuit? 4. What could sustainable cities look like? <p>Sustainable communities</p> <p>Create own community/</p>	<ol style="list-style-type: none"> 1. What was the Roman Empire and why did it invade Britain? 2. What changes did the Romans bring to Britain? 	<ol style="list-style-type: none"> 1. Who were the Anglo Saxons, and why did they invade and settle in Britain? 2. How did British life change under Anglo Saxon rule? 3. Who were the Vikings and why did they invade and settle in Britain? 4. What were the events leading up to the Battle of Hastings in 1066? 	<ol style="list-style-type: none"> 1. What is wellbeing? 2. How can we use food, music, art and dancing to create our own Y4 community festival?

		<div>5. How do our personal choices affect the health of rainforests? (Responsibility) (Palm oil)</div> <div>6. How can we make informed choices as consumers</div>	<div>Create a guide to your eco-village</div> <div>Doomsday city stimulus.</div> <div>Eye witness reports from dystopian and utopian village.</div>		<div>5. How did invaders and settlers shape Britain we know today?</div>	
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Art

<p>Colour</p> <p>Colour mixing and matching; tint, tone, shade-looking at colours on a colour chart</p> <p>Children will be imitating and innovating the style of Henri Rousseau.</p>	Colour	Drawing	Form/sculpture	Drawing	Form/sculpture
	Use colour to reflect mood	(pencil, charcoal, inks, chalk, pastels, ICT software)	Roman mosaics	(pencil, charcoal, inks, chalk, pastels, ICT software)	(3D work, clay, dough, boxes, wire, paper sculpture)
	Children will be exploring and creating rainforest collages and tribal masks.	Identify and draw the effect of light (shadows) on a surface, on objects and people	Plan and develop ideas in sketchbook and make informed choices about media	Identify and draw the effect of light (shadows) on a surface, on objects and people	Plan and develop ideas in sketchbook and make informed choices about media
			Investigate, analyse and interpret natural and manmade forms of construction	Scale and proportion	Investigate, analyse and interpret natural and manmade forms of construction
			Work safely, to organize working area and clear away	Accurate drawings of whole people-looking at facial features, proportion and placement	Work safely, to organize working area and clear away
			Discuss and evaluate own work and that of other sculptors		Discuss and evaluate own work and that of other sculptors
					Scale and proportion
					Accurate drawings of whole people-looking at facial features, proportion and placement

Computing

Times Table Rockstars Children will be introduced to Times Table rock stars, passwords and usernames. Information Technology What is the Internet and World Wide Web? How does email work? Importance of cyber security and online safety.	Computer science Rodocodo coding programming Children will learn to design, write and debug programs; solve problems by decomposing them into smaller parts; use logical reasoning to explain how some simple algorithms work; use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Information Technology What is a search engine? Should I trust everything I read online? What makes a good search?	Computer science Rodocodo coding programming Children will learn to design, write and debug programs; solve problems by decomposing them into smaller parts; use logical reasoning to explain how some simple algorithms work; use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Digital Literacy and Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Internet Safety Day SMART rules, Cyberbullying, Personal Information	Music technology Improvise and compose music using the inter-related dimensions of music separately and in combination. Children will make an electronic carnival anthem.
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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>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown and processed.</p> <p>Children will be researching, designing, creating and evaluating their own fruit juices and packaging.</p>	<p>Plan, design and evaluate an electric vehicle. Children will be using the following skills: measuring, joining, fastening, sawing, gluing (strengthening) and reinforcing.</p> <p>Can children 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.	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>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>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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Geography	<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>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>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.</p>	<p>Use maps to locate land acquired under Celtic and Roman Settlements in Britain.</p>	<p>Use maps to locate settlements acquired under Anglo Saxon and Viking rule.</p>	<p>Name and locate counties and cities in the U.K and show how some aspects have changed over time.</p>
History	<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.</p>	<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.</p>	<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.</p>	<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>	<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.</p>

Maths	<p>Numbers to 10,000/ Addition and subtraction</p> <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, Hundreds, Tens and Ones • Using Place Value • Comparing and Ordering Numbers • Making Number Patterns • Counting in Sixes, Sevens and Nines • Rounding Numbers to Estimate • Finding Sums • Adding without Renaming • Adding with Renaming • Adding Using Mental Strategies • Finding Differences • Subtracting without Renaming • Subtracting with Renaming • Subtracting Using Mental Strategies • Solving Word Problems 	<p>Multiplication and division</p> <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 <p>Retrieving and revisiting unit 1</p>	<p>Fractions</p> <ul style="list-style-type: none"> • Simplifying Mixed Numbers • Simplifying Improper Fractions • Adding Fractions • Subtracting Fractions • Solving Word Problems <p>Retrieving and revisiting unit 4</p>	<p>Multiplication and division</p> <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 <p>Retrieving and revisiting unit 2</p>	<p>Graphs</p> <ul style="list-style-type: none"> • Drawing and Reading Picture Graphs • Drawing and Reading Line graphs • Drawing and Reading Bar Graphs <p>Fractions</p> <ul style="list-style-type: none"> • Counting in Hundredths • Writing Mixed Numbers • Showing Mixed Numbers on a Number Line • Finding Equivalent Fractions <p>Retrieving and revisiting unit 3</p>	<p>Time</p> <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 <p>Retrieving and revisiting unit 5</p>
MFL	Spanish – greetings and months	Spanish	French	French	French	French

Music	Listen with attention to detail and recall sounds with increasing aural memory	Reading musical notation	Improvise and compose music using the inter-related dimensions of music separately and in combination.	Reading musical notation	Reading musical notation	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
PE	Travelling, rolling, kicking Fitness testing	Tribal dances Gymnastics	Tennis, Swimming	Swimming Dance, gymnastics	Swimming	Athletics, swimming
PSHCE	See whole school PSHCE syllabus Mental health/ wellbeing strategies	See whole school PSHCE syllabus Mental health/ wellbeing strategies Zones of regulation	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	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> Animals of the rainforest and 'life givers' <p>Class reader:</p> <p>Planet Omar</p> <p>Explorer –Ruth Rundell</p>	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> Romel's life in the rainforest? The Lorax (poetry) <p>Class reader: The Explorer – Ruth Rundell</p>	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> Iqbal's amazing invention The boy that harnessed the wind - Writing 	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> History Hackers- Roman Rescue <p>Class reader: Roman quest/ Rotten Romans</p>	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> Anglo Saxon and Scots Beowulf <p>Class reader: Roman quest/ Beowulf</p>	<p>Hunter's Bar reading strategies – skills focus from short fiction extracts</p> <p>Book study</p> <ul style="list-style-type: none"> Celebrations from different cultures? BLM – Black, young and proud Biographies – Incredible life achievements
RE	An introduction to the Islamic faith	The Islamic faith	The Islamic faith	The Islamic faith	The Islamic faith	The Islamic faith

Science

Evolution and inheritance

- Adaptation to environments: behaviours, body coverings and body parts.

All living things

- Identify and name plants and animals using a classification key
- The life cycle of animals and plants.

Biology - plants

- investigate the way in which water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working and thinking Scientifically (ongoing)

- The water cycle

Physics - Electricity

- Recognise some common conductors insulators, and associate metals with being good conductors.
- Understand and use electrical systems in products, such as series circuits incorporating cells, switches, bulbs, buzzers and motors.

Working and thinking Scientifically (ongoing)

Working and thinking Scientifically (ongoing)

Physics - Sound

Look at sources, vibration, volume and pitch

Writing	<p>Writing to inform</p> <p>Describing plants and animals of the rainforest</p> <p>The Shaman's Apprentice</p> <p>Writing to entertain - Children will be writing emotive responses and practising key writing skills</p> <p>Writing to inform - Recount</p> <p>Children will be writing a letter to a Rainforest shaman</p> <p>KPIs</p> <ul style="list-style-type: none"> Retrieving and consolidating Year 3 writing skills 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 	<p>Writing narrative to entertain</p> <p>Children will imitate, innovate and invent narratives inspired by the story The Kapok Tree. (4 weeks)</p> <p>Writing to persuade</p> <p>Children will be writing a letter to persuade the public to value rainforests – palm oil, using the orangutan video as a stimulus.</p> <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>Writing to inform</p> <p>Children will write an explanation text based on the style of Until I met Dudley by Roger McGough</p> <p>Discussion</p> <p>KPIs</p> <ul style="list-style-type: none"> 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] Choosing nouns or pronouns 	<p>Writing narrative to entertain</p> <p>Children will be writing a suspenseful and action-packed narrative using the context of the Roman invasion and settlement in Britain.</p> <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 	<p>Writing to persuade</p> <p>Children will write a persuasive Real Estate advertisement for a Roman Domus/ Roman villa</p> <p>Poetry – Anlgo Saxon Kennings</p> <p>Play scripts for J4, J5 and J6 class assemblies</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 	<p>Writing to inform</p> <p>Children will be writing their own end of year school reports</p> <p>Writing to entertain - Narrative /story settings</p> <p>Ruby's worry/ The Boy, The Mole, The Fox and The Horse</p> <p>KPIs</p> <ul style="list-style-type: none"> 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] Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
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	speech mostly accurately.		<p>appropriately for clarity and cohesion and to avoid repetition.</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• Indicating possession by using the possessive apostrophe with all singular nouns• Using the present perfect form of verbs in contrast to the past tense	<ul style="list-style-type: none">• 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>to avoid repetition.</p> <ul style="list-style-type: none">• Indicating possession by using the possessive apostrophe with all singular nouns	<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• Indicating possession by using the possessive apostrophe with all singular nouns• Using the present perfect form of verbs in contrast to the past tense
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Enrichment and assessment <ul style="list-style-type: none">(trips, experiences, visits, visitors, etc.)	Children will be creating a classroom rainforest to celebrate the animal and plant diversity.	Making the rainforest	Deforestation stimulus	Class invasion!	Castleton residential	Children will be exploring celebrations from around the world.
	Post inquiry assessment/ fabulous finish	Fabulous finish: The rainforest café enterprise and awareness afternoon Children will be writing an end of unit essay showing their understanding and opinions around deforestation.	Children will be showcasing their electric-powered cars, promoting the importance of fossil free transport.	Horrible histories presents 'The rotten Romans' Living the life of a Celt in Ancient Britain. Children will create a classroom Celtic village Children will be independently reviewing their understating of each lines of enquiry looking carefully through the theme concepts of change and causation.	23 rd to 25 th March Children will write an essay/ produce a booklet discussing the central idea: Invaders and Settlers have shaped the Britain we know today.	Children will visit a local mosque to support the RE theme. Fabulous finish - Y4 community festival

