**Year 4 Curriculum Yearly Overview 2017 - 18**

**Teachers:** Mr Handley, Mr Hurley, Mrs Schmidt & Mrs Maycock

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| **Dates** | **Autumn 1** | **Autumn 2 –**  **Spring 1** | **Spring 1 –**  **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme** | How the world works | How we express ourselves | How we share the planet | Where we are in time and place | How we organise ourselves |
| **Central Idea** | All living things  go through a process of change | People express themselves in many ways | Water has changed the world around us | The past shapes the present and the future | Systems have connected the planet to form a global community |
| **Focus curriculum areas and key themes** | Humanities. Geography and History of the United kingdom during the time of the Romans and Celts | Creative arts including : art , music, language and literacy .  Digital literacy and online safety | Science and technology. | Geography: People, places and time. PSHCE: responsible citizens | Science , History and Geography |
| **Reading** | **Hunters Bar reading strategies** – skills focus from short fiction extracts | **Hunters Bar reading strategies** – skills focus from short fiction extracts | Frankenstein – fiction  Do animals have emotions? – Non-fiction  Willow plate & other narrative poetry | Matchbox diaries – fiction  Explanation texts, e.g. The water cycle – non-fiction |  |
| **Writing** | **Traditional tales narrative – The 3 little pigs**  Subordinate clauses  BOYS conjunctions  Adverbs  Fronted adverbials  Children will learn the well-known traditional tale of the 3 little pigs, then will use the language and structure to innovate their own Celtic narrative.  **Report writing – Expressive art**  Sub clauses  BOYS conjunctions  Children will write a report about the history and context of expressive art, giving reasons for their own expressive artwork. | **Riddles**  Using and punctuating direct speech  Using possessive apostrophes  Children will read, analyse, plan, write and perform their own riddles.  **Story settings – Horrid Henry**  Conjunctions (time and cause)  Prepositional phrases  Fronted adverbials  Children to write a story setting to fit to a Horrid Henry book. | **Stories with a theme – Gothic graphic novel – Frankenstein**  Punctuating direct speech  Conjunctions  Fronted adverbials  Children will read and respond to the Gothic novel Frankenstein, focusing on the skills above when writing playscripts, diary entries and character profiles throughout the course of the novel.  **Persuasion – do animals have emotions?**  Paragraphs  Using non-narrative organisational devices  Conjunctions  Children will read and analyse persuasion texts, before writing their own persuasive text based on animals feeling emotions, a text we will have been reading for our whole-class reading sessions.  **Narrative poetry – Willow pattern**  Fronted adverbials  Children will read a small range of narrative poems and one in detail. They will decorate their own willow plate which they will then write a short narrative poem about. | **Playscripts – Matchbox diaries**  Fronted adverbials  Punctuating direct speech  Children will read and respond to the book ‘The Matchbox Diaries,’ before writing and performing their own playscript from it.  **Discussion – should Roma travellers leave Endcliffe Park?**  Conjunctions  Children will read and analyse discussion texts before writing their own about a Roma traveller encampment on Endcliffe Park, which we will have been studying in topic lessons.  **Explanation - mountains**  Causal, time and additive conjunctions  Children will analyse explanation texts and write their own about a ‘Tidy your bedroom machine,’ before applying the skills to writing about the formation of fold mountains, covered in topic work. | **Take one poet – poetry appreciation**  **Graphic novel**  **Red = KPI** |
| **Maths** | * Place value * Addition & subtraction | * Multiplication & division * Measurement – area * Fractions | * Fractions * Time * Decimals | * Measurement – money * Measurement – perimeter & length * Geometry – angles * Geometry – shape & symmetry * Geometry – position & direction | * Statistics * Measurement – area & perimeter * Review & revisit |
| **Art** | Use experiences, other subjects across the curriculum and ideas as inspiration for art work (Boudicca pictures) | Learning about great artists and improving technique (paint) – abstract art | Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities. | What does and artist and their work tell us about the time? Using mixed media refining mastery of the school | Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities. |
| **Computing** | Scratch - coding | Combining a variety of software to accomplish 1) music composition 2)3D modelling CAD | 3D modelling CAD (continued) | Programming , fixing bugs and writing code | Coding  Sequences selection  Logical reasoning |
| **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. | Plan, design and evaluate a vehicle. Using cutting , joining and fastening. Can you include an electrical circuit to power a motor ? | How are we globally connected through communication? |
| **Geography** | Name and locate key topographical features of the UK (hills, mountains, coasts, rivers)  Describe and understand key aspects of human geography, specifically changes in types of settlement and land use. | x | Locate South America and countries within it on a map.  Describe and understand the distribution of natural resources across the globe (oil and water) | Name and locate English counties on a map.  Name and locate major cities in the U.K.  Understand key aspects of physical geography, specifically mountains | how has the world become smaller? Exploration , voyages , discovery  South America , Brazil case study |
| **History** | The Roman empire and its impact on Britain.  Chronological knowledge beyond 1066. | Legacy of Roman culture on architecture | Britain’s settlements by Saxons.  Viking and Anglo Saxon struggle for the kingdom of England. | x | Industrial revolution – Sheffield industry |
| **MFL** | Spanish | Spanish | French | French | French |
| **Music** | Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice. | Garage bands – improvise and compose music. Use other musical notations. | Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice. | Music appreciation – listening to and analysing music and their story that it tells about the Romani culture | Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice. |
| **PE** | Travelling, rolling, kicking | Swimming  Gymnastics | Swimming  Gymnastics | Tennis and swimming | Swimming and rounders  How does sport connect us to the wider word? |
| **PSHCE** | Attitudes and mind-sets.  Personal development. Target setting. | How media might influence online decision making.  Responsible online behaviour.  How the media influences self esteem. | Gender stereotypes.  Environmental issues and sustainability. | Rights and responsibilities of our community | What inequalities exist between countries? |
| **RE** | x | Places of worship- Isam | Places of worship- Buddhism | Christian beliefs about God, the world and others | x |
| **Science** | How our bodies work | Muscles and bones | The Water cycle | Sound | How has science changed systems ? What are Forces? |
| **Enrichment**  *(trips, experiences, visits, visitors, etc.)* | Author Visit – Wendy Scott. | Mosque and Church visit | Castleton residential | Local visit – Endcliffe park – geography case study linked to travellers | Dance , performance carnival |
| **Resources**  *(artefacts, texts, art materials etc)* |  | Creative movement video clips and live performances | 9 v battery motor  Buzzer, bulb , wire | Match box diaries text  AA batteries |  |