











Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Maths	Number – place value Number – addition and subtraction Measurement – length and perimeter Number – multiplication and division		Number – multiplication and division Measurement – area Fractions Decimals		Decimals Measurement - money Time Statistics Geometry – properties of shape Geometry – position and direction	
 Reading	Gentle Giant - Michael Morpurgo – 1 week The Worst Witch – 2 weeks Hostage – Malorie Blackman- 2 weeks Henry’s Freedom Box - 1 week The How, What and Why of Mammals – 1 week The Romans – 1 week	Adapting and Surviving Poetry – The River by Valerie Bloom When Jessie came across the sea – 1 week Once upon a northern night – 1 week Mary Secole – 1 week	Robot Girl - Malorie Blackman – 2 weeks Anna Hibiscus – 2 weeks Helping Plants to Grow Well - 1 week The Adventures of Robin Hood - 1 week Poetry – The Listeners Let the children march – 1 week	The Mousehole Cat – 1 week George’s Marvellous Medicine – 2 weeks The Mermaid of Zennor – 1 week Plastic Pollution – 1 week	The Lost Happy Endings – 1 week The Water Book – 1 week Have your say – 1 week Pompeii and Vesuvius Gladiator Boy – 3 weeks Arthur and the Golden Rope	Poetry – The Walrus and the Carpenter Cal’s Log (historical novel) – 2 weeks The BFG – 3 weeks Spotlight on France - 1 week
Reading Spine	The Iron Man The Proudest Blue	The Giving Tree The Wolves in the Walls The Snow Queen The Gorilla – Anthony Browne	A River - Marc Martin Malala’s Magic Pencil	The Promise The Flower Still I Rise (Maya Angelou)	Charlotte’s Web Jabberwocky	King Arthur and the Knights of the Round Table
Poetry	The Fairies – William Allingham The Jumblies – Edward Lear		The Listeners Revolting Rhymes Wynken, Blynken and Nod – Eugene Field		The Walrus and the Carpenter Heard it in the Playground	
 Writing	Information Non-chronological report: Vikings Instructions How to be a Viking Warrior (Cressida Cowell book) Narrative Write a third person narrative (link to Vikings – assessment piece, based on How to Be a Viking Hiccup picture book)	Instructions What to do in the event of a flood Persuasion Letter to fellow Viking about why they should come from Norway to England -farmland -monasteries = get rich -Anglo Saxons not that powerful Narrative Change the ending of a well-known story (based on a reading text)	Information Non-chronological report: Ancient Egypt Instructions How to mummify a corpse Narrative Retelling a myth (based on Lord of the Nile) Narrative Diary entry as Howard Carter finding Tutankhamun’s tomb	Discussion Do humans have the right to interfere with animal habitats? Information Conserve habitat for certain animal endangered by changes in their environment	Information Life in Tudor times OR information about Sir Francis Drake Explanation How we digest food	Information Presentation on natural disasters Explanation Water cycle
 History Geography	Geography – Raging Rivers	History – Roman Britain	Geography – Restless Earth (My Region and Campania)		History – Vikings & Anglo-Saxons	
	In this unit children will learn to locate the world’s rivers on a map. They will learn about river processes and the way in which our rivers shape our land. And how these processes create different landform, including meanders, v-shaped valleys and oxbow lakes. They will also look at erosion and deposition and consider why rivers are so important, including The Amazon River. The children will also link these effects to people, how do these changes affect people who rely on rivers. Finally, the children will learn about the impact of flooding.	In this unit, children will continue their learning about British history and the impact brought about by the Roman conquest of Britain. They will learn about the birth of the Roman Empire and the overarching influence it had on much of Europe and surrounding regions. Children will learn the challenges that the Romans had to face in their efforts to conquer Britain. They will also use geographical skills to locate the areas where indigenous tribes such as the Iceni were located and how the rebellion against Roman rule began to gather pace.	In this unit, you will learn about the world and how it is represented on maps. You will discover the different countries and capital cities of Europe (as well as recapping the countries and cities of the UK) and then focus specifically on Italy, learning about the key human and physical features of the country before focusing on the region of Campania. You will learn about plate tectonics, earthquakes and volcanoes and complete two case studies. You will then use all the knowledge you have gained to compare your own region in England with Campania and establish the similarities and differences between the two.		In this unit, the children will build on their knowledge of the Anglo-Saxon era and learn about the impact of the arrival of Scandinavian conquerors. They will learn about the Viking peoples and the reasons why they chose to occupy large territories across Europe. Children will learn that the need for farmland and resources drove the Scandinavian people to explore different territories, including the Americas. They will also use geographic knowledge to understand the different routes that were taken in the quest to expand the reach of the Nordic people. In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo-Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain. They will answer enquiry questions such as <i>how was society organised and administrated</i> . They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time.	
 Science	Electricity	Sound	States of Matter		Animals, including humans	Living things and their habitats
	In this unit pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Pupils will work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that	In this unit, the children will learn how sounds are made and make links to vibrations travelling through a medium to the ear. They will explore patterns between pitch and the object that produced the sound as well as volume and the strength of the vibrations. The children will understand why sounds are fainter as the distance from the source increases.	Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: Avoid using materials where heating is associated with chemical change, for example, through baking or burning as this will be covered in Year 5.		Pupils will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils will work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They will draw and discuss their ideas about the digestive system and compare them with models or images.	In this unit the children should build on their knowledge of living things from years 1, 2 and 3, and apply this to an unfamiliar context (rainforests). They should be able to identify and group different animals and plants found in the rainforest and use and develop classification keys. They will be able to construct simple food chains of rainforest animals. They will discuss what impact humans have on the rainforest and what threats this can cause to living things within these habitats.

	some materials can and some cannot be used to connect across a gap in a circuit.								
Art/DT 	Art: Formal elements (Texture, pattern) Developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern.	DT: Mechanical Systems (Slingshot Car) In this unit you will be an engineer tasked with designing and building a racing car. Using your understanding of air resistance and kinetic energy, you will transform lollipop sticks, wheels, dowels and straws into a moving car. You will use a glue gun to construct the materials, make the launch mechanism, design and also make the body of the vehicle, using nets and assembling these into the chassis.	Art: Every Picture Tells a Story Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art.	DT: Cooking and Nutrition (Biscuit Recipe) In this unit, you will be working in a group to adapt a simple biscuit recipe. Your goal is to make the tastiest biscuit possible, which will be evaluated by a panel of judges. While making your biscuits, you will also ensure that your creation comes within the given budget of overheads and costs of ingredients.	Art: Sculpture Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.	DT: Electrical Systems (Torch) In this topic you will learn about torches and other electrical devices. You will then apply your scientific understanding of electrical circuits to create a torch made from easily available materials and objects. You will also design and evaluate your product against set design criteria.			
R.E. 	What does it mean to be a Hindu in Britain today? This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.	What does it mean to be a Christian in Britain today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.	Why is Jesus inspiring to some people? This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.	Why are festivals important to religious communities? This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Diwali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.	Why do some people think that life is a journey? What significant experiences mark this? This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	What can we learn from religion about deciding what is right and wrong? This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation.			
PSHE 	Keeping & Staying Safe Zones of Regulation Cycle Safety	Keeping & Staying Healthy Healthy Living	Growing and Changing Appropriate Touch	Being Responsible Zones of Regulation Coming home on time	Feelings and Emotions Jealousy	Computer Safety Online Bullying	The Working World Zones of Regulation Chores at home	A World Without Judgement Breaking down barriers	First Aid First Aid Year 4
				Life Skills (Level 1) Self-image, Decision Making, Smoking, Advertising, Dealing with Stress, Communication Skills, Social Skills, Assertiveness					
French 	Portraits – describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Clothes- getting dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	French numbers, calendars and birthdays Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.	French Weather and The Water Cycle Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.	French Food – Miam, miam! French food, cafés, ordering and menus - 'Yum Yum' or 'Miam, Miam'! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.	French and The Eurovision Song Contest This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries.			
Computing 	Collaborative Learning Learn to work collaboratively in a responsible way using tools including Google Docs and Sheets.	Further Coding with Scratch The coding program Scratch is explored further by revisiting key features and introducing the children to the crucial concept and execution of using 'variables' in code scripts.	Website Design Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively.	HTML Pupils explore the language behind well-known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS.	Computational Thinking Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts.	Investigating Weather Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts.			
PE 	Dance Football	Athletics Tennis	Gymnastics Golf	Rounders Dodgeball	Basketball Fitness	OAA Tag rugby			
Music 	Class Brass Play and Perform Sing Education Music Curriculum								