Year 4 Curriculum Overview 2015 2016

Subject Areas	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning – Glorious Greeks		**Linked Learning – Weather around the world**	**Linked Learning – Romans**		**Linked Learning – Living things**
English Year 2015 2016	Mythical story containing a dragon (cold task) on transition day Recount of summer holiday APP Narrative: Mythical stories Film clips: Odysseus and the Cyclops, Perseus and the Gorgon Mythical story (Hot task) Newspaper article linked to Art – Andy Goldsworthy (Cold task) Newspaper report linked to Andy Goldsworthy art Newspaper article linked to Art – Andy Goldsworthy (Hot task) **Class Read – Greek Myths books**	Non-Fiction: Newspapers Story beginning – story from a different culture (Cold task) Narrative: Story from another culture – Just So Story (Hot task) Film Clip: Just So Diary entry linked to Anansi the Spider Non-Fiction: Newspaper report linked to St John's Fireworks (Hot task) Film clip; Fireworks Non-Fiction: Instructions linked to DT – apple crumble (Cold task) Non-Fiction: Information text linked to History – Greeks (Cold task) Non-Fiction: Information text linked to History – Greeks (Hot task) Poetry linked to Christmas **Class Read – Mythical Stories**	Narrative: Stories set in imagined worlds – describe a setting (Cold task) Film clip: Charlie and the Chocolate Factory Narrative: Stories set in imagined worlds Narrative: Stories set in imagined worlds – character description (Cold task) Eye of the Storm story linked to video clip Non-Fiction: Explanation linked to Geography – the water cycle Film Clip: Water cycle **Class Read – The BFG** **Guided Reading: Charlie and the Chocolate Factory**	Narrative: Stories with issues and dilemmas (Cold task) Poetry: Creating images linked to character's feelings Narrative: Stories with issues and dilemmas Narrative: Leg's Race – alternate ending (APP) Non-Fiction: Explanation linked to the wacky mousetrap (Hot task) Narrative: Stories with issues and dilemmas – resolution to film clip Dangle (APP) Science task: Report linked to thermal insulators Geography task: Write a letter about the Arctic linked to thermal insulators Film clips and simulations linked to science Narrative: Stories with issues and dilemmas – own full story (Hot task) Non-Fiction: Instructions linked to DT crispy cakes (APP) **Class Read – Angel of Nitshill Road**	Narrative: Play script features (Cold task) Narrative: Play script – Learning 'Go for Gold' for year 4 production Narrative: Play script – write play script for 'Something Fishy' film clip (Hot task) Persuasion: linked to year 4 play and ICT Non Fiction: Report – linked to the year 4 play using the green screen Newspaper report – Romans Diary entry - Romans **Class Read – play script**	Poetry linked to habitats and insects (Haikus and Cinquains) Using film for writing linked to habitats (Bugs life) Blurb for pop-up book Newspaper report – Sports Day Information text - Romans **Class Read – Charlotte's Webb**
Maths	• Ordering 4 digit numbers – History timelines • recall multiplication and division facts for multiplication tables up to 12 × 12 • count in multiples of 6, 7, 9, 25 and 1000 • recognise the place value of each digit in a four-digit number • order and compare numbers beyond 1000 • add and subtract numbers with up to 4 digits using the formal written where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems. • convert between different units of measure [for example, kilometre to metre • compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes	• recall multiplication and division facts for multiplication tables up to 12 × 12 • count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • recognise and use factor pairs • recognise and show, using diagrams, families of common equivalent fractions • solve problems to calculate quantities, and fractions to divide quantities. • add and subtract fractions with the same denominator • convert between different units of measure [for example, g to kg • interpret and present pictograms and bar charts. • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure	• Data handling – weather. • Negative numbers. • Science – bar charts. • recall multiplication and division facts for multiplication tables up to 12 × 12 • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers • round any number to the nearest 10, 100 or 1000 • Problem solving addition and subtraction. • divide two-digit and three-digit numbers by a one-digit number using formal written layout • Solve multiplication and division word problems • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits • Pupils should connect hundredths to tenths and place value and decimal measure.	• Problem solving – scaling up and down linked to Science – melting – rice crispy cakes. • recall multiplication and division facts for multiplication tables up to 12 × 12 • identify, represent and estimate numbers using different representations • **B**ecome fluent in the formal written method of short multiplication and short division. • read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • To plot and write co-ordinates in the first quadrant. • Plot specified points to complete a given polygon. • identify acute and obtuse angles and compare and order angles up to two right angles by size • to add and subtract fractions. • to find fractions of quantities and solve problems • describe movements between positions	• recall multiplication and division facts for multiplication tables up to 12 × 12 • count in multiples of 6, 7, 9, 25 and 1000 • compare numbers with the same number of decimal places up to two decimal place • read Roman numerals to 100 (I to C) • to solve 1 and 2 step problems using all 4 rules and measures, using estimating and the inverse to check. • Understand the distributive law 39 × 7 = 30 × 7 + 9 × 7 and associative law (2 × 3) × 4 = 2 × (3 × 4)). • Multiply 3 numbers together. multiplying by 0 and 1; dividing by 1; • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	• Data handling – habitats and mini beasts. • recall multiplication and division facts for multiplication tables up to 12 × 12 • to solve 1 and 2 step problems using all 4 rules and measures, using estimating and the inverse to check. • read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • convert between different units of measure [for example, ml to l • interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

		with respect to a specific line of symmetry.		as translations of a given unit to the left/right and up/down		
Science	**Sound** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases	**Electricity** identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	**States of Matter** compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Animals, including humans** describe the simple functions of the basic parts of the digestive system in humans, compare the digestive system of humans and animals, understand the terms carnivore, omnivore and herbivore, investigate the diet of an owl.	**Animals, including humans** Teeth identify the different types of teeth in humans and their simple functions, how to best look after teeth, understand the jobs of different teeth, understand how different types of teeth are best suited to eat particular kinds of food/ diet (links back to carnivore, omnivore and herbivore).	**Living things and their habitats** recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things construct and interpret a variety of food chains, identifying producers, predators and prey Biosphere (own eco-system)
Working Scientifically – main focus areas	**Sound** Set up simple practical enquires, fair test, asking relevant questions, using a range of equipment – data loggers, gather, record report findings	**Electricity** Ask relevant questions, practical enquires, systematic observations, gathering, recording and reporting findings, recording findings through labelled diagrams,	**States of Matter** Ask relevant questions, practical enquires, using a range of equipment including thermometers, systematic observations, gathering, recording and reporting findings, labelled diagrams, bar charts, making predictions, using results to draw conclusions, use scientific evidence to answer questions and support their findings	**Animals, including humans** Use senses to observe and answer questions, record observations (text, tables, labelled diagrams), compare observations, describe observations using scientific vocabulary, make predictions based on scientific knowledge and understanding.	**Animals, including humans** Use senses to observe and answer questions, record observations (text, tables, labelled diagrams), compare observations, describe observations using scientific vocabulary, make predictions based on scientific knowledge and understanding.	**Living things and their habitats** Ask relevant questions, practical enquires, Making careful observations, using a range of equipment including microscopes, classifying, using and creating keys, reporting an findings, identifying similarities and differences
Art & Design	Sculpture: Andy Goldsworthy using outdoor materials **Skills:** Sculpture has a starting point from an artist; use a range of textures, colours and patterns; Comment about other artisits that have used sculpture; Collect visual ideas to develop work; Combine materials; choose appropriate materials to suit the purpose; modify and change materials Sketching: Greek vases (draw including own mythical story) **Skills:** Use a variety of lines of different thickness and shapes; Use shading to add interesting effects, using different grades of pencil.	Textiles/ 3D work: Stephanie Allgood. Weaving CD for Christmas calendar **Skills:** Combining materials with visual and tactile qualities. Christmas card – pop-up. **Skills:** explore pop-up techniques.	Painting: Landscapes watered down poster paint linked to Geography (weather) **Skills:** Primary and secondary colours – know positions on the colour wheels and begin to understand how to mix secondary colours; create colours by mixing to match intentions; experiment with different colours to create a mood. Printing: Alisa Burke linked to Geography (weather symbols) **Skills:** Create a print in response to an artist; build up a number of colours in a sequence; print onto papers, materials and fabrics; add fine detail to prints.	Sketching: Soft toys **Skills:** Use a variety of lines of different thickness and shapes; Use shading to add interesting effects, using different grades of pencil/ charcoal. Textiles: Holly Levell. Hanging softies for Mother's Day Skills: create textiles in response to an artist; cutting fabric; pinning fabrics in place accurately; use cross-stitch and back-stitch.	Clay: Roman pots **Skills:** Design and make a clay pot in response to an artist/ evidence of artefacts; add texture – lines and patterns; add further clay with tools and slip; experiment with ceramic mosaic techniques. Collage: Roman mosaics **Skills:** Create a print in response to an artist; experiment with contrasting colours/ textures and patterns; rough/smooth; light/dark; plain/patterned.	Textiles: Weaving Tree linked to Science (habitats) **Skills:** weaving, knotting and simple embroidery. Sketching: Portraits **Skills:** Use bold/sensitive, angled/curved, soft/hard lines; use shading to add interesting effects (cross hatching) to give the illusion of texture; use different grades of pencil and charcoal.
Computing	Ancient Greeks **simulation** interactive game Word processing – newspaper report Insert text boxes Insert pictures Ctl C, V. D, S **ICT – Bookmarks Text and Graphics**	**Photo story: Research** of weather around the world. Add favourites Text and Graphics Use **Green Screen** to produce a weather report	ICT – Posters **Probots and LOGO** **SCRATCH Jnr** • Design, write and debug programs that accomplish specific goals • Use sequence, selection and repetition and work with variables • Detect and correct errors in algorithms	**SCRATCH Jnr** • Design, write and debug programs that accomplish specific goals • Use sequence, selection and repetition and work with variables • Detect and correct errors in algorithms **Scratch 2** on laptops	**Design covers for play leaflets** • Use search technologies effectively, how results are selected and ranked • Presenting data and information **Green screen** – reporters **iMovie** – trailers for play (using digital devices)	**Branching databases** **Research** for pop-up book • Use search technologies effectively, how results are selected and ranked • Presenting data and information

Safety – including e-safety	Water safety (DT) **Private and Personal Information** How can you protect yourself from online identity theft? Pupils think critically about the information they share online.	Dangers of Electricity Safety in the kitchen **The Powers of Words** Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad or fearful. Pupils identify actions that will make them up standers in the face of cyberbullying.	**The Key to Keywords** Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.	Water safety (CD) **Rings of responsibility** Pupils explore what it means to be responsible to and respectful to their offline and online communities, as a way to learn how to be good digital citizens.	**Whose Is It Anyway?** Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.	**Safety when working outdoors** Pond dipping safety, handling insects, investigating habitats
Design & Technology			**Quiz boards** Research product design (what makes a product appealing) **Design:** Create annotated sketches including cross sectional diagrams **Make:** Select tools to cut, join and finish accurately **Evaluate:** Evaluate existing products and improve work Evaluate own product against their own design criteria, consider the views of others and improve their work **Technical knowledge:** understand how to use electrical systems in products, how individuals in design and technology have helped to shape the world.	**Textiles: Holly Levell. Hanging softies for Mother's Day** **Design:** Create annotated sketches including cross sectional diagrams **Make:** Select tools to cut, join and finish accurately **Evaluate:** Evaluate existing products and improve work Evaluate own product against their own design criteria, consider the views of others and improve their work **Technical knowledge:** understand how to strengthen joins in materials	**Making props for play.**	**Pop up books linked to Romans** **Skills:** Score, fold paper to shape materials accurately; join materials and products using permanent and temporary fastenings; make strong and stable joints to give extra strength to products.
Cooking & nutrition	**Apple and blackberry crumble.** **Skills:** Understanding seasonality and where ingredients are grown. (Links to Geography). **Skills:** Principles of a healthy and varied diet. Use knives safely to chop; measure ingredients by weight/ quantity, using scales where necessary; Food hygiene and how foods are kept. Using a potato peeler, using either the 'fork' or 'bridge' method. Safe use of tools. 'Rubbing – in method for the crumble; understand that cooking alters the flavour/ texture of foods.		**Chocolate crispy cakes** Linked to Science (States of matter) and Easter **Skills:** use knives safely to chop; use a mixing bowl to prepare; wash hands and surfaces; choose appropriate equipment; measure ingredients by weight/ quality, using scales where necessary; present food to impress intended user; describe in terms of taste, flavour and texture.		**Fishcake Flounders** **Skills:** Understanding the importance of fish sustainability. Principles of a healthy and varied diet. Food hygiene. Using a potato peeler, sharp knives, mashers, whisks, chopping herbs, cracking eggs. Use a mixing bowl to prepare; wash hands and surfaces; choose appropriate equipment; measure ingredients by weight/ quantity, using scales where appropriate; understand cooking and chilling requirements; understand how some foods can't be eaten raw because they are unsafe; understand that cooking changes the flavour and texture of foods; describe in terms of taste, texture and flavour.

Geography	**Geography skills** **Comparison of Greece to the UK** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, countries and major cities, • Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle, understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	**Weather** Physical geography, including: climate zones and the water cycle. **Use basic geographical vocabulary.** Use fieldwork to observe, measure, record and present weather data. Use compass points and directional knowledge to describe routes on a map. Use aerial photographs to recognise landmarks and physical features.	**Locational knowledge** **Name and locate counties and cities in the UK** **Settlements** • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Locating the world's countries using maps to focus on Europe and North and South America.	**Local Study – Why was there a flower festival in Spalding?** **<u>Farming in the Fens</u>** • Name and locate counties of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, the forming of the Fens and land use patterns; and understand how some of these aspects have changed over time. **Skills – Locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries and major cities. Use compass points and locational and directional language to describe locations.** • name and locate counties and cities of the United Kingdom • types of settlement and land use, • economic activity • distribution of natural resources including energy, food, • use maps, atlases, globes to locate countries • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
History	**Ancient Greece** Ancient Greece – a study of Greek life and achievements and their influence on the western world			**The Roman Empire and its impact on Britain** **HOP visit - Romans**	
Historical skills focus	**Aims** • know and understand the history of these islands as a coherent, chronological narrative; • how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; • achievements and follies of mankind; • gain and deploy a historically grounded understanding of abstract terms; • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national history; between cultural, economic, religious and social history; and between short- and long-term timescales.			**Aims** • know and understand the history of these islands as a coherent, chronological narrative; • how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; • know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; • achievements and follies of mankind; • gain and deploy a historically grounded understanding of abstract terms; • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national history; between cultural, economic, religious and social history; and between short- and long-term timescales. •
Languages	To understand cultural differences in school in France. To be able to name days of the week. To describe the weather.	To be able to count to 39. To name months of the year 'j' sound. To ask for and give the date of a birthday. To understand cultural difference in how the French celebrate Christmas.	To name different colours. To say what pet you have. To understand adjectival position.	Recap the use of a bi-lingual dictionary. To be able to describe how you travel to school. To understand the use of 'en' with a country.	To name parts of the body including plurals. To differentiate between masculine and feminine nouns. Recap adjectival position.	To describe where you go on holiday and how you got there. Recap the use of 'en' with transport and countries. To be able to name holiday clothes.
Music	**Recorder** Use and understand the basics of staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	**Recorder** Use and understand the basics of staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	**Compose weather music** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a	**School Production** • Learn to sing and use their voices • Explore how music is communicated: pitch, duration, dynamics, tempo, timbre and texture		**Learn about orchestral instruments: Benjamin Britain's Orchestral guide to the Orchestra** Listen to Peter and the Wolf Use and understand the basics of staff and other musical notations play and perform in solo and ensemble

	expression	expression	range of purposes using the interrelated dimensions of music			contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
R.E.	Islamic belief and Lifestyle DT/CD	Islamic belief and Lifestyle DT/CD	Christian Journeys- SG -To understand the meaning of the word journey and explore personal experiences, considering their own feelings about making journeys and understand the beliefs and values of others who have made journeys To learn about Mary's journey…..	Christian Journeys/ Easter-SG	Signs and symbols-SG	Signs and symbols-SG
PSHE	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
Physical education Indoor	Gymnastics: Rolling Jumping - Take off and launching, Flight through the air, landing. Rolling – sideways roll, log roll, forward rolling into squat/standing position, teddy bear roll, backwards roll. Apparatus – rolling off/on, rolling onto.	Dance: Electricity – jumping with greater control, clarity of body shape, link movements together using appropriate transitions, choose and use the appropriate, dynamics, use different group formations to interpret ideas, use descriptive language when talking about dance Swimming (DT) - swimming 25 m using an unaided stroke	Dance: Wimbledon – develop speed and action, perform showing clear control and balance, perform with an understanding the mood of the dance, work in pairs, use descriptive language when talking about dance Swimming (DT) - swimming 25 m using an unaided stroke	Gymnastics: Balance Taking weight onto hands – handstand, cartwheel. Balance – on large parts/ points/patches, shoulder balance, gripping and hanging.	Dance: Electricity - jumping with greater control, clarity of body shape, link movements together using appropriate transitions, choose and use the appropriate, dynamics, use different group formations to interpret ideas, use descriptive language when talking about dance Swimming (CD) swimming 25 m using an unaided stroke	Dance: Wimbledon -develop speed and action, perform showing clear control and balance, perform with an understanding the mood of the dance, work in pairs, use descriptive language when talking about dance Swimming (CD) - swimming 25 m using an unaided stroke
Physical education Outdoor	Invasion Games – passing, throwing, kicking, receiving, travelling with the ball, dodging, marking, signalling, interception, possession, co-operative teamwork and communication. Swimming (DT) – swimming 25 m using an unaided stroke	Netball/ Basketball - passing, throwing, kicking, receiving, travelling with the ball, dodging, marking, signalling, interception, possession, co-operative teamwork and communication.	Hockey - passing, throwing, kicking, receiving, travelling with the ball, dodging, marking, signalling, interception, possession, co-operative teamwork and communication.	Hockey/Mini Tennis - passing, throwing, kicking, receiving, travelling with the ball, dodging, marking, signalling, interception, possession, co-operative teamwork and communication. Swimming (CD) - swimming 25 m using an unaided stroke	Athletics – javelin, throwing, receiving, sprinting, fielding, long and triple jumping, distance running, Mini Tennis - passing, serving, spacial awareness	Athletics javelin, throwing, receiving, sprinting, fielding, long and triple jumping, distance running, Rounders throwing, receiving, fielding, teamwork co-operation