



Year 4 Curriculum Overview

	Autumn 1 Courage	Autumn 2 Resilience	Spring 1 Journeys	Spring 2 Adventure and discovery	Summer 1 Empathy and kindness	Summer 2 Curiosity
Enrichment	The Royal Courts of Justice (Victorians-crime. Poverty and justice workshop). Interview someone	St Paul's Cathedral including Dome climb Prepare and make our own food	African art workshop with Gakonga Visitor: Judaism Campfire	Science museum: Energy hall Make hot chocolate from cacao beans	Stanmore Marsh/ Canons Park Parade and Park visit Bank of England- money workshop/Go to the cinema	Sports Day Team building day. WISE UP Do something you are scared of.
English	Genres/ Writing Focus: Mythical Narrative (Assessed Piece) Information Guide to Hunting a Viking Monster Text: Arthur and the Golden Rope by Joe Todd-Stanton	Genres/ Writing Focus: Twisted Narrative Alternative Persuasive Letter from Jub to the Witch (Assessed Piece) Text: The Lost Happy Endings by Carol Ann Duffy	Genres/ Writing Focus: A Refugee Narrative - Problem and Solution Diary Entry based on an Illustration (Assessed Piece) Text: The Journey by Francesca Sanna	Genres/ Writing focus: Invention Narrative (Assessed Piece) Jacques Cousteau Biography Text: Manfish by Jennifer	Genres/ Writing Focus: Outsider Narrative Information Report on Polar Bears (Assessed Piece) Text: Leaf by Sandra Dieckmann	Genres/ Writing Focus: Setting Description (Assessed Piece) Newspaper Report on a Large Marine Animal Text: The Whale by Ethan and Vita Murrow

Maths	Place value Represent and partition numbers to 1,000 Number line to 1,000 Thousands Represent and partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100 , 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare and order numbers to 10,000 Roman numerals Round to the nearest 10, 100 or 1,000 Addition and Subtraction Add and subtract 1s, 10s, 100s and 1,000s Add and subtract two 4-digit numbers (no exchange, one exchange and more than one exchange) Subtract two 4-digit numbers (no exchange, one exchange and more than one exchange) Efficient methods of subtraction Estimate answers and use checking strategies	Multiplication and Division Multiples of 3 Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts 3, 6 and 9 times tables Multiply and divide by 7 7 times table and division facts 11 times table and division facts 12 times table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers Factor pairs Using factor pairs Multiply by 10 and 100 Divide by 10 and 100 Related facts between multiplication and division Informal written methods for multiplication Multiply a 2-digit and 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number Divide a 3-digit number by a 1-digit number Correspondence problems	Area What is area? Counting squares to calculate area Making shapes using area Comparing area Length & perimeter Measure in kilometres and metres Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons Fractions Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers	Fractions Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers Decimals Tenths as fractions Tenth as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit and 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2-digit number by 100	Decimals Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare and order decimals Round to the nearest whole number Halves and quarters as decimals Money Writing money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money Time Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Covert to the 24-hour clock Convert from the 24-hour clock	Properties of shape Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure Statistics Interpret charts Comparison, sum and difference Introducing line graphs Drawing line graphs Position and direction Describe position using co-ordinates Plot coordinates Draw & move 2-D shapes on a grid Describe translation on a grid Consolidation
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		Efficient methods of multiplication				
Science	Topic: <i>States of matter</i> <i>How can materials change?</i> To compare and group materials together, according to whether they are solids, liquids or gases To 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Experiment: Does temperature or type of chocolate affect melting speed? Working Scientifically Focus: Comparative/fair testing	Topic: <i>Sound</i> <i>How do we hear sounds?</i> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds, get fainter as the distance from the sound source increases. Experiment: How does distance from a source affect the volume?	Topic: <i>Madagascar- a habitat under threat</i> <i>How does habitat change affect living things?</i> To name some endangered animals in Madagascar and to describe Gerald Durrell and his conservation work in Madagascar Experiment: - Investigating sustainable solutions for Deforestation Working Scientifically Focus: Research and observation Raising further questions	Topic: <i>Electricity</i> <i>How do electrical circuits work?</i> To identify common appliances that run on electricity To identify hazards in the home To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors. Experiment: Creating a variety of circuits Exploring what breaks a circuit and why?	Topic: <i>Living things and their habitats</i> <i>How can we easily classify living things?</i> To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things. Observation: Observe how environmental changes have an impact on living things Working Scientifically Focus: Observation Raising further questions	Topic: <i>Animals including humans- -How does food travel through our bodies?</i> The function of teeth in passing food to our oesophagus Explore different ways of keeping healthy Investigate how the digestive system works Experiment: To investigate what happens to food after it is swallowed. Working Scientifically Focus: Using scientific diagrams and labels to explain a scientific process

		Working Scientifically Focus: Comparative/fair testing		Working Scientifically Focus: Using scientific equipment Setting up practical enquiry		
Computing	Online Safety (Unplugged) Pupils revisit rules made in Year 3 and think of strategies to stay safe online. They learn about positive and negative peer pressure and ways to report related concerns. Pupils learn about the speed that information can travel and how information may not always be accurate. Pupils learn about hacking, how it puts personal information at risk and ways to protect this. They develop a positive understanding of how to respect digital rights and how virtual friendships differ from those in real life.	We are Musicians Pupils create repeating percussion rhythm, play music using virtual instruments. They compose and edit tunes (pitch and duration). Pupils will perform electronic music using pre-recorded loops and create their own loops. They will create multitrack composition or performance using multiple instruments and will give feedback to others .	We are Meteorologists Pupils understand different measures of weather, use computer-based data logging to automate recordings and use spreadsheets to create charts. Pupils then analyse data, explore inconsistencies & make predictions. Practice using presentation and video software.	We are bloggers Pupils become familiar with blogs and create a sequence of blog posts and incorporate multimedia. Pupils comment on posts of others and develop a critical, reflective view of a range of media.	We are artists Pupils explore and create pieces of geometric art and a Scratch (on a chromebook) computer program for drawing shapes.	Block Coding (Scratch) We are Software Developers Pupils plan, create, develop and test their own educational game for a target audience using Scratch (on a chromebook).

Geography / History	History: How have children's lives changed? Key Question: What was it like for children in the past compared to now? Focus: children look at changes of childhood (in particular Tudor and Victorian Children). Look at the jobs children were expected to do and the quality of life.	History: What changed in Britain after the Anglo-Saxon invasion? Key Question: Who were the Anglo-Saxons and how did they live? Focus: children explore the Romans' withdrawal from Britain and the Anglo-Saxon invasions. They will explore settlements and daily life of an Anglo-Saxon and how Britain was separated into kingdoms. They will also explore Anglo-Saxon art and culture.	Geography: Why are rainforests important to us? Key Question: What can rainforests provide us and how can we protect them? Focus: children explore what a rainforest is, where they can be found, how the Amazon is changing and the negative impact of humans on rainforests.	History: The ancient Maya's impact their society and beyond Key Question: How did the achievements of the ancient Maya impact their society and beyond? Focus: Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life.	Geography: Where does our food come from? Focus: Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from.	Geography: What are rivers and how are they used? Key Question: How are rivers formed and how can they help us? Focus: children will locate different rivers around the world on a map. They will recognise the features and stages of rivers and explain how they are used around the world
R.E.	Judaism <i>Key Question: What can we learn from the stories of the Old Testament?</i> Is it my job to look after the world? (The story of Noah). Were Abraham and Sarah good role models? Who are my role models? WALT recognise important people in the	Christianity <i>Key Question: What is the most significant part of the Nativity story for Christians today?</i> Which part of the Nativity story do I find most compelling? What can I learn from the nativity story? WALT describe the symbolism in the Christmas story and explain what the	Judaism <i>Key Question: Why is Passover so important for Jewish people?</i> Which of my festivals is most important to me? WALT draw conclusions about how celebrating Passover helps Jewish people to feel connected to their religion. I can recall a defining moment when God	Christianity <i>Key Question: Is forgiveness always possible?</i> When do I ask for forgiveness? Is it always possible for me to forgive other people? WALT discuss what Jesus teaches us about forgiveness. I can make reference to the Prodigal son and the Easter story.	Buddhist Dhamma <i>Key Question: What does it mean to be a Buddhist?</i> How is Buddhist Dhamma similar to my religion? Are any of the Buddhist teachings relevant to how I live my life? WALT to explain the main teachings of Buddhist Dhamma including the 4 noble	Comparing fasting in different religions. <i>Key Question: Key Question: Why do people fast?</i> Why do members of my family fast? Does fasting help to reinforce their connection to God? WALT compare the rules and reasons for fasting in different religions.

	Old Testament and what we can learn from them.	different parts mean to Christians today.	saved Jewish people from slavery and chose them to receive his laws.		truths and the 8-fold path.	
Art / DT	ART: Drawing power prints Skills: create several pencil tones, holding a pencil in different ways and applying pressure, showing areas of light and dark, using different tools to create marks and patterns	DT: Cooking and Nutrition Skills: Evaluate a recipe, following a recipe, understand safety and hygiene rules, design a biscuit and suggest modification	ART: Craft and design – fabric of nature Skills: generate ideas from a range of stimuli, use sketchbooks for a wider range of purposes, demonstrate greater control when drawing and painting, using different materials and combining media for effect	DT: Mechanical systems- Mechanical cars Skills: Describe key design improvements in the history of the automobile. Measure and compare the distance travelled by different mechanical cars. Choose and use appropriate tools and materials to make mechanical cars. Draw exploded diagrams and annotated sketches of my different mechanical cars. Use a problem statement to identify the design criteria. Assess the product against the design criteria. Conduct market research into existing products. Provide specific feedback and adjust my design to incorporate customer feedback.	ART: Sculpture and 3D mega materials Skills: Generate ideas from a arrange of stimuli, using research and evaluation techniques, recording using drawings and annotations, use more complex techniques to shape and join materials	DT: Pavilions Skills: Design a stable pavilion structure, building structures to support weight, making free standing frames, reinforcing corners to strengthen a structure

Music	Clarinet/Trumpet Skills Understanding of basic mouth position and hand positions of the clarinet/trumpet. Knowledge of rhythmic notation (crotchet, quavers, minims, semibreves, rests). Reading simple pitch notation of 5 notes (C-G').		Clarinet/Trumpet Skills Be able to play 7 notes and read them confidently (C-G', low B, low A). Playing semiquavers and syncopated rhythms. Be able to read staff notation while playing their instrument. Responding to dynamic indications.		Clarinet/Trumpet Skills Be able to play 7-10 notes and read them confidently. Following simple dynamic indications. Reading and practising music ready to perform. Improving ensemble and performing skills.	
Indoor P.E.	OAA Pupils develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils will also develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.	Gymnastics Pupils create more complex sequences. They learn a wider range of travelling actions including the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Forest School Pupils build on the independence and resilience developed in Year 3 while exploring more challenging woodland activities.	Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when tired or when they find a challenge hard. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	Swimming Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	Swimming Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.

Outdoor P.E.	Basketball Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball, pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Hockey Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Netball Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they can use their skills, strategies and tactics to outwit their opposition. In netball, pupils will do this by maintaining possession and moving the ball towards the goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Athletics Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	Tennis Pupils develop their understanding of the principles of net and wall games. In all games, activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given the opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
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PSHE	Being Me in My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy me Healthier Friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
French	Portraits - getting French adjectives to agree Simple descriptions in French Describing personality traits Writing portraits of friends			Clothes and colours Understand adjective agreements and where adjectival position Express an opinion Describe an outfit using adjectives		Numbers 1 to 31 Days of the week Months of the year Seasons and dates Celebrating a birthday