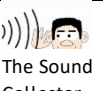
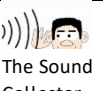
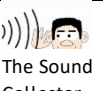


Year 4

Curriculum Overview 2024-25



AUTUMN TERM																			
Writing:	Maths:	Reading:	Science:																
Books we will be using to support ideas for writing: <table border="1"> <tbody> <tr> <td> The Bear and the Paino</td><td> Where the Wild Things Are</td><td> The Disgusting Sandwich</td><td> Beowulf</td></tr> <tr> <td> The Last Viking</td><td> The Mousehole Cat</td><td> The Sound Collector Poem</td><td> Winter's Child</td></tr> <tr> <td> The Crow's Tale</td><td> A Life Electric</td><td> The Egyptian Cinderella</td><td> A Necklace of Raindrops</td></tr> <tr> <td> Along the Tapajos</td><td> Monsoon</td><td> Cloud Tea Monkey's</td><td> The Rhythm of the Rain</td></tr> </tbody> </table> Genres of writing taught: • Retells • Instructions • Poetry • Explanation texts • Diary entries • Non-chronological reports	 The Bear and the Paino	 Where the Wild Things Are	 The Disgusting Sandwich	 Beowulf	 The Last Viking	 The Mousehole Cat	 The Sound Collector Poem	 Winter's Child	 The Crow's Tale	 A Life Electric	 The Egyptian Cinderella	 A Necklace of Raindrops	 Along the Tapajos	 Monsoon	 Cloud Tea Monkey's	 The Rhythm of the Rain	This term, pupils' learning will focus on: Number: • Place value (representing and partitioning numbers up to 10,000; estimating, comparing and ordering numbers to 10,000 within 10; rounding to the nearest 10, 100 and 1000) • Addition and subtraction (Adding and subtracting up to 1000s, two-digit numbers up to 4-digits with up to two exchanges, using efficient strategies and checking) • Multiplication and division (Multiply and divide by 0, 1, 3, 6, 7, 9, 11, 12 and multiply three numbers)	Books we will be enjoying:  Skills we will be focusing on: • Word reading (reading age-appropriate texts with fluency and accuracy to establish meaning) • Vocabulary (to check the meaning of words and find synonyms) • Explaining choice and viewpoint (discuss impact of authors' words) • Retrieval (through skimming and scanning) • Interpret and infer (studying character's thoughts and motivations) • Predict (justifying using evidence) • Sequence/summarise (summarising main points) • Perform (using appropriate tone)	 Food and the digestive system In this biology topic, pupils learn about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.  Sound In this physics topic, pupils learn about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.
 The Bear and the Paino	 Where the Wild Things Are	 The Disgusting Sandwich	 Beowulf																
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- Letter writing
- Biographies
- Recounts

Structuring paragraphs around an idea.

Using 'Show not Tell' for character's emotions.

Writing character and setting descriptions.

Forming cursive letters of the right size and orientation.

Using a comma after a fronted adverbial.

Modifying noun phrases with an adjective, noun or preposition.

Choosing appropriate vocabulary specific to the genre, for impact and meaning.

Using subordinating and co-ordinating conjunctions.

Using inverted commas for direct speech including a reporting clause and an adverb.

Using a variety of openers.

Writing in the correct tense and sustaining it.

Writing simple, compound and complex sentences.

Using metaphors and similes.

Using genre specific features.

Geography:	History:	RE & PSHE:	PE:
Earthquakes & Volcanoes To understand the formation and structure of volcanoes. To use knowledge of continents and countries to find volcanoes on a map. To know how volcanic eruptions happen. To know the 5 features of an eruption. To understand what causes an earthquake. To name the different layers of the earth's structure. To locate the world's biggest earthquakes using latitude and longitude. To investigate the deadly features of an earthquake. To know the impact of volcanoes and earthquakes.	Romans To understand and describe what society was like at a specific time in history. To understand that events can have more than one cause and to identify multiple causes To recall facts about Julius Caesar and to identify the differences made by Julius Caesar. To identify how the Romans defended their land. To identify the main events leading to the rise of the Roman Empire. To explain how the main events contributed to the rise of the Roman Empire . To examine what evidence tells us about a specific aspect of life at specific times. : To understand and explain the significance of historical developments on modern day living.	PSHE There are 2 topics we will be exploring from the 'Health and Wellbeing' and 'Relationships' strands this term: What strengths, skills and interests do we have? How to recognise personal qualities How to develop self-worth How to set ourselves goals How to learn from mistakes How do we treat each other with respect? How behaviour affects us How to model being polite and courteous How to link rights and responsibilities RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Expressing Joy - Being Thankful - Being Reflective and Self-Critical - Being Curious and Valuing Knowledge	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Dance (freeze frames in routines, different formations in dance) Handball (develop 3 step rule incorporating bounce, blocking and intercepting, the rules of handball) In the second half term, our topics will be: Dance (concentrating on one simple theme throughout and linking all activities to communicate this to an audience) Football (defensive skills, dribble in different directions using different parts of the foot, passing for distance)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: <i>The internet</i> <i>Audio production</i>	Pupils will be completing one Charanga music unit this term: Mamma Mia Glockenspiel Stage 2	Drawing – Leonardo Da Vinci Children will begin to develop knowledge of the artist and period. They will also look at tints and tones, understanding each and being able to explore and experiment with their own tints and tones. Pupils will understand colours that are associated with different feelings. They will have created mood and feeling by selecting colours and applying tints/tones where necessary. Pupils will understand how tints and tones are used to alter original hues. They will have used this to create assorted colours linked to different human features – eye colour, hair colour, skin colour etc Pupils will have explored the different effects that they can create by using the brush in a different way. They will demonstrate their understanding through creating lines around the eyes, hair, eyelashes, iris etc Pupils will have explored brush techniques again but this time to create texture and shape. This will again have been done to develop the human features – skin, hair, shape of eyes, lips, nose etc	Mechanical Systems - Pneumatics Children will: Understand how levers and linkages or pneumatic systems create movement. Understand why levers and linkages or pneumatic systems are used. Identify the difference between fixed and loose pivots. Identify where fixed and loose pivots are used in products. Join materials to make product using both permanent and temporary fastening. Measure, mark out and cut with increasing accuracy. To create a high-quality finish. Produce models that incorporate mechanical systems such as levers, linkages or pneumatic systems to create movement.

SPRING TERM

Writing:	Maths:	Reading:	Science:
Books we will be studying:  Genres of writing taught: - Significant authors - Journalistic writing - Stories which raise issues - Persuasive letter (informal) Skills we will be focusing on: Experiment with different tenses Use commas accurately to separate clauses Combine adjectives, verbs and adverbs effectively Direct speech used accurately (layout and punctuation) Use paragraphs to organise texts clearly Link ideas in a paragraph in a variety of ways Writing is lively to interest and engage the reader Long and short sentences (clauses and appropriate punctuation) Effective language choices for viewpoint	Number: Multiplication and division (multiply and divide by 10 and 100; multiply and divide by up to 3-digit by 1-digit; Fractions (Partition of mixed numbers, comparing and ordering, converting mixed to improper fractions, equivalent fractions and simplifying fractions) Decimals (comparing and ordering mixed and improper fractions; finding equivalent fractions; adding and subtracting fractions) Measurement: Length (measure in m and km, find equivalent lengths) Area and perimeter (regular shapes) Statistics: - Graphs (interpret and draw line graphs and charts)	Books we will be enjoying:  Skills we will be focusing on: Word reading (applying knowledge of root words, prefixes, and suffixes) Vocabulary (using words to capture interest and have a specific effect on the reader) Explaining choice and viewpoint (using language, structure and presentation as clues to meaning) Retrieval (using relevant quotes to support answers) Interpret and infer (inferring thoughts and feelings from actions) Predict (using prior knowledge to inform predictions) Sequence/summarise (identifying themes from more than one text) Perform (using appropriate tone and volume)	 Electrical circuits and conductors This physics project teaches pupils about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches pupils about programmable devices. They combine their learning to design and make a nightlight.

Geography:	History:	RE & PSHE:	PE:
Counties & Coasts To name and locate counties and cities of the UK. To identify key coastal features and know how key coastal features are formed. To explain what coastal erosion is To understand how beaches are formed. To explain how climate change is affecting coastal areas.	Anglo Saxons To identify the main people involved in the change to Anglo-Saxon rule. To identify the main causes linked to the invasion by the Anglo-Saxons. To explain how each cause contributed to success of the Anglo-Saxons. To understand the factors that can identify the reliability of a source. To use evidence presented to create an account of what a specific aspect of life was like at a specific time in the past. To use a range of evidence to find out what life was like for warriors. To understand and describe what society was like at a specific time in history. To identify the beliefs held by the Anglo Saxons. To explain why the Saxons had specific beliefs. To identify how this compares to the beliefs of the Romans.	PSHE There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' strand: How can we manage our feelings? How feelings change over time How to express and respond to feelings How to manage loss and change How to access advice and support How can we help in an accident? How to conduct basic first aid How to support someone with a head injury When to seek adult help with first aid How to respond in an emergency RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Being Modest and Listening to Others - Creating Inclusion, Identity and Belonging - Being Merciful and Forgiving - Responding to Suffering	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Gymnastics (perform skills more consistently, perform in time with a partner/group, compositional ideas in sequences) Cricket (play in a competitive context, use a range of simple tactics) In the second half term, our topics will be: Gymnastics (body actions and shapes in a sequence, define muscle groups needed to support the core of the body, taking weight on small and large body parts) Netball (high-five netball rules and positions, basic shooting technique, marking and footwork)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • <i>Repetition in shapes</i> • <i>Photo editing</i>	Pupils will be completing one Charanga music unit this term: • Stop • Lean on Me	Andy Warhol Children will have a go at the different techniques of printing. They share pupil voice of the ones they preferred to use and which gave them the desired print that they wanted to achieve. Pupils design their own printing block. Their design is to create the pattern for a piece of Anglo-Saxon jewellery Children will design and create their own printing block. Design evaluation. Pupils look at how to improve what they have made and changes they need to make to improve the quality of their print.	Electrical Systems – Control To explore products with electrical systems. To explore the Micro: Bit as a control system. Apply scientific knowledge to create series and parallel circuits. To use electrical systems in their product for example, series circuits incorporating switches, buzzers and bulbs. Apply their understanding of computing to control their product. To use finishing and decorative techniques suitable for the product they are designing and making.

SUMMER TERM

Writing:	Maths:	Reading:	Science:
Books we will be studying:  Genres of writing taught: • Myths and legends • Poetry • Non-chronological report • Recount - diary Skills we will be focusing on: Creating pace in narrative with speech and action Experiment with different tenses Use a range of sentence openers appropriate to the purpose and text type Accurate use of commas Use language that matches purpose and style Similes used effectively and appropriately Paragraphs are structured cohesively – time, topic, events, processes Purpose is maintained across a text	Number: • Decimals (Partitioning, ordering and comparing, rounding) Measurement: • Money (convert, compare and estimate, calculating and problem solving with money) • Time (converting analogue and digital time; converting from the 24 hour clock; problem solving with time) • Area (calculating and comparing areas) Geometry: • Angles (Identify, compare and order angles in triangle and quadrilaterals; lines of symmetry in polygons) • Co-ordinates (plot, describe position and translate)	Books we will be enjoying:  Skills we will be focusing on: • Word reading (reading fluency to establish meaning and inform intonation) • Vocabulary (finding meaning of words in context) • Explaining choice and viewpoint (recognising authorial choice and its purpose) • Retrieval (applying retrieval skills to fiction and non-fiction) • Interpret and infer (using more than one source of evidence to support inference) • Predict (comparing and evaluating predictions throughout a text) • Sequence/summarise (sharing appropriate information in a range of ways) • Perform (using appropriate intonation, tone, volume, and action)	 States of matter In this chemistry topic, pupils learn about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.  Grouping and classifying This biology project teaches pupils about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.

Geography:	History:	RE & PSHE:	PE:
Mountains Identify the position of the Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To locate European countries and cities. To locate physical features (mountains) – topographic maps. To understand how mountains are formed. To understand the features and climate of mountainous regions. To make comparisons between different countries using topographic maps and forecasts/photos.	Vikings To place the current studies on a timeline in relation to other studies. To explore different interpretations of the past. To identify and compare a specific aspect of life within two periods of history. To identify what life was like for Viking soldiers in battle. To identify similarities and differences between the Viking and Roman army. To explain long term and short-term impact that specific people had on people at the time To explain the impact Alfred the Great had on people. To explain the impact Athelstan had on people. To make comparisons and contrasts between life in different periods of time. To identify what life was like in Viking Britain. To identify similarities and differences between Viking and Roman Britain. To explain the legacy the Vikings left behind.	PSHE There are 2 topics we will be exploring this half term from our 'Living in the Wider World' and 'Health and Wellbeing' strands: How can our choices make a difference to others and the environment? How we share responsibility to protect the world How everyday choices can affect the environment How spending money can affect others or the environment How to share care and concern for others How can we manage risk in different places? How to manage risk in different situations How to keep safe in the local environment How people's online actions can impact on others How to keep safe online RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Living by Rules - Being Temperate, Self-Disciplined and Seeking Contentment - Being Imaginative and Exploratory/Appreciating Beauty	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Athletics (running, throwing and jumping activities, using equipment to measure, time and compare runs, jumps and throws) Rounders (develop a range of skills in a competitive context, use a range of simple tactics, identify different roles in the game) In the second half term, our topics will be: OAA (Outdoor Adventurous Activities) (work well in a team or group, use maps, compasses and symbols) Tennis (forehand and backhand shots, returning the serve, positions in game play).

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • Data logging • Repetition in games	Pupils will be completing one Charanga music unit this term: • Blackbird • Reflect, Rewind, Replay	Clay Sculpture Pupils will make a small Anglo-Saxon style pinch pot, focussing on the evenness of the form and structure. Pupils will create a coil pot, incorporating height and texture, inspired by Anglo-Saxon pottery. Pupils will create a flat shield or brooch, featuring Anglo-Saxon design details in raised relief. They will create a simple Anglo-Saxon inspired figure with attention to proportion and detail. They will enhance their Anglo-Saxon inspired sculptures with textured details and decorative patterns. They will make a detailed design and plan for their final Anglo-Saxon inspired shield clay sculpture, ready for execution.	Food - Celebrating culture and seasonality To explore the seasonality of food as part of a healthy and varied diet. Use appropriate utensils, equipment and techniques to prepare and combine food in order to prepare a dish (rubbing method, blind baking, piping, glazing) Identify where food comes from – UK and the wider world. To explore the impact of climate change on food. Measure accurately to the nearest gram. Present food ensuring that it is interesting, appealing and fit for purpose.