

**Year 4 Curriculum Overview 2020-2021**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Empathy</b>	<b>Self-discipline</b>	<b>Respect</b>	<b>Integrity</b>	<b>Courage</b>	<b>Gratitude</b>
<b>Main Theme</b>	<b>Temples, Tombs and Treasures</b>	<b>They made a difference (Anglo-Saxons)</b>	<b>They made a difference (Significant people)</b>	<b>What's on the menu? Healthy Eating</b>	<b>Do you live round here?</b>	<b>Explorers and Adventurers.</b>
<b>Educational Visits</b>	<b>National History Museum</b>	<b>Saxon Day</b>	<b>Mosque trip</b>	<b>Dentist Pizza Express trip Lord Chaitanya play</b>	<b>Valentines Mansion</b>	<b>Fairlop Waters</b>
<b>Safeguarding Awareness</b>	<ul style="list-style-type: none"> <li>- To use clay tools appropriately</li> <li>- Trip- stranger danger, using escalators, terror attacks.</li> <li>- learning about death rituals</li> <li>- E-safety in computing and music</li> <li>- How to be safe around the school.</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> <li>- 'I'll Take You to Mrs Cole'- children's rights. Learning about how to stay safe at home.</li> <li>- Making chn aware that photos, names etc. cannot be thrown in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>- Chn will be making weapons as part of their home learning project</li> <li>- workshop- weapon replicas are placed around the room chn must stay seated and only touch these objects if the workshop lead has ask them to volunteer.</li> <li>- Learning about battles- do they know still happen now?</li> <li>- E-safety in computing and music</li> <li>- Anti-bullying unit/week- cyber, physical, emotional etc.</li> <li>- science experiments- use of scissors, melting (hot water), medicine- tablets</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- Trip- stranger danger, using escalators, terror attacks.</li> <li>- Use of paint- how to be safe when using paint.</li> <li>- E-safety in computing and music</li> <li>- How peaceful protests make a difference. Being violent isn't the answer.</li> <li>- Science- use of crocodile clips, water etc. learning how to safely use equipment.</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> <li>- Grandpa Chatterji- respecting different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety in computing and music</li> <li>- safety around/using ovens, kitchen tools, hygiene</li> <li>- Trip- stranger danger, using escalators, terror attacks.</li> <li>- how to take care/look after their teeth- hygiene</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety in computing and music</li> <li>- Trip- stranger danger, using escalators, terror attacks.</li> <li>- safety using clay tools, scissors etc.</li> <li>- science- hygiene (collecting litter)</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> <li>- Charlotte's Web- caring for animals</li> <li>- Ratha Yartha- safety of handing leaflets out to the public.</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety in computing and music</li> <li>- Trip- stranger danger, using escalators, terror attacks.</li> <li>- water safety</li> <li>- science experiments- use of scissors</li> <li>- sport day- keeping safe in the sun, awareness of their body's needs- water, potential injuries etc.</li> <li>- lock down procedure, evacuations- Fire and Starch field procedures.</li> </ul>

	-Chn aware that home projects cannot be handed in on a USB stick.					
<b>English</b> (Spoken Language, Reading, Writing, Handwriting)	<p>Text:</p> <p><b>I'll take you to Mrs Cole (stories with familiar setting)</b></p> <p>Narrative writing- looking at the structure of a story, inference from pictures, predicting the ending of a story</p> <p><b>Diwali week-</b></p> <p>Children to write letter from a characters persepective.</p> <p>Cross link to Art &amp; DT – children will be writing instructions how to make Ladoos ( Indian Sweet)</p> <p>Explanation Text –Chn will be watching a documentary texplaning water cycle on BBC Understand what I an explanation text</p> <p>Write an explanation text.</p>	<p>Text:</p> <p>How to Train Your Dragon</p> <p>Predicting looking at clues using inference skills</p> <p>Analysing a text and summarising it</p> <p>Instructional writing</p> <p>Role play and hot sitting</p> <p>Character description</p> <p>Alternative character</p> <p><b>Black History Month-</b></p> <p>Note taking and researching famous personality.</p> <p>Rosa Parks- Auto biography</p>	<p>Text:</p> <p><b>Grandpapa Chatterji-</b> -character description using inference skills. Point, Evidence, Explain.</p> <p>Compare and contrast characters</p> <p>writing an ending from a different character's perspective</p> <p>Diary entry from a character's point.</p> <p>Writing a letter using emotive language to a character from the text.</p> <p><b>The dragon who came to school (poem)-</b></p> <p>Identify different features of a poem.</p> <p>Children to learn different types of poem.</p> <p>Chn to perform the poem and learn to project their voice.</p> <p><b>Cat Began by A. Matthews(poem)-</b>Video stimulus</p> <p>-write their own peom using expanded noun phrase</p>	<p>Text:</p> <p><b>Bill's New Frock by Anne Fine-</b></p> <p>Diary entry from a characters perspective</p> <p>Character description using Point Evidence Explain.</p> <p>Write a persuasive letter to the headteacher requesting resources for the school.</p>	<p>Text: <b>Charlotte's Web by E. B. White-</b></p> <p>Setting description</p> <p>Write a newspaper article</p> <p>Prepare an information booklet on spiders</p> <p>Balanced argument – should eating meat be banned? Link to pshe and British Values.</p> <p><b>Ratha Yartra week</b></p> <p>Information leaflet about Rath Yatra.</p> <p>Describe the setting .</p>	<p><b>Text-</b></p> <p><b>Wizard of Oz-</b></p> <p>Charcter description</p> <p>Diary entry from a characters perspective</p> <p>Predicting the story from looking at clues. Justifying reasons using Point Evidence Explain.</p> <p>Balanced argument - Expressing ones opinions</p>

<b>SPAG</b>			Identify the pattern in a poem			
			Compare two poems.			
			<b>History Cross link</b> – Significant people- write biography, Timeline.			Grammar
	Grammar-	Chn to use ambitious vocabulary to describe Poinsettia	Grammar			Direct and indirect speech
	Adverbs conjunctions commas	Chn to write a diary entry from a characters perspective- Avanti values link.	Question and exclamation marks			Common exception words
	Verb tenses		Adverbs	Grammar	Possessive apostrophes	Grammar
	Question marks		Commas	Adverbs and adverbials	Modal Overview	Prepositions
	Verb tenses Exclamation marks	Grammar	Full stops and Capital letters	Pronouns	Conjunctions	Modal Verbs
	Subordinate clauses	Adverbs	Subordinate clauses	Possessive apostrophes	Spelling	Direct and Indirect speech
	Spelling	Commas	Full stops	Parentheses	Prefix – Inter	Subordinate clauses, commas
	'aw' sound spelt 'augh' and 'au'	Full stops and Capital letters	Proper nouns and capital letters	Spelling	Prefix – Anti	Adverbials of frequency and possibility
	Prefix in-	Verb tenses	Contraction	's' sound spelt sc	Prefix – Auto	Adverbials of manner
	Prefix im-	Question and exclamation marks	Spelling	Soft c sound spelt ce	Prefix - EX	Spellings
Prefix il-homophones	Subordinate clauses	Homophones	Word families 'phon' 'real'	Suffix- ar, er	ous. No change to root word	
'shun' words ending – sion.	Spelling	plural apostrophe words ending in s	Word families 'sol' 'sign'	Common exception words.	ous. No definitive root word	
	Shuhn sound spelt sion. Words end in se, de, d	Suffix – ation	Common exception words			
		Common exception words				

	Root word ends se, de, d	Shuhn sound spelt ssion. Root word ends ss or mit  Shuhn sound spelt tion  Shuhn sound spelt cian. Root word ends in c or cs  'ough' spelling with long o, oo, or sounds  Common exception words				ous. Words ending in 'y' and 'our'  ous. Words ending in e and ge
<b>Maths</b>	<p><b>Reasoning with large Numbers</b></p> <ul style="list-style-type: none"> <li>- 4-digit place value. Read, write, represent, order and compare</li> <li>- Find 10, 100 or 1000 more or Less</li> <li>- Round numbers to the nearest 10, 100 or 1000</li> </ul> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>- Select appropriate strategies to add and subtract</li> <li>- Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</li> </ul>	<p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>- Distributive property including multiplying three 1-digit numbers</li> <li>- Mental multiplication and division strategies using place value and known and derived facts</li> <li>- Short multiplication and division</li> </ul> <p><b>Discrete and continuous data:</b></p> <ul style="list-style-type: none"> <li>- Read, interpret and construct pictograms, bar charts and time graphs</li> <li>- Compare tables, pictograms and bar charts</li> </ul>	<p><b>Securing multiplication facts</b></p> <ul style="list-style-type: none"> <li>- Identify and explore patterns in multiplication tables including 7 and 9</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Explore different interpretations and representations of fractions</li> <li>- Equivalent fractions</li> <li>- Represent fractions greater than one as mixed number and improper fractions</li> <li>- Add and subtract fractions with the same denominator including fractions greater than one</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>- Analogue to digital, 12-hour and 24-hour</li> <li>- Convert between units of time</li> </ul>	<p><b>Decimals:</b></p> <ul style="list-style-type: none"> <li>- Decimal equivalents to tenths, quarters and halves</li> <li>- Compare and order numbers with same number of decimal places</li> <li>- Multiply and divide by 10 and 100 including decimals</li> </ul> <p><b>Area and perimeter:</b></p> <ul style="list-style-type: none"> <li>- Perimeter of rectangles and rectilinear shapes</li> <li>- Area of rectangles and rectilinear shapes</li> <li>- Investigate area and perimeter</li> </ul>	<p><b>Solving measures and money</b></p> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>- Convert units of measure</li> <li>- Select appropriate units to measure</li> <li>- Use strategies to investigate problems: trial &amp; improvement, organising using lists and tables, working systematically</li> </ul> <p>Shape and symmetry:</p> <p><b>Classify, compare and order angles</b></p> <ul style="list-style-type: none"> <li>- Compare and classify 2-D shapes</li> </ul>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>- Describe and plot using coordinates</li> <li>- Describe translations</li> <li>- Reasoning with pattern and sequences: Roman numerals up to 100</li> <li>- Place value of other number systems</li> <li>- Number sequences and patterns</li> </ul> <p><b>3-D shape:</b></p> <ul style="list-style-type: none"> <li>- Use understanding of 3-D shapes</li> <li>- Identify 3-D shapes from 2-D representations</li> </ul>

					- Identify lines of symmetry	
<b>Science</b>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear. <ul style="list-style-type: none"> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> </li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>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).</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. <ul style="list-style-type: none"> <li>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.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> </li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Living things and their habitat</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
<b>History</b>	<p><b>Ancient Egyptians</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations</p>	<p><b>Anglo Saxons</b></p> <p>Britain's settlement by Anglo-Saxons</p>	<p><b>Significant People</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 significant turning point in British History.</p>		<p><b>Do you live around here?</b></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	



	<p><b>Alaa Awad</b></p> <p><b>DT- Canopic Jar – clay modelling. Cross link to History.</b></p> <p>To create sketch books to record their observations and use them to review and revisit Ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>Design</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>	<p><b>Julianna Kunstler</b></p> <p><b>DT- making Indian sweet Ladoo Cross link to PRE.</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p>	<p><b>Julianna Kunstler</b></p> <p>Learn about great artists, architects and designers in history. (Monet ,Da Vinci)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p>	<p><b>Giuseppe Archimboldo</b></p> <p><b>DT- Fruit Salad cross linked to science</b></p> <p><b>Food Tech</b></p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>DT and Food Tech</p> <p>To measure ingredients</p> <p>To</p> <p>-</p>	<p><b>Leisa Collins</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</p> <p>-</p>	<p><b>Andy Warhol</b></p> <p><b>DT- Rath Yatra Chariot cross linked PRE</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>(Landscapes)</p> <p>-</p>
--	---	---	--	--	---	---

	<p>and computer-aided design</p> <p>Make</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>					
<b>PE</b>	See the yearly overview for PE					
<b>Computing</b>	<p>I Safe</p> <p>Online Safety</p>	<p>I Programme</p> <p>Algorithms</p>	<p>I Data</p>	<p>I Mail</p>	<p>I Animate</p>	<p>I Programme</p>
<b>Music</b>	See the yearly overview for Music					
<b>Yoga</b>	See the yearly overview for Yoga					
<b>Sanskrit</b>	See the yearly overview for Sanskrit					
<b>PSHE</b>	See the yearly overview for PSHE					



