AVANTI COURT
PRIMARY SCHOOL

Year 4 Curriculum Overview 2018-2019 Please see yearly overview for Sanskrit, Yoga, Spanish and PHSE on the curriculum folder

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	**Empathy**	**Self-discipline**	**Respect**	**Integrity**	**Courage**	**Gratitude**
Main Theme	Temples, Tombs and Treasures	They made a difference (Anglo-Saxons)	They made a difference (Significant people)	What's on the menu?	Do you live round here?	Explorers and Adventurers
Trip	National History Museum	Saxon Day	Mosque trip	Dentist Lord Chaitanya play	Valentine's Mansion	Fairlop Waters
English **(Spoken Language, Reading, Writing, Handwriting)**	Text: **I'll take you to Mrs Cole (stories with familiar setting)** Narrative writing- looking at the structure of a story, inference from pictures, predicting the ending of a story Newspaper articles- Howard Carter Shakespeare week- leaflet about Scotland, **playscript The Tempest – W Shakespeare** **Sunset by Gina Donthwaite (poem)** Diwali week- letter writing, instructions Grammar To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Text:**The dragon who came to school (poem)-** performance Explanation text- The water cycle. Describe Battle of Hastings Biography writing- Anglo-Saxons **The Legend of the Poinsettia (**2 weeks before Christmas)	Text:**Grandpapa Chatterji-** character description/comparision, writing an ending from a different character's perspective, diary entry, letter writing. **Cat Began by A. Matthews(poem)** Video stimulus Mosque trip recount	Text:**Bill's New Frock by Anne Fine**- diary entry, writing from a different view point, persuasive letter Topic- persuade Pizza Hut to put their pizza on the menu	Text:**Charlotte's Web by E. B. White**- newsapaper article, information booklet on spiders Ratha Yartra week	Text:**Famous Five – Enid Blyton- playscript**, diary entry, continue the theme of a story, summarise a chapter

	To use fronted adverbials To use paragraphs to organise ideas around a theme To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition. To use inverted commas and other punctuation to indicate direct speech. To use apostrophes to mark singular and plural possession. To use commas after fronted	Grammar To use paragraphs to organise ideas around a theme. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. To develop adjective use ensuring that the correct tone is achieved through vocabulary choices. To use fronted adverbials. To know what adverbial openers are and use them independently within writing. To use commas after fronted adverbials	Grammar To use paragraphs to organise ideas around a theme. To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Grammar To use paragraphs to organise ideas around a theme. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To develop the use of prepositional phrases to develop continuity and placement of ideas within writing. To know what a pronoun is. To be able to select pronouns for use within sentences To be able to use pronouns within sentences	Grammar To use paragraphs to organise ideas around a theme. To use inverted commas and other punctuation to indicate direct speech. To use the term inverted commas. To know the basic conventions of speech punctuation through: - beginning to use in own writing -using capital letters to mark the start of direct speech. To use apostrophes to mark singular and plural possession	Grammar To use paragraphs to organise ideas around a theme. To use inverted commas and other punctuation to indicate direct speech. To use the term inverted commas. To know the basic conventions of speech punctuation through: - beginning to use in own writing -using capital letters to mark the start of direct speech . To use apostrophes to mark singular and plural possession

Maths	**Place value (3 weeks)**Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Addition and subtract (3 weeks)**Add and subtract numbers with up to 4 digits using the	**Multiplication and division (4 weeks)** Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutatively in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems **Measurement- Area (2 weeks)**Find the area of rectilinear shapes by counting squares.	**Fractions (4 weeks)** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. **Time (1 week)** Convert between different units of measure, e.g. hour to minute. Read, write & 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.	**Decimals (4 weeks)** Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. **Money (2 weeks)** Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. **Consolidate time** Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	**Measurement- perimeter and length (1 week)** Convert between different units of measure eg kilometre to metre. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m **Angles (1 week)** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Shape and symmetry (2 weeks)** Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. **Position and direction (2 weeks)** Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw	**Statistics (2 weeks)** Interpret and present 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. **Area and perimeter (2 weeks)** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure [for example, kilometre to metre] Find the area of rectilinear shapes by counting squares. **Revision**

Science	**Good vibrations** How are sounds made? How does sound travel? How can you make a sound louder/quieter? Low/high pitch String telephones.	**In a state** What are solids/liquids/gases? What are their properties? Reversible /irreversible changes- melting/freezing/dissolving Melting milk, white and dark chocolate Lava lamps Evaporation Water cycle	**Switched On** Can you light the bulb? How does a circuit work? What does a switch do? Insulators and conductors What could we use instead of wires? Make clown faces/game using a circuit.	**Where does all that food go?** Digestive system and how it works What sort of teeth do we have? What are they used for? Animal teeth How can we look after our teeth? (Dentist visit) Make toothpaste	**Human impact** What impact do humans have locally? What types of litter are dropped locally? Why does clearly litter matter? What happens when a food chain is broken? What is the impact on habitat destruction? Debate- should we have zoos?	**No topic as units are not synced with half terms deadlines.**

History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Britain's settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms: place names and village life -Anglo-Saxon art and culture	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 significant turning point in British History. (Margaret Thatcher and Emily Pankhurst). changes in an aspect of social history:- Nelson Mandela Martin Luther King Mahatma Ghandhi		A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Valentines Mansion)	
Geography	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			Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities human geography, including: types of settlement and land	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities human geography, including: types of	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied se 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 and the wider world.Locational

				use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Art	To create sketch books to record their observations and use them to review and revisit Ideas. To improve their mastery of art and design techniques, including	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design	Learn about great artists, architects and designers in history. (Monet ,Da Vinci) To create sketch books to record their observations and use them to review and revisit ideas		To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques,	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design

	drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.	techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay	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		including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay	techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay (Landscapes)
Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.	Develop an understanding of the history of music. (wind pipes)		Improvise and compose music for a range of purposes using the inter-related dimensions of music (radio jingle)		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
D&T	Design 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 To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To select from and use a			Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams	

	wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities					
P.R.E	Theme: Self Children will explore the meaning of self and further their understanding of the difference between the soul and the body.	Theme: What happens when you die? Pupils will explore the meaning of suffering and compassion. They will explore the concepts of karma, moksha (2 types) and samsara within the chaitanya tradition and be able to compare this with how these same terms are used in buddhism.	Theme: Nature of divine Pupils will learn about the theology of god 'as a personality' They will explore how different religious traditions view god (for example: almighty, loving, to be revered, to be feared as well as loved).	Theme: Chaitanya Mahaprabhu Pupils will learn about the life of Sri Chaitanya Mahaprabhu. Through acting and retelling stories, pupils will be able to explain the historical and religious significance of his life.	Theme: Ramayana Pupils will explore the story of the Ramayana. They will read, retell and act stories to develop a good understanding of the narrative structure and begin to identify key themes and messages of the story.	Theme: Ramayana Pupils will explore the story of the Ramayana. They will read, retell and act stories to develop a good understanding of the narrative structure and begin to identify key themes and messages of the story.
Homework	PRE homework fortnightly and one PRE Home learning project a year. Weekly Spellings Maths worksheet to consolidate what has been leant throughout the week IPC project homework 3 times a year.					