AVANTI COURT
PRIMARY SCHOOL

Year 4 Curriculum Overview 2021-2022

	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)**	**All Around the World**	**Do you live round here?**	**Victorian**
Educational Visits	**National History Museum**	**Saxon Day**	**Mosque trip**	**Dentist** **Lord Chaitanya play**	**Pizza Express trip**	**Victorian Day** **Valentines Mansion**
Safeguarding Awareness	- To use clay tools appropriately - Trip- stranger danger, using escalators, terror attacks. - Learning about death rituals - E-safety in computing and music - How to be safe around the school. - Lock down procedure, evacuations- Fire and Starch field procedures.	- Chn will be making weapons as part of their home learning project - 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. - Learning about battles- do they know still happen now? - E-safety in computing and music - Anti-bullying unit/week- cyber, physical, emotional etc.	- Trip- stranger danger, using escalators, terror attacks. - Use of paint- how to be safe when using paint. - E-safety in computing and music - How peaceful protests make a difference. Being violent isn't the answer. - Science- use of crocodile clips, water etc. learning how to safely use equipment. - Lock down procedure, evacuations- Fire and Starch field procedures.	- E-safety in computing and music - Safety around/using ovens, kitchen tools, hygiene - Trip- stranger danger, using escalators, terror attacks. - How to take care/look after their teeth- hygiene - Lock down procedure, evacuations- Fire	- E-safety in computing and music - Trip- stranger danger, using escalators, terror attacks. - Safety using clay tools, scissors etc. - Science- hygiene (collecting litter) - Lock down procedure, evacuations- Fire and Starch field procedures.	- E-safety in computing and music - Trip- stranger danger, using escalators, terror attacks. - Water safety - Science experiments- use of equipment - Sport's day- keeping safe in the sun, awareness of their body's needs- water, potential injuries etc.

	- 'I'll Take You to Mrs Cole'- children's rights. Learning about how to stay safe at home. - Making chn aware that photos, names etc. cannot be thrown in the bin-data protection -Chn aware that home projects cannot be handed in on a USB stick and the reasons why -Password security	- Science experiments- use of scissors, melting (hot water), medicine- tablets - lock down procedure, evacuations- Fire and Starch field procedures.	- Grandpa Chatterji- respecting different cultures.	and Starch field procedures.	- Charlotte's Web- caring for animals - Ratha Yartha- safety of handing leaflets out to the public.	- lock down procedure, evacuations- Fire and Starch field procedures.
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 **Diwali week-**	Text: **How to Train Your Dragon** Predicting looking at clues using inference skills Analysing a text and summarising it Instructional writing Role play and hot sitting Character description	Text: **Grandpapa Chatterji**- - character description using inference skills. Point, Evidence, Explain. Compare and contrast characters writing an ending from a different character's perspective	Text: **Bill's New Frock by Anne Fine-** Diary entry from a characters perspective Character description using Point Evidence Explain.	Text: **Charlotte's Web by E. B. White-** Setting description Write a newsapaper article Prepare an information booklet on spiders Balanced argument – should	**Text-** **Wizard of Oz-** Charcter description Diary entry from a characters perspective Predicting the story from looking at clues. Justifying reasons using Point Evidence Explain.

	Children to write letter from a characters persepective. Cross link to Art & DT – children will be writing instructions how to make Ladoos (Indian Sweet) Explanation Text – Chn will be watching a documentary texplaning water cycle on BBC Understand what I an explanation text Write an explanation text. Black History Month- Note taking and researching famous personality. Rosa Parks- Auto biography Diwali Week	Alternative character **The Legend of the Poinsettia (**2 weeks before Christmas) Chn to use ambitious vocabulary to describe Poinsettia Chn to write a diary entry from a character's perspective- Avanti values link.	Diary entry from a character's point. Writing a letter using emotive language to a character from the text. **The dragon who came to school (poem)-** Identify different features of a poem. Children to learn different types of poem. Chn to perform the poem and learn to project their voice. **Cat Began by A. Matthews(poem)**-Video stimulus -write their own peom using expanded noun phrase Identify the pattern in a poem Compare two poems.	Write a persuasive letter to the headteacher requesting resources for the school.	eating meat be banned? Link to pshe and British Values. **Ratha Yartra week** Information leaflet about Rath Yatra. Describe the setting **.**	Balanced argument -Expressing ones opinions .

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SPAG	Letter writing Instructional text **Grammar-** Adverbs conjunctions commas Verb tenses Question marks Verb tenses Exclamation marks Subordinate clauses **Spelling** 'aw' sound spelt 'augh' and 'au' Prefix in- Prefix im- Prefix il- homophones	**Grammar** Adverbs Commas Full stops and Capital letters Verb tenses Question and exclamation marks Subordinate clauses **Spelling** Shuhn sound spelt sion. Words end in 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	**History Cross link –** Significant people- write biography, Timeline. **Grammar** Question and exclamation marks Adverbs Commas Full stops and Capital letters Subordinate clauses Full stops Proper nouns and capital letters Contraction **Spelling** Homophones	**Grammar** Adverbs and adverbials Pronouns Possessive apostrophes Parentheses **Spelling** 's' sound spelt sc Soft c sound spelt ce Word families 'phon' 'real' Word families 'sol' 'sign' Common exception words	**Grammar** Direct and indirect speech Common exception words Possessive apostrophes Modal Overview Conjunctions **Spelling** Prefix – Inter Prefix – Anti Prefix – Auto Prefix - EX Suffix- ar, er Common exception words.	**Grammar** Prepositions Modal Verbs Direct and Indirect speech Subordinate clauses, commas Adverbials of frequency and possibility Adverbials of manner **Spellings** ous. No change to root word ous. No definitive root word ous. Words ending in 'y' and 'our'

	‘shun’ words ending –sion. Root word ends se, de, d	‘ough’ spelling with long o, oo, or sounds Common exception words	plural apostrophe words ending in s Suffix – ation Common exception words			ous. Words ending in and ge
Maths	**Place value Addition and Subtraction** 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	**Addition and subtraction Multiplication and division** 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	**Multiplication Fractions** **Time** 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	**Time Decimals (4 weeks)** **Money** 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	**Measurement- perimeter and length** **Angles** **Shapes and Symmetry** **Position and Direction** Convert between different units of measure eg kilometre to metre. Measure and calculate the perimeter of a	**Statistics** **Area** **Perimeter** 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,

	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 formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to	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.	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.	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**	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	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**

	check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.			Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	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 sides to complete a given polygon.	
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	**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).	**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	**Electricity** • 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	**Animals, including humans** • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans	**Living things and their habitat** • 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

	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.	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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.	with being good conductors. **Animals, including humans** • Describe the simple functions of the basic parts of the digestive system in humans.	and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.
History	**Ancient Egyptians** To find out when and where the Ancient Egyptians lived. To use a timeline to explore key events from Ancient Egyptian times. To understand the importance of the River Nile in Ancient Egypt. To give examples of the natural resources provided by the Nile.	**Anglo Saxons** To find out where the Anglo-Saxons came from. To think about what it might have been like to be an Anglo-Saxon invader coming to Britain. To understand the terms 'invaders' and 'settlers'. To explain some of the reasons the Anglo-Saxons wanted to settle in Britain. To explore the features of an Anglo-Saxon settlement.	**Significant People** 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		**Do you live around here?** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Chn visit Valentines Mansion- Look at changes the local environment has undergone over the period of time	**Victorian** Introduction to the Victorians. To put the Victorian period into historical context. To use historical sources to find out about the Victorian period To find out about the life of Queen Victoria.To think about why Victoria became such a popular monarch. To find out about some famous

	To find out about some of the most famous Egyptian pharaohs.To explore the meaning of symbols associated with the pharaohs. To explore what the pyramids looked like.To discover why and how the Egyptians built the pyramids. To find out which pastimes were popular in Ancient Egypt.To learn about an Ancient Egyptian board game. To find out why the Ancient Egyptians mummified people.To understand the different stages of the mummification process. To compare different Ancient Egyptian	To consider what life might have been like for different people living in an Anglo-Saxon village. To find out what Anglo-Saxon clothing looked like.To discover how Anglo-Saxons made clothes out of natural materials. To find out how Anglo-Saxons kingdoms were organised.To investigate Anglo-Saxon place names To find out about Anglo-Saxon religious beliefs.To learn about key figures who helped the Anglo-Saxons to find out about Christianity. To explore the significance of the Sutton Hoo discovery.To investigate artefacts from an Anglo-Saxon grave				Victorian inventions. To explain how new inventions changed people's lives during the Victorian period. To find out what the Industrial Revolution was. To explain how Victorian Britain was changed by the Industrial Revolution To find out what sort of jobs were taken by Victorian children. To explore what life was like for Victorian working children. To explore why Lord Shaftesbury was an important figure.

	gods and goddesses.To look at some sources depicting Ancient Egyptian gods. To discover what Ancient Egyptian hieroglyphs looked like.To explore the issue of translating hieroglyphics					To find out how Lord Shaftesbury's campaigns improved children's lives during the Victorian period.
Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,			**All Around the World** To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere	**Do you live around here?** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	

	food, minerals and water			To identify the position and significance of latitude and longitude in the context of using latitude and longitude to read maps. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. To identify the position and significance of the Tropics of Cancer and Capricorn. To identify the position and significance of the Prime/Greenwich Meridian by exploring	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	

				countries on the Meridian Line. To identify the position and significance of time zones (including day and night) by comparing times in different countries.		
Art & DT	**Formal elements of art** Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern**.**	**Formal elements of art** Exploring texture and pattern developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern**.**	**Art and design skills** Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a 'curator'	**Art and design skills** Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne	**Every picture tells a story** Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.	**Sculpture** Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.

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	DT- Canopic Jars Demonstrate sculpture skills by modeling over armatures to create three-dimensional objects Use impression tools to sculpt details in relief Demonstrate drawing and painting skills to enhance sculptural detail Interpret and use ancient Egyptian symbols and patterns in their own work	**DT – Food: Adapting a recipe** 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, prototypes, pattern pieces and computer-aided design	DT- **Electrical systems: Torches** To investigate and analyse a range of existing products Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] To investigate and analyse a range of existing products Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Understand how key events and individuals in design and technology have helped the world.	**DT- Mechanical systems: Making a slingshot Car** 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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures To understand how key events and individuals in design and technology have helped shape the world	DT- **Structure: Pavilions** 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 select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics	DT- **Textiles: Fastenings** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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PE	**Gymnastics- Unit 1** To create a sequence of 2 contrasting elements To explain how strength and flexibility applies to roll To work in groups of 3 and 4 to create a rolling and jumping sequence To perform in unison with a partner. To choose and apply contrasting shapes in sequence	Gymnastics – Unit 2 To link balance and travel with given actions To experience with one-foot balance To combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees To identify muscle group to support front and side support To work with a partner to practise, refine transition between movements with control To develop balances for taking weight on shoulders	Dance To work in small groups to create freeze frame position To demonstrate how to link positions in a variety of way To develop a short dance using unison and formation To sequence movements in logical order To perform in cannon routines and cannon lines To practise and perform a routine which includes an 'entering' start positon	Football To work collaboratively to work towards and score goals To recap and use passing and trapping skills to play in a game To stay with a player when they are trying to get free from me To use marking and tackling skills to make it difficult for attackers to score To control the ball dribbling unopposed	Cricket To throw and catch the ball with increasing accuracy To anticipate when to run to score singles and work with work partner to score runs To intercept balls to stop runs in game situation To bowl overarm from a stationary position at a target To decide where to field against someone who can hit a pull shot	Athletics To challenge yourself to jump in a variety of ways for distance and height To practice and perform running at speed To compete over short distances against self and others To use running to increase the distance of jumps To perform a baton exchange
Computing	I Safe	I Programme	I Data To understand that	I Mail To understand that	I Animate	I Programme To

	Online Safety	Algorithms To find the best method of sorting a group of unknown weights into order To understand that information is easier to find in a sorted order To understand that algorithms are a set of instructions that complete a task To understand that computers work by following a set of instructions called a program	computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1) To understand that information can be stored as numbers, text and choices (e.g. yes/no) To understand that storing information in an organised way helps answer question	messages can be used to communicate over distance a number of ways To understand how email travels and how to retrieve it To send and reply to emails and attach files	To understand what an animation is To create a scene for an animation To understand that animations can be created using digi tal tools To create an animated scene	understand the need to reuse code in programming ë To create cust om blocks (procedures) in Scratch To understand that action can be programmed to synchronise To understand that code can be remixed and reused to create new content
Music	See the yearly overview for Music					
PRE	See the yearly overview for PRE					
Yoga	See the yearly overview for Yoga					
Sanskrit	See the yearly overview for Sanskrit					
PSHE/RSHE	See the yearly overview for PSHE					

Spanish	See the yearly overview for Spanish