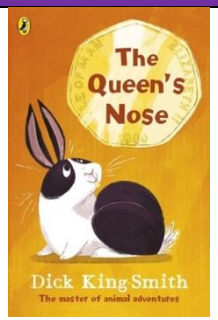
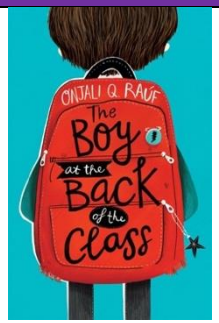
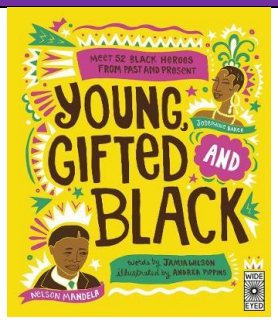
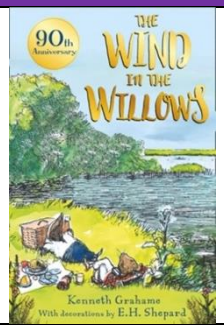
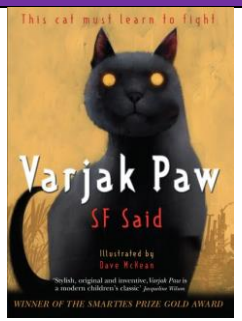
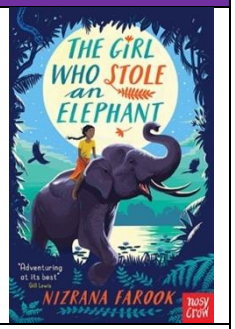
KRISHNA AVANTI
PRIMARY SCHOOL, CROYDON

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4					
Reading						
English	<u>Third person adventure stories</u> <u>Persuasive writing (adverts)</u> <u>Poems – explore form</u> *Direct speech including inverted commas, expanded noun phrases, determiners*	<u>News reports</u> <u>First person diary entry</u> <u>Stories from other cultures</u> *Direct speech including inverted commas, expanded noun phrases, determiners*	<u>Poems – explore form</u> <u>Persuasive writing (adverts)</u> <u>Critical analysis of narrative poetry</u> *Fronted adverbials including commas before fronted adverbials, possessive pronouns*	<u>Explanatory texts</u> <u>Stories from other cultures</u> *Fronted adverbials including commas before fronted adverbials, possessive pronouns*	<u>Third person adventure stories</u> <u>First person diary entry (imaginative)</u> *Plural and possessive, standard verb inflections*	<u>Critical analysis of narrative poetry</u> <u>News reports</u> <u>Explanatory texts</u> *Plural and possessive, standard verb inflections*
Mathematics	<u>Place value</u> Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands	<u>Addition and subtraction continued</u> Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange	<u>Multiplication and division continued</u> Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100	<u>Fractions</u> Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers	<u>Decimals continued</u> Make a whole with tenths Make a whole with hundredths Partition decimals	<u>Shape</u> Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals

	Represent numbers to 10,000 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 numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000 <u>Addition and subtraction</u> Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange	Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies <u>Area</u> What is area? Count squares Make shapes Compare areas <u>Multiplication and division</u> 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 The 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	Related facts – multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number (1) Divide a 2-digit number by a 1-digit number (2) Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication <u>Length and perimeter</u> Measure in kilometres and metres Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle	Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers 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 <u>Decimals</u> Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 Divide a 2-digit number by 10	Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals <u>Money</u> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money <u>Time</u> Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24-hour clock	Polygons Lines of symmetry Complete a symmetric figure <u>Statistics</u> Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs <u>Position and direction</u> Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid

	Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange	Divide a number by 1 and itself Multiply three numbers	Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons	Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2-digit number by 100	Convert from the 24-hour clock	
Science	<u>States of Matter</u> Solids, liquids and gases? Changing states	<u>Living Things and Habitats</u> Characteristics of living things Vertebrates and invertebrates Plants Classification keys Environmental changes	<u>Animals Including Humans</u> Teeth and eating The digestive system Food chains Connections between all three	<u>Electricity</u> Sources of electricity Components Simple series circuit Effects of changing circuit components and batteries	<u>Sound</u> Sound Movement Pitch and Loudness	
Geography	<u>Rivers</u> What are the features of a river? What is our local river? What feature can we see? Where did it come from and where does it flow?	<u>Latitude and longitude</u> What are the lines of latitude? What are the lines of longitude? How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? What are the time zones and how do	<u>Water cycle</u> What is the water cycle? How does the water cycle work? The things that influence it: What affects the water cycle?	<u>Rivers revisited</u> Remember – what are the features of a river? Where is the river Nile and what features does it have? Where is the Amazon River and what features does it have??	<u>Map skills</u> What are environmental regions?	

		they affect us? How does day and night occur?				
History	Britain's settlement by Anglo-Saxons and Scots Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from? What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons? How do we know about the Anglo- Saxons? How did religion influence the Anglo- Saxons? How do we know this?		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor What was life like for Vikings? When did the Vikings attack Britain? Where did the Vikings invade and settle? Why were the Vikings so feared and successful? When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings? What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?		The achievements of the earliest civilizations Ancient Egypt Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live? Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve? How and what did the ancient Egyptians write? How did the ancient Egyptians use the river Nile? What did the ancient Egyptians believe in? What do we know about Tutankhamun?	
Art	Drawing Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest		Printmaking and Textiles Know Kente cloth is a woven fabric from West Africa Know tie dye is a method used to create designs and colour		Creative Response – Drawing and Textiles Know there are a series of steps in the creative process	

	Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail	Know textile artists use a range of materials to create textured designs and images Be able to create printing to represent Kente designs Be able to use tie dye to create colour designs Be able to combine media to create texture	Know running stitches can be joined together to create a fern stitch Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and textile techniques
DT	<u>Food and nutrition</u> Benefits of fresh food Is cheap food always worse for you? Know that cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food Be able to peel, grate and chop vegetables to make economical, tasty and healthy food.	<u>Structure</u> Designing structures using a frame to make them stronger and sturdier Which shapes will give a structure stability? Know triangles provide stability in a structure Know structural engineers work with architects to ensure structures withstand forces Be able to make triangles form and join trusses	<u>Electrical systems</u> Switches and circuits revisited How useful are switches? Know a switch is an interruption in a circuit Know a switch is an interruption in a circuit Know switches are widely used in a range of products Be able to incorporate different types of switches into circuits to perform a function
Spanish	Over the year, the children will be learning and focusing on: • On the way to school • The weather forecast • Weekdays • Likes and Dislikes • Number 20-49 • Write phrases from memory • Little red riding hood • Sports • Describe animals		
Music	Children will be able to: identify the structure of a piece of music Know when there is one layer in a piece of music and when there are two or three Play a sequence in correct order and in time (body percussion/instruments)	Children will be able to: a progressive series of lessons on the Ukelele – strum chords (C Major, A Minor and F Major), pick open strings and accompany songs.	Children will be able to: strum chords (A Minor, C Major, F Major, G Major, G7, D Minor), pick open strings and accompany a variety of songs

	Play two contrasting rhythms/melodies together Sing with accuracy, control, expression and fluency Improvise and compose music using the Musical Elements.					
Computing	<u>Computer Science</u> Design, write and debug programs that accomplish specific goals. Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables. Work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs. Understand computer networks including the internet.		<u>Digital Literacy</u> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of wats to report concerns and inappropriate behaviour. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration.		<u>Information Technology</u> Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information. Use search technologies effectively. Appreciate how search results are selected and ranked.	
PE	**Football** Dribbling Passing Receiving Shooting, Tackling. Matches.	**Handball** Catch and protect. Shooting techniques. Circle Runners and Centre. Defensive tactics. 7-metre throw. Start and restarting the game.	**Gymnastics & Dance** Linking movements. Perform forward rolls. Dancing to a beat. Capoeira. Using large and small apparatus. Dismounts and landing.	**Hockey** Passing. Dribbling. Receiving. Longer passing. Moving into space. Competitive matches.	**Athletics** Running at speed. Long distance techniques. Relay running skills. Sprint racing techniques. Judging height an approach to obstacles. Triple jump techniques.	**Cricket** Overarm bowling. Long and short barriers. Front foot drive. Batting techniques. Match tactics. Competitive matches.

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Sanskrit	Halantas 'Nature' topic	Vertical line drop 'Nature' topic	Double-Decker 'Bird' topic	Leg Combination 'Bird Topic	Hook Combination 'Food' topic	Special Combination 'Food' topic
Yoga	They will learn more about yoga, anatomy and physiology. They will understand the benefits of doing yoga asanas in respect of different parts and organs of their body. New breathing practices will be introduced. In Asanas the focus will be on standing postures and inversions. Introduction to yoga nidra (relaxation technique)					
PRE	<u>Self & world: Self</u> **Know** and **understand** the difference between the material and spiritual view of Self. **Know** and **understand** the relationship between the spiritual self and God. **Explore** relevant examples in order to deepen their understanding of the self, including the difference between a living and dead body. **Are able to explain** in their own words the notion of spirit self and the unifying relationship between all spirit selves and God and how this impacts on the way we treat one another and accept material differences (e.g.	<u>What happens when you die?</u> **Know and Understand** the nature of suffering as described in the Chaitanya and Buddhist traditions and have a good understanding of the life story of the Buddha. **Know and understand** key concepts related to suffering, compassion and liberation from the Chaitanya and Buddhist traditions and how these relate to their own lives in the 21st century. **Understand, analyse and evaluate** the nature of the soul, what happens at death and raise questions for discussion and debate.	<u>God & World: Nature of Divine</u> **Know and understand** the concept of God as a personality. **Know and understand** the concept of God in three places, including personal and impersonal views. **Know and understand** that different religions view God in different ways. **Know and understand** Krishna's main qualities, with examples of stories of how these are manifest. **Know and understand** the 5 main types of eternal relationships that we can have with Krishna and be able to give detailed examples of individuals who	<u>Self & God: Chaitanya Mahaprabhu</u> **Know and understand** the significance of Chaitanya's life and message from both an historical and religious perspective and be able to explain evidence indicating his divinity and those of the Pancha-Tattva. **Know and explain** in a variety of creative ways, the stories related to Chaitanya **Evaluate** how significant and relevant His teachings are for the 21st century and for their own lives.	<u>Critical & philosophical thinking: Ramayana</u> **Know and understand** the significance of the Ramayana as a key Hindu text. **Know and evaluate** the characters of each of the main characters in the story and how they relate to each other. **Understand and explain** in their own words the power and supremacy of loving devotion as displayed by the different characters (especially Sita, Lakshman, Bharat and Hanuman) of the story. **Know and understand**, citing examples from the Ramayana, the role of: duty, risk taking, learning from our failures, empowerment by God, tolerance and learning to deal with people we may not get along with at first. **Understand** and be able to **apply** the example of the heroes of the Ramayana to their own lives and within the school setting. **Perform and express** aspects of the story in a creative and imaginative way, showing a real understanding of the message and meaning within the text

	colour of skin, gender etc.). **Analyse** the Chaitanya vision of the self		personify those relationships and why. **Analyse and evaluate** why an intimate knowledge of God's name, form, qualities and activities are critically important			
PSHE	<u>Me and my Relationships</u> Healthy relationships Listening to feelings Bullying Assertive skills	<u>Valuing Difference</u> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	<u>Keeping Safe</u> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	<u>Rights and Respect</u> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	<u>Being my Best</u> Having choices and making decisions about my health Taking care of my environment My skills and interests	<u>Growing and Changing</u> Body changes during puberty Managing difficult feelings Relationships including marriage