



# Year 4 Curriculum Overview

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**

7Cs focus	Autumn Term: 1 'C' per week				Spring Term				Summer Term			
Whole school events	Aut 1 Maths/ Art week Harvest Festival St Francis Day: 4 <sup>th</sup> October Spanish day		Aut 2 Prayer space Outdoor Classroom Day - 1 <sup>st</sup> November Anti-bullying week World Kindness Day - 14 <sup>th</sup> November		Spring 1 Safer Internet day Mental health week National Handwriting Day International Random Acts of Kindness Day: 17 <sup>th</sup> Feb		Spring 2 Book week (Books at Bedtime): Science week Prayer space World Poetry Day		Summer 1 Well-being/anti-bullying week Outdoor week Walk to School week		Summer 2 Sports day/week First Holy Communion	
Driving subject & catchy title	Science: What a state!	Science: 'Wonderful Water!'	History: Not Again Henry!		Science: Turn it up!		Science: Bright Sparks!		History: What the Romans did for us!		History: Toga-Tastic	
HOOK	No water today!		Summer Research project and presentation.		Environmental sound walk		Electricity all around us!		Roman evidence is everywhere!			
FABULOUS FINALE	Water cycle collages & States of Matter Quiz		Tudor showcase and performance		Testing headphones		Play electric games		Roman Showcase			
No. of weeks	3 weeks	4 weeks	weeks	weeks	weeks	weeks	weeks	weeks	weeks	weeks	weeks	weeks
Visitors/ Enrichment	Water Talk (Wessex group) DATE Visit to Kinson Common local river with Urban Heaths Partnerships DATE		A Tudor Christmas - Hooke Court Residential  Dentist in to visit		Artefact loan box		Intech outreach visitor (tbc)  RSPB Local environment study- (Bird Watch)		Visit to Dorchester Museum and Roman Villa/Town House			
Outdoor Learning	Water investigation: evaporation		Outdoor Tudor timeline. Place Value- outdoor learning		Sound walk		Outdoor- Big Schools Birdwatch		Roman Villa		Re-enact Roman Battle and formations	
English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation	Genre:Narrative: Mr Benn Stories Report: (Toolkit , plan, edit, redraft) Explanation of the Water cycle- labels for collage  GPS skills: suffix 'ing', plural 'ies'  Model text;		Persuasive Writing- Letters Biography Poetry		Playscripts Instructions Poetry		Explanation Playscripts Narrative Michael Morpurgo animal story Diary		Recount Narrative of a Roman boy Non Chronological Report Narrative about a living creature		Instructions The Solar World Narrative Poetry The Iron Man Text	
CLASS TEXT	Roald Dahl Minpinns		Harry Potter									
Maths skills	Number – Place Value w1-4 Number – Addition and Subtraction w5-7 Written Addition Written Subtraction Times tables Ordering & rounding 4 digit numbers		Measurement- Length and Perimeter w8 Number- Multiplication and Division w9-11 Consolidation w12		Multiplication and Division w1-3 Measurement- Length w4 Fractions w5-8  NRICH Recognise and show, using		Decimals w 9-11  Consolidation w12		Decimals w1-2  Measurement- Money w3-4  Time w5  Statistics w6-7		Geometry- Properties of Shape w8-10  Geometry- Position and Direction w11 Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and	



# Year 4 Curriculum Overview

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**

Recognise and use Roman numerals  
**NRICH Count in multiples of 6, 7, 9, 25 and 1000**  
**Counting in 6, 7, 9, 25 \***  
 Find 1000 more or less than a given number  
**What Distance? \*\***  
 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)  
**Nice or Nasty \* G**  
**Dicey Operations \* G**  
**The Deca Tree \* P**  
**Four-digit Targets \* P**  
 Order and compare numbers beyond 1000  
**Ordering Journeys \*\***  
 Identify, represent and estimate numbers using different representations  
**Representing Numbers \***  
 Round any number to the nearest 10, 100 or 1000  
**Reasoned Rounding \* G**  
 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why  
**Fifteen Cards \* I**  
**Money Bags \*\***  
**Amy's Dominoes \*\***  
**Sealed Solution \*\***  
**Roll These Dice \*\* I**

**Year 4 - Yearly Overview**

NRICH Find the area of rectilinear shapes by counting squares  
**Torn Shapes \* I**  
**Twice as Big? \***  
 NRICH Recall multiplication and division facts for multiplication tables up to 12x12  
**Multiplication Square Jigsaw \* G**  
**Shape Times Shape \***  
**Let Us Divide! \***  
**Carrying Cards \***  
**Light the Lights Again \* G**  
**Multiples Grid \* I**  
**Zios and Zepts \***  
**Times Tables Shifts \* G**  
**Table Patterns Go Wild! \*\* I**

diagrams, families of common equivalent fractions  
**Fractional Wall \***  
**Fractional Triangles \***  
**Bryony's Triangle \***

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  
**Andy's Marbles \*\***  
**Fractions in a Box \*\***  
**Chocolate \*\* I**

NRICH Round decimals with one decimal place to the nearest whole number  
**Round the Dice Decimals 1 \* I**

NRICH Estimate, compare and calculate different measures, including money in pounds and pence  
**Discuss and Choose \***

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

**Venn Diagrams \***

**More Carroll Diagrams \***

**Plants \*\* I**

sizes

**Sorting Logic Blocks \* G**

**What Shape? \* G**

**Shapes on the Playground \*\***

**Nine-pin Triangles \*\*\* I**

**Cut it Out \*\*\***  
 Identify lines of symmetry in 2-D shapes presented in different orientations

**Let Us Reflect \***

**Stringy Quads \*\***

**Counters in the Middle \***  
 Complete a simple symmetric figure with respect to a specific line of symmetry

**School Fair Necklaces \*\* I**

**Symmetry Challenge \*\*\* I**  
 Describe positions on a 2-D grid as coordinates in the first quadrant

**Coordinate Challenge \***

**Eight Hidden Squares \*\***  
 Plot specified points and draw sides to complete a given polygon.

**A Cartesian Puzzle \***

**Religious Education skills**

Creation Sacraments (assess)  
 Using religious vocabulary; making links between stories & beliefs.  
**Comparing our ideas and answers about difficult questions.**

ISLAM Week  
 Prayers, Saints & Feasts  
 Advent  
 Give reasons for certain acts and symbols.  
**Make links how feelings and beliefs affect behaviours.**

Christmas  
 Revelation (assess)  
 Judaism

**Make links how feelings and beliefs affect behaviours.**

Lent  
 Holy Week  
 Give reasons for actions by believers.  
**Compare our ideas and answers about difficult questions.**

Easter (assess)  
 Pentecost  
 Give reasons for actions by believers.  
**Make links how feelings and beliefs affect behaviours.**

Mission  
 Judaism Week  
 Hinduism/ Sikhism Week  
 Prayers, Saints & Feasts  
 Describe ways in which religion is lived out by believers.  
**Make links how feelings and beliefs affect behaviours.**



# Year 4 Curriculum Overview

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**

**Science skill**

**States of Matter**

Observing that some materials change state when they are heated or cooled. Measuring the temperature at which this happens in degrees Celsius (°C) INVESTIGATE evaporation and condensation..

**States of Matter**

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) Understand the part that evaporation and condensation have on the water cycle.

**Digestion**

Describe the simple functions of the basic parts of the digestive system in humans, focus on the names of different teeth

**Sound:**

*Turn it up! (Create Headphones to block out sound)*

Find patterns between the pitch and volume of a sound and features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases

**Electricity**

*Bright sparks*

Construct a simple series electrical circuit recognising that a switch opens/ closes a circuit and recognising materials which conduct or insulate electricity.

**IT'S ALIVE!**

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognising that change can pose threats to living things

**Who's Eating Who?**

*Food chains and habitats*

Construct and interpret a variety of food chains, identifying producers, predators and prey

**History skills**

- Place events from period studied on time line.
- Use terms related to the period and begin to date events.
- Use evidence to reconstruct life in time studied.
- Identify key features and events of time studied.
- Use text books and historical knowledge.

The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.

- Look at the evidence available.
- Begin to evaluate the usefulness of different sources.
- Use text books and historical knowledge.
- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions.
- Use the library and internet for research.
- Recall, select and organise historical information
- Communicate their knowledge and understanding.

- Use evidence to reconstruct life in time studied.
- Identify key features and events of time studied.
- Look for links and effects in time studied.
- Understand more complex terms e.g. BC/AD.
- Offer a reasonable explanation for some events.

**Geography skills**

Locating and naming oceans and continents. Naming and locating counties and cities of the UK- places Describe and understand key aspects of:

\*Physical geography, including: **rivers and the water cycle.**

Identify the position and significance of the Arctic and Antarctic Circle.

Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere (link to Europe/Russia).

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Describe and understand key aspects of:

\*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.

Describe and understand key aspects of:

\*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.

Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (**Europe**).



# Year 4 Curriculum Overview

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**

<b>Design Technology skills</b>	Water cycle - creating a moving part and evaluating work	Tudor cooking  Design a healthy meal based on food that is in season.	Make a birdbox or animal shelter. Design, make, evaluate.	Design and construct a game to include a buzzer/bulb. Evaluate. Link science.		Design and make a moving model using CAMS
<b>Art and Design skills</b>	Designing and making a collage using a variety of materials	Tudor portraits. Mixed media. Field of cloth of Gold- look at Tudor landscape by Holbein.	Sketchbook- RSPB Big Schools Birdwatch- study of birds- watercolour. Explore famous fine artists work.	Making Papier Mache Puppets to accompany playscripts	Make a clay Roman pot. Coil pot, pinch pot...	Roman Mosaics- patterns. Create a Roman tile
<b>Computing skills</b>  <b>E-safety</b>	Learning how to be safe online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Design & write coding programs.	Design & write coding programs.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Link History	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Link Big Schools Birdwatch- present results.		
<b>Music skills</b>	Exploring pentatonic scales	Tudor Song- performance	Exploring sound colours  Soundstorm -Learning to play an instrument	Singing games  Soundstorm- learning to play an instrument		Performing to an audience (Summer show)
<b>Physical Education skills</b>	Indoor athletics and invasion games	Gymnastics and invasion games	Net and wall games	Dance	Athletics Striking and fielding games	Swimming
<b>PSHE Skills</b> <b>Personal, Social &amp; Health Education</b> <b>Well-being</b>	Rights and Responsibilities  Class Charter 7Cs Health and Wellbeing- Healthy Lifestyles Keeping Safe (medicines) SCARF:  Conformatron control ✖ SCARF Hotel (formerly Diversity World Hotel) ✖ Danger, risk or hazard? Who helps us stay healthy and safe?	Medicines: check the label ✖ Picture Wise Crack the code Keeping ourselves safe When feelings change Under pressure Raisin challenge (2)  <b>Well-being:</b> Anti-bullying	Health and Wellbeing- Growing and Changing Sex Education- name body part names SCARF: An email from Harold! Moving house My feelings are all over the place! All change! *** Check Re Journey in Love Relationships- Healthy Relationships SCARF:	Relationships- Feelings and Emotions SCARF:  Different feelings Secret or surprise? How dare you! Relationships- Valuing Difference SCARF:  Friend or acquaintance? What makes me ME! (formerly Diversity World) ✖ What would I do?	Living in the Wider World- Rules Rights and Responsibilities SCARF: How do we make a difference? In the news! The people we share our world with Safety in numbers That is such a stereotype! It's your right  Living in the Wider World- Money SCARF:	<b>Living in the Wider World- Caring for the Environment</b> SCARF: Logo quiz  Volunteering is cool  My school community (1)  Harold's Seven Rs  <b>Well-being:</b> Healthy lifestyles



# Year 4 Curriculum Overview

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**

	<p>Tell Mark II ✖</p> <p>Well-being: 7Cs</p>		<p>OK or not OK? (part 2)</p> <p>OK or not OK? (part 1)</p> <p>Islands</p> <p>Human machines</p> <p>Can you sort it? ✖</p> <p>Together</p> <p>Well-being:</p> <p>Mental health</p> <p>E-safety</p>	<p>Well-being:</p> <p>Mental health</p>	<p>Can Harold afford it?</p> <p>Earning money</p> <p>Well-being:</p> <p>Anti-bullying week</p>	
<p><b>Spanish skills</b></p> <p><b>Key Stage 2</b></p>	<p>Listen &amp; engage.</p> <p>Engage in conversations.</p> <p>Expressing opinions</p>		<p>Speak in simple language &amp; be understood. Develop appropriate pronunciation.</p> <p>Present ideas &amp; information orally</p>		<p>Show understanding in simple reading.</p>	<p>Adapt known language to create new ideas. Describe people, places &amp; things.</p> <p>Understand basic grammar, e.g. gender</p>
<p><b>Additional Enrichment</b></p>	<p>Puffin Live - Roald Dahl Day</p>	<p>Puffin Live Young Writers</p>	<p>Puffin Live</p>	<p>Puffin Live Young Writers</p>	<p>Puffin Live</p>	<p>Puffin Live</p>