

	Year 4 Curriculum Overview 2017-2018		
	Autumn	Spring	Summer
Challenge	Stone age/bronze age/ iron age Create roundhouse/settlement	Space Create and launch a rocket	India Create an Indian Experience
Hook	Portals to the past – stone age to iron age.	Science visitor	Residential trip Indian visitor/day
Outcomes	Roundhouse settlement Information booklet	Design and launch water rocket Space art	Indian day Animation- Retell Indian traditional stories Indian dance
Links to British Values	Democracy/ rule of law	Big bang theory, other faiths	Other faiths and beliefs
English texts and related genres	<p>I Was A Rat</p> <ul style="list-style-type: none"> LO: Use noun phrases, expanded by the addition of modifying adjectives. LO: Use fronted adverbials. LO: Use paragraphs to organise ideas around a theme. LO: Make the appropriate choice of pronoun or noun to aid cohesion and avoid repetition. LO: Use commas after a fronted adverbial. LO: Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. <p>Ancient Civilisation: Stone Age</p> <ul style="list-style-type: none"> LO: Use noun phrases, expanded by the addition of modifying adjectives. 	<p>Star Wars Film 4 (Old version)</p> <ul style="list-style-type: none"> LO: Use fronted adverbials. LO: Use paragraphs to organise ideas around a theme. LO: Make the appropriate choice of pronoun or noun to aid cohesion and avoid repetition. LO: Use commas after a fronted adverbial. LO: Draft and write non-narrative material, using simple organisational devices. <p>Major Glad, Major Dizzy</p> <ul style="list-style-type: none"> LO: Use noun phrases, expanded by the addition of modifying adjectives. LO: Use fronted adverbials. LO: Use paragraphs to organise ideas around a theme. LO: Make the appropriate choice of pronoun or noun to aid cohesion and avoid 	<p>The Zoo</p> <ul style="list-style-type: none"> LO: Use noun phrases, expanded by the addition of modifying adjectives. LO: Use fronted adverbials. LO: Use paragraphs to organise ideas around a theme. LO: Make the appropriate choice of pronoun or noun to aid cohesion and avoid repetition. LO: Use commas after a fronted adverbial. LO: Draft and write non-narrative material, using simple organisational devices. <p>Cloud Tea Monkeys</p> <ul style="list-style-type: none"> LO: Use fronted adverbials. LO: Use paragraphs to organise ideas around a theme.

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	Diary Recount Information Text Poetry (similes to build Imagery) Historical Fiction	Procedural Text (How to run a spaceship) Discussion Sci-fi story	Persuasive Letters Explanation Text Narrative (Moral Dilemma)
Generic Learning Objectives:	<p>Spelling:</p> <ul style="list-style-type: none"> • Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-. • Understand and add suffixes –ation, -ous. • Add endings which sound like ‘shun’ spelt –tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician. • Spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt –que e.g. rogue, tongue, antique, unique. • Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s. • Spell more complex words that are often misspelt with reference to English Appendix 1. • Spell words with the ‘s’ sound spelt ‘sc’ e.g. science, scene. • Place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s. • Use the first three or four letters of a word to check its spelling in a dictionary. • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 	<p>Composition:</p> <ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. • Plan his/her writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2. • Draft and write by organising paragraphs around a theme. • Evaluate and edit by assessing the effectiveness of his/her own and others’ writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Understand the grammatical difference between the plural and the possessive –s. • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. • Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

English Links to challenge curriculum	Links to Stone age to Iron age Write a diary entry from the point of view of a bronze age child	Links to Space	Links to India, fair trade and habitats Information text on India
Maths	<p><u>Number and Place value</u> LO: To count in multiples of 6, 7, 9, 25 and 1000. LO: To find 1000 more or less of a given number. LO: To count backwards through zero to include negative numbers. LO: To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). LO: To order and compare numbers beyond 1000. LO: To identify, represent and estimate numbers using different representations including measures. LO: To round any number to the nearest 10, 100 or 1000. LO: To solve number and practical problems that involve all of the above and with increasingly large positive numbers. LO: To 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.</p> <p><u>Addition and subtraction</u> LO: To add numbers with up to four digits using the formal method of columnar addition. LO: To subtract numbers with up to four digits using the formal method of columnar subtraction. LO: To estimate and use inverse operations to</p>	<p><u>Fractions and decimals</u> LO: To recognise and show, diagrams, families of equivalent fractions. LO: To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. LO: 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. LO: To add and subtract fractions with the same denominator. LO: To recognise and write decimal equivalents of any number of tenths or hundredths. LO: To recognise and write decimal equivalents $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. LO: To find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. LO: To round decimals with one decimal place to the nearest whole number. LO: To compare numbers with the same number of decimal places up to two decimal places. LO: To solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Measurement</u> LO: To convert between different units of measure e.g. kilometre to metre; hour to minute. LO: To measure and calculate the perimeter of a</p>	<p><u>Geometry - Properties of shape</u> LO: To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. LO: To identify acute and obtuse angles and compare and order angles up to two right angles by size. LO: To identify lines of symmetry in 2-D shapes presented in different orientations. LO: To complete simple symmetric figure with respect to a specific line of symmetry. LO: To begin to recognise where angles are greater than two right angles and know the term straight angle referring to two right angles together. LO: To begin exploring line symmetry with two lines of symmetry.</p> <p><u>Geometry - Position and Direction</u> LO: To describe positions on a 2-D grid as coordinates in the first quadrant. LO: To describe movements between positions as translations of a given unit to the left/right and up/down. LO: To plot specified points and draw sides to complete a given polygon.</p> <p><u>Statistics</u> LO: To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>

	<p>check answers to a calculation. LO: To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and division</u> LO: To recall multiplication and division facts for multiplication tables up to 12 x 12. LO: To 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. LO: To recognise and use factor pairs and commutativity in mental calculations. LO: To multiply two-digit and three-digit numbers by a one-digit number using formal written layout. LO: To solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>rectilinear figure (including squares) in centimetres and metres. LO: To find the area of rectilinear shapes by counting squares. LO: To estimate, compare and calculate different measures, including money in pounds and pence. LO: To read, write and convert time between analogue and digital 12 and 24-hour clocks. LO: To solve problems including converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>LO: To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
Maths links to challenge curriculum	Measuring accurately	<p>Converting measures to work out the size of the planets/measuring distance Creating budgets</p>	<p>Compass points / co-ordinates Time (during animation)</p>
Science	<p>Rocks</p> <ul style="list-style-type: none"> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from 	<p>Earth and Space</p> <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can

	<p>rocks and organic matter.</p> <p>Electricity</p> <ul style="list-style-type: none"> • I can identify common appliances that run on electricity • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • I can 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 • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • I can recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>explain day and night and the apparent movement of the sun across the sky.</p>	<p>sometimes pose dangers to living things.</p>
<p>History</p>	<p>Stone age and iron age</p> <p>To understand the changes in ancient civilisation between stone age and iron age.</p> <p>To understand the significance of changes during the stone age (first weapons?)</p> <p>To understand how to make comparisons between the stone age and the iron age.</p> <p>To understand the methods of historical enquiry. (what evidence has been found to make historical claims?)</p>	<p>To devise and answer questions about significant historical events (landing on the moon)</p>	

Geography	Settlements To understand the physical features of a location to influence a settlement.		Trade and renewable resources LO: To understand how to use maps, globes and Google Earth to describe and locate places using 4 figure grid references To understand trade links between the UK and other countries (Fair trade banana) To understand how natural resources are distributed To understand the key elements of a river To understand different methods of transportation used for trade and the effect on the environment To understand the importance of using renewable resources To locate the world's countries using maps
Art and Design		Space art in the style of Peter Thorpe LO: To understand what abstract art is LO: To learn about and evaluate the artist Peter Thorpe LO: To improve your mastery of using oil pastels including blending and creating texture (e.g. scratching) LO: To review and revisit ideas	Settings for animation To understand how to compare and contrast landscapes. To understand the effects different media create. To create visual texture using different marks and tools To understand how to evaluate the most effective media. To understand how to create an effective landscape.
Design and Technology	Make a roundhouse/settlement Research existing settlements and evaluate (research and evaluate). To understand how to investigate, analyse and	Rockets To research and evaluate methods of flight. To know how to use existing models to develop own	

	<p>evaluate dwellings.</p> <p>Use existing models to aid own design (designing – using exploded diagrams).</p> <p>To understand how to use existing models to inform designs that are fit for purpose</p> <p>Making of settlements</p> <p>To understand how to select and use a wide range of tools accurately.</p> <p>To understand how to cut and join materials and apply understanding of how to strengthen, stiffen and reinforce - (technical knowledge). - create an Bronze age round house</p> <p>LO: To consider the views of others about how to improve your work</p> <p>LO: To understand how key events and individuals in DT have helped shape the world – invention of roundhouses (evaluate).</p>	<p>design criteria</p> <p>To understand how to use effective cutting and joining techniques.</p> <p>To understand how to evaluate a product against own design criteria</p> <p>To understand how key events and individuals in DT have helped shape the world (e.g. the wright brothers – first powered flight)</p>	
Computing	<p><u>Booklet about Stone/iron age</u></p> <p>To understand how to insert and edit tables (e.g. comparison between stone age and iron age)</p> <p>To use appropriate editing tools to ensure work is clear and error free</p> <p>To select and import graphics, preparing for use (cropping, resizing, editing)</p> <p>To recognise intended audience and suggest improvements to make their work more effective</p>		<p><u>Animation</u></p> <p>LO: To independently upload and save images to a relevant location</p> <p>LO: To discuss and evaluate the quality of your own and others’ captured images and make decisions about whether to keep, delete or change them</p> <p>LO: To create and import sounds and music for a specific project</p> <p>LO: To arrange, trim and cut clips to create a short film that conveys meaning</p> <p>LO: To add simple titles, credits and special</p>

	<p>To consider the effectiveness of key questions on search results and refine where necessary</p> <p>To use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion.</p> <p>To use appropriate tools to save and retrieve information e.g. through favourites, history, copy and paste and save</p> <p>LO: To use the print screen function to capture images</p>		<p>effects</p> <p>LO: To plan and create a short animated sequence using a storyboard and a timeline</p>
Music			<p><u>Music background for animations</u></p> <p>LO: To improvise music for a specific purpose using different inter-related dimensions of music</p> <p>LO: To play percussion instruments with increasing accuracy and control</p>
PHSE	<p>Being me in my world</p> <p>Celebrating difference</p>	<p>Dreams and goals</p> <p>Healthy me</p>	<p>Relationships</p> <p>Changing me.</p>
PE and Games	<p>Tag rugby</p> <p>Hockey</p> <p>Dance</p>	<p>Gymnastics</p> <p>To understand how to complete a forward roll and land on the feet.</p> <p>To understand how to skip forward in a fluid motion.</p> <p>Netball</p> <p>To understand how to pass a ball from chest height.</p> <p>Football</p> <p>To understand how to accurately kick a ball.</p>	<p>Rounders</p> <p>Athletics</p> <p>Outdoor games</p>
PE and Games /Being active links	<p>Healthy living week</p>		<p>Where food comes from/healthy living</p>

<p>Short courses</p>	<p><u>Spanish</u> Recap: Greetings + basic vocabulary</p> <p>Recap: numbers from 0 to 15</p> <p>To be able to recognise numbers until 31</p> <p>To say and recognise the days of the week</p> <p>To say months of the year</p> <p>To say and ask the month of their birthday</p> <p>To say and write dates using the formula “(day) + el (number) de (month)”</p> <p>To say parts of the head and face</p> <p>To say and recognise parts of the body</p> <p>To say and recognise animal words</p>	<p><u>RE</u> <u>Christianity - Parables</u></p> <p>To understand the meaning of a parable</p> <p>To understand and identify main messages in parables</p> <p>To understand and reflect the message within a parable.</p> <p><u>Judaism - Moses</u></p> <p>To understand who Moses was.</p> <p>To understand Moses’ importance to Judaism</p> <p>To Understand the importance of Moses’ message from God</p> <p>To understand how Jews celebrate Pesah</p>	<p><u>Computer Science</u> To understand:</p> <p>how to design, write and debug a program that achieves a specific goal</p> <p>how images are represented digitally</p> <p>how to use logical reasoning to explain how algorithms work</p> <p>how to solve problems by decomposing them into smaller ones</p> <p>how to work with variables, inputs and outputs.</p>
	<p><u>Healthy Living</u></p>	<p><u>Art</u></p> <p>To understand shading and colour techniques to add depth to our artwork.</p> <p>To research the work of Picasso & replicate his style in your own artwork.</p> <p>To investigate into the history and create an African mask design.</p> <p>To develop 3D Art skills to create a piece of artwork.</p>	<p><u>Music</u></p> <ul style="list-style-type: none"> -To know the parts of the violin and bow. - To be able to hold the violin and bow properly. -To name the musical parts of the ‘stave’. -To know the meaning of crotchet, minim, semi-breve and quaver. -To recognise the 4 notes G, D, A and E on the stave and how to play them on the violin. - To feel confident playing a 1,2,3 and 4 note piece with the bow. -To understand the meaning of beat, rhythm, tempo, dynamics, timbre and texture. -To understand how to compose your own

			piece of violin music and to perform your own piece of music in front of the class.
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N.B. Each short course is covered over a half term at some point during the academic year.