



Year 4 – Curriculum Overview

This shows breadth and coverage of subject areas based on our school's schemes of work.

Subjects	<u>AUTUMN TERM 1</u>	<u>AUTUMN TERM 2</u>	<u>SPRING TERM 1</u>	<u>SPRING TERM 2</u>	<u>SUMMER TERM 1</u>	<u>SUMMER TERM 2</u>
<p><b>English</b></p>	<p>Narrative – Stories with historical settings. How authors develop characters. Texts: <i>The Prince, the Cook and the Cunning King</i> by Terry Deary <i>The Queen's Token</i> by Terry Deary. <i>The Tunnel</i> by Anthony Browne</p> <p>Non Fiction – Information texts (Tudor daily life)</p> <p>Imagery / Poetry</p> <p>SPAG – Ongoing – every lesson</p>	<p>Narrative – Using similar writing as models for their own compositions) Texts: <i>I Am The Mummy Heb-Nefert</i> by Eve Bunting <i>Rhodopis: the Egyptian Cinderella</i> by Shirley Climo</p> <p>Narrative – Play scripts (Easter). Performing their own compositions.</p> <p>Non-Fiction - persuasion (Historical artefacts)</p> <p>Non-fiction – Explanation texts (mummification, building pyramids)</p> <p>Non-fiction – instructions (butterflies, lotus blossoms)</p> <p>SPAG – Ongoing – every lesson</p>	<p>Narrative – Using similar writing as models for their own compositions) Texts: <i>I Am The Mummy Heb-Nefert</i> by Eve Bunting <i>Rhodopis: the Egyptian Cinderella</i> by Shirley Climo</p> <p>Narrative – Play scripts (Easter). Performing their own compositions.</p> <p>Non-Fiction - persuasion (Historical artefacts)</p> <p>Non-fiction – Explanation texts (mummification, building pyramids)</p> <p>Non-fiction – instructions (butterflies, lotus blossoms)</p> <p>SPAG – Ongoing – every lesson</p>	<p>Narrative – story writing (Viking sagas)</p> <p>Non Fiction – explanation texts</p> <p>Non-Fiction – recounts (Trip)</p> <p>Non-fiction – précising longer pieces of text.</p> <p>SPAG – Ongoing – every lesson</p>	<p>Narrative – story writing (Viking sagas)</p> <p>Non Fiction – explanation texts</p> <p>Non-Fiction – recounts (Trip)</p> <p>Non-fiction – précising longer pieces of text.</p> <p>SPAG – Ongoing – every lesson</p>	<p>Narrative – story writing (Viking sagas)</p> <p>Non Fiction – explanation texts</p> <p>Non-Fiction – recounts (Trip)</p> <p>Non-fiction – précising longer pieces of text.</p> <p>SPAG – Ongoing – every lesson</p>
<ul style="list-style-type: none"> <li>• RWI Spelling</li> <li>• Nelson Handwriting (Martin Harvey)</li> <li>• Guided Reading session plans for each group</li> <li>• Class story time</li> </ul>						

<b>Mathematics</b>	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Area		Number: Fractions Measurement: Time Number: Decimals Measurement: Money		Measurement: Perimeter and Length Geometry: Angles Geometry: Shape and Symmetry Geometry: Position and Direction Statistics Measurement: Area and Perimeter	
	<ul style="list-style-type: none"> <li>Weekly times tables tests</li> </ul>					
<b>Science</b>	Animals, including humans: Teeth, human digestive system, food chains.		States of matter: Solids, liquids and gases. Water Cycle. Sound: What causes sound, pitch, volume.		Living things and their habitats: Classification, Environmental changes to habitats. Electricity: Simple circuits, switches, conductors and insulators.	
<b>Computing</b>	Coding (Using Purple Mash 2Code Program)	Spreadsheets (Using Purple Mash 2Calculate Program)	Online Safety Writing for different audiences (various programs)	Logo (Using Purple Mash Logo Program)	Animation (Using Purple Mash 2Animate Program)	Effective Searching (Browser) Hardware investigations (various programs)
<b>R.E.</b>	<b><u>Prayer, light &amp; symbols</u></b> How do Christians pray? How do Muslims pray? Why do Christians pray? Why is Jesus described as a light of the world? Did Jesus need to be born and why?		<b><u>The Bible</u></b> What do bible stories teach us? Can I describe the impact of some of Jesus' teachings on Christians today? Can I recognise the morality in the teachings of the bible? Can I tell someone about the importance of morality in the Bible? Why did Jesus tell parables? How important were the teachings of Jesus?		<b><u>The Nature of God</u></b> What was the impact of the resurrection on the people involved in Jesus's life? What would it be like to experience Pentecost? How would this have made you feel? What makes you think this? How did the events of Pentecost change the disciples? Did Joseph have an easy life? What does the story of Moses tell you about the character of God? How can Christians today learn from the life experiences of old testaments forefathers?	
<b>PE</b>	Gymnastics / Multi skills	Dance / Invasion games	Gymnastics / Net & wall games	Dance / Invasion games	Striking & Fielding	Striking & Fielding Athletics

			Swimming	Swimming	Swimming
<b>Creative Curriculum focus</b>	Tudors		Ancient Egypt		Vikings
<b>Geography</b>	Human & physical geography of counties & cities in UK (Yorkshire & Lancashire)		Rivers, locating/naming cities (Nile/Cairo). Vegetation belts, biomes (World).		Natural resources – settlement.
<b>History</b>	Tudors - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		The achievements of the earliest civilizations – a depth study of Ancient Egypt.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
<b>Art</b>	<b>Tudors</b>  Tudor roses – Tissue paper <b>collage</b> . <b>Tracing</b> and <b>transferring</b> design / pattern. Tudor Homes. <b>3D picture</b> . <b>Watercolour</b> painting. Tudor portraits – <b>portrait drawing</b> skills – Pencil crayon. <b>Review</b> portrait artists: <i>Hans Holbien the younger</i> .		<b>Ancient Egypt</b>  Canopic jar – Create a jar from <b>clay</b> and decorate with <b>paint</b> . <b>Mixing</b> appropriate <b>paint</b> colours and choosing appropriate design.		<b>Vikings</b>  Clay jewellery. Shields. Longboat collage.
<b>D&amp;T</b>	Tudors	Tudor Roses & Tudor Homes	Ancient Egypt Double Egyptian crown – <b>research</b> the style and design. <b>Pencil sketch</b> a design. Problem solve to make own version.		Vikings Storybooks
<b>C&amp;N</b>	<u>Contrasting diets:</u> <u>Rich</u> – meat, fish, vegetables & bread <u>Poor</u> – pottage, bread & chicken Make – Maid of Honour Tarts		<u>Contrasting diets:</u> <u>Rich</u> – meat (beef), bread, vegetables, fruit, cheese & honey <u>Poor</u> – meat (goat & sheep), bread, vegetables, pickled & salted fish Make – Cook vegetables in different ways		Farming & Fishermen's diets consisted of: bread, porridge, meat stews, honey, meat, fish, cabbage, peas, fruit (cherries, apples & plums) Make – Meat & vegetable stew

<p><b>Music &amp; Drama</b></p>	<p><b>Recorder tuition</b>  Learn about the instrument playing techniques  Perform songs &amp; accompaniments  Learn to perform pieces aurally and from traditional notation  Continue learning new notes and perform pieces with increasing difficulty</p>			<p><b>Easter performance</b>  Learn to sing the songs for the traditional Easter performance  Learn about warming up and care of voice phrasing, tuning, breath control  Perform individually, as a group and in parts</p>	<p><b>Music and drama special assembly Vikings / Egyptians</b>  Learn to sing the songs for the special assembly  Revise and develop vocal technique, use music to acquire new knowledge about the topic  Rehearse the drama and perform to an audience</p>	<p><b>Recorder tuition</b>  Continue learning new notes and perform pieces with increasing difficulty  Develop skills reading music from traditional Western notation</p>
<p><b>P.S.H.C.E.</b></p>	<p><b><u>Rules of Law and Responsibilities</u></b>  Help make our class rules.  Know school rules about health and safety, basic emergency procedures and where to get help.  Know how our actions affect us and other people.  Know that there are different kinds of rights, responsibilities and duties at home, in school, in our community.  Know how we can contribute to the life of the classroom.</p>	<p><b><u>Tolerance and Respect</u></b>  Know how to respond to teasing and bullying and where to get help.  Recognise the nature and consequence of teasing and bullying.  Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.  Know that increased independence brings increased responsibilities for keeping ourselves</p>	<p><b><u>Aiming High</u></b>  Celebrate our achievements; identify strengths and areas for development and set ourselves goals.  Be aware of different types of relationships. Including those between friends, families and civil partnerships.  Work collaboratively towards shared goals.  Resist pressure to</p>	<p><b><u>Understanding Ourselves</u></b>  Judge what kind of contact is acceptable and unacceptable.  Understand the concept of keeping something confidential or 'secret'. Know when it is right to 'break a confidence' or 'share a secret'.  Know that bacteria and viruses can affect health and that following simple routines can</p>	<p><b><u>Making Positive Choices</u></b>  Recognise opportunities to make choices about food and what influences our choices and the benefit of eating a balanced diet.  Recognise and care about other people's feelings and try to respect their points of view.  Know about people who are responsible for helping to keep us healthy and safe.  Listen respectfully to a range of people and</p>	<p><b><u>Money Matters</u></b>  Make choices how to manage our money.  Understand the role money plays in our lives.  Understand how to manage change and loss.  (Transition and bereavement)  Think about the lives of people in other places and people with different values and customs.</p>

		<p>and others safe.          Have strategies for keeping ourselves safe including, road safety, online safety and in our environment.          Understand the importance of protecting personal information including passwords, addresses and images.</p>	<p>act in a dangerous, unhealthy or wrong way.          Understand good and not so good feelings. Recognise and respond to a wider range of feelings in others.</p>	<p>reduce their spread.          Understand when a relationship is unhealthy and know who to ask for help.</p>	<p>feel confident to raise our own concerns.          Know what positively affects our physical, emotional and mental health.</p>	
<b>Educational Visits</b>	Gainsborough Old Hall					Murton Park