



Tankersley C of E (A) Primary School

**Year 4 – Curriculum Overview**

*This shows breadth and coverage of all subject areas and progression of knowledge and skills.*

Subjects	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p><b>English</b></p> <p><i>Autumn</i>  <i>The Prince, the Cook and the Cunning King</i> by Terry Deary  <i>The Tunnel</i> by Anthony Browne  <i>The Queen's Token</i> by Terry Deary.</p> <p><i>Spring</i>  <i>I Am The Mummy Heb-Nefert</i> by Eve Bunting  <i>Rhodopis: the Egyptian Cinderella</i> by Shirley Climo</p> <p><i>Summer</i>  <i>The Saga of Erik the Viking</i> by Terry Jones  <i>Odd and the Frost Giants</i> by Neil Gaiman</p> <p><b>Topic themed film clips, extracts, pictures and music</b></p>	  <p><b>Writing skills and applying skills to different text types</b></p> <p><b>SPAG- Spelling, Punctuation and Grammar</b></p> <p><b>Reciprocal Reading – Range of texts linked to Tudors</b></p> <p><i>Texts: The Prince, the Cook and the Cunning King (stories with historical settings), The Tunnel (picture book), The Queen's Token (links to Tudor)</i></p> <p>Narrative – Stories with historical settings. How authors develop characters.            Non Fiction – Information texts (Tudor daily life)            Imagery / Poetry  <b>Moderated writing:</b> <i>short story about a journey through The Tunnel, a letter to Henry VIII from Anne Boleyn</i></p> <ul style="list-style-type: none"> <li>• RWI Spelling</li> <li>• RWI Handwriting</li> <li>• Guided Reading session plans for each group</li> <li>• Class story time</li> </ul>	  <p><b>Writing skills and applying skills to different text types</b></p> <p><b>SPAG- Spelling, Punctuation and Grammar</b></p> <p><b>Reciprocal Reading – Range of texts linked to Egyptians</b></p> <p><i>Texts: I Am The Mummy Heb-Nefert (Egyptians), Rhodopis: the Egyptian Cinderella (Egyptians)</i></p> <p>Narrative Using similar writing as models for their own compositions, play scripts (Easter). Performing their own compositions.            Non-Fiction text: recounts            Non-fiction – Explanation texts (mummification, building pyramids)            Non-fiction – instructions (butterflies, lotus blossoms)  <b>Moderated writing:</b> <i>instructions to wrap an Egyptian mummy, factual report on the Egyptian pyramids.</i></p>	  <p><b>Writing skills and applying skills to different text types</b></p> <p><b>SPAG- Spelling, Punctuation and Grammar</b></p> <p><b>Reciprocal Reading – Range of texts linked to Vikings</b></p> <p><i>Texts: The Saga of Erik the Viking (Vikings), Odd and the Frost Giants (Vikings)</i></p> <p>Narrative – story writing (Viking sagas)            Non Fiction – explanation texts            Non-Fiction - persuasion (Historical artefacts)            Non-fiction – précising longer pieces of text.</p> <p><b>Moderated writing:</b> <i>persuasive letter asking the Vikings not to invade our lands, Newspaper report about the Viking invasion.</i></p>			

<b>Mathematics</b>	Number: Place Value Number: Addition and Subtraction Measurement: Perimeter and Length Number: Multiplication and Division		Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals		Measurement: Money Measurement: Time Geometry: Shape and Symmetry Statistics Geometry: Position and Direction	
	<i>Weekly times tables tests Countdown Maths Ongoing – Every Morning</i>					
<b>Science</b>	Animals, including humans		States of matter Living things and their habitats		Sound Electricity	
<b>Computing</b>	Unit 4.1 Coding Program = 2Code	Unit 4.3 Spreadsheets Program = 2Calculate	Unit 4.4 Writing for different audiences Programs = 2Email, 2Connect, 2DIY	Unit 4.5 Logo Program = Logo	Unit 4.6 Animation Program = 2Animate	Unit 4.7 Effective Searching Program = Browser  Unit 4.8 Hardware investigations Programs = various
	<b>Internet safety throughout-</b> Unit 4.2 Online Safety - To review aspects of online safety (Links with Decision 1 PHSE).					
<b>R.E.</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?  <b>GOSPEL</b> What kind of world did Jesus want?		<b>JUDAISM</b> How do Jewish people practise their beliefs?  <b>JUDAISM/CHRISTIANITY</b> Who are the people of God?		<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of the Pentecost?  <b>BUDDHISM</b> How do Buddhists practise their beliefs?	
<b>PE</b>	Gymnastics / Multi skills Dance / Invasion games		Gymnastics / Net & wall games Dance / Invasion games		Striking & Fielding Striking & Fielding Athletics	
			Swimming		Swimming	

Creative Curriculum focus	Terrible Tudors	Awesome Egyptians	Vicious Vikings
<b>Geography</b>	<b><u>Yorkshire and Lancashire</u></b> Human and physical geography of counties and cities in UK Mountains and 3D maps	<b><u>Nile/Cairo</u></b> Rivers, locating/naming cities <b><u>World</u></b> Vegetation belts, biomes	<b><u>Britain</u></b> Natural resources – settlement.
<b>History</b>	<b><u>Tudors (1485 and 1603)</u></b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	<b><u>Ancient Egyptians (3100 BC - 30 BC)</u></b> The achievements of the earliest civilizations – a depth study of Ancient Egypt.	<b><u>Vikings (793 AD – 1066)</u></b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
<b>Art</b>	DRAWING – Tudor portraits. Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. Make marks and lines with sketching pencil, Experiment with different grades of pencil and other implements to; make lines and marks, draw different forms and shapes, and achieve variations in tone. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Apply a simple use of patterns and texture in a drawing.  PAINTING – Tudor rose. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. Experiment with different effects and textures including; blocking in colour, washes, thickened paint creating textural	3D and SCULPTURE - Canopic jar. Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.  DIGITAL MEDIA – Egyptian double crown. Record and collect visual information using digital cameras. Present recorded digital images using software e.g. Powerpoint. Use software to create images and effects with lines by controlling the brush tool with increased precision, changing the type of brush for the appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate, and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	COLLAGE – Viking longboat. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.  3D and SCULPTURE – Clay jewellery. Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.

	<p>effects. Work on a range of scales e.g. thin brush on a small picture. Create different effects and textures with paint according to what is required of the task.</p> <p>TEXTILES - Tudor Lavender Bags. Use a variety of techniques, e.g. printing, dyeing, to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.</p> <p><b>Tudor roses – Tissue paper collage. Tracing and transferring design / pattern. Review portrait artists: Henri Matisse and Henri Rousseau.</b> <b>Tudor Homes. 3D picture. Watercolour painting.</b> <b>Tudor portraits – portrait drawing skills – Pencil crayon. Review portrait artists: Hans Holbien the younger.</b></p>	<p>PAINTING – Egyptian river scene. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. Experiment with different effects and textures including; blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on a small picture. Create different effects and textures with paint according to what is required of the task.</p> <p><b>a jar from clay and decorate with paint. Mixing appropriate paint colours and choosing appropriate design.</b> <b>Watercolours – paint an Egyptian river scene.</b></p>	<p>Clay jewellery. Shields. Longboat collage.</p>
<b>D&amp;T</b>	DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE - Money containers Tudor Homes	DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE - Double Egyptian crown	DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE - Storybooks
<b>C&amp;N</b>	<p><u>Contrasting diets:</u> <u>Rich</u> – meat, fish, vegetables &amp; bread <u>Poor</u> – pottage, bread &amp; chicken</p>	<p><u>Contrasting diets:</u> <u>Rich</u> – meat (beef), bread, vegetables, fruit, cheese &amp; honey</p>	Farming & Fishermen’s diets consisted of: bread, porridge, meat stews, honey, meat, fish, cabbage, peas, fruit (cherries, apples &

	Make – Maid of Honour Tarts	<u>Poor</u> – meat (goat & sheep), bread, vegetables, pickled & salted fish Make – Cook vegetables in different ways	plums) Make – Meat & vegetable stew	
<b>Music &amp; Drama</b>	<b>Recorder tuition</b> Learn about the instrument playing techniques Perform songs & accompaniments Learn to perform pieces aurally and from traditional notation Continue learning new notes and perform pieces with increasing difficulty	<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	<b>Music and drama special assembly</b> <b>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	<b>Recorder tuition</b> Continue learning new notes and perform pieces with increasing difficulty Develop skills reading music from traditional Western notation
<b>PSHE</b>	<b>Keeping and staying safe:</b> Cycle Safety <b>Keeping and staying healthy:</b> Healthy Living	<b>Growing and changing:</b> Appropriate Touch (Relationships) <b>Computer safety:</b> Online bullying <b>Being responsible:</b> Coming home on time	<b>Feelings and emotions:</b> Jealousy <b>The working world:</b> Chores at home <b>A world without judgement:</b> Breaking down barriers	
<b>Educational Visits linked to learning</b>	Gainsborough Old Hall, Synagogue, RSPB-Wetlands Centre		Murton Park	