



## 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><b>Autumn</b>  <i>The Prince, the Cook and the Cunning King</i> by Terry Deary  <i>The Tunnel</i> by Anthony Browne  <i>Cinnamon</i> by Neil Gaiman</p> <p><b>Spring</b>  <i>I Am The Mummy Heb-Nefert</i> by Eve Bunting  <i>Rhodopis: the Egyptian Cinderella</i> by Shirley Climo</p> <p><b>Summer</b>  <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>  <b>SPAG- Spelling, Punctuation and Grammar</b>  <b>Reciprocal Reading – Range of texts linked to Tudors</b>  <i>Texts: The Prince, the Cook and the Cunning King (Informal letter; stories with historical settings), The Tunnel (narrative; picture book), Leon and the Place Between (fantasy narrative), Cinnamon (mythical tale).</i></p> <p><b>Moderated writing:</b> <i>short story about a journey through The Tunnel, a fantasy narrative as Leon steps through the magic box!</i></p>	 <p><b>Writing skills and applying skills to different text types</b>  <b>SPAG- Spelling, Punctuation and Grammar</b>  <b>Reciprocal Reading – Range of texts linked to Egyptians</b>  <i>Texts: I Am The Mummy Heb-Nefert (Instructions), The Story of Tutankhamun (Biography), Rhodopis: the Egyptian Cinderella (Egyptians)</i></p> <p><b>Moderated writing:</b> <i>instructions to wrap an Egyptian mummy, biography of Howard Carter.</i></p>	 <p><b>Writing skills and applying skills to different text types</b>  <b>SPAG- Spelling, Punctuation and Grammar</b>  <b>Reciprocal Reading – Range of texts linked to Vikings</b>  <i>Texts: How to Train Your Dragon (non-chronological report on dragons), Shackleton's Journey, (Recount), Odd and the Frost Giants (retelling – other perspective)</i></p> <p><b>Moderated writing:</b> <i>non-chronological report on dragons, recount of the events of Shackleton's Journey from the perspective of a crew member aboard the Endurance.</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>					

<b>Mathematics</b>	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division A		Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Geometry: Shape and Symmetry Statistics: Line Graphs Geometry: Position and Direction	
	<i>Weekly times tables tests Countdown Maths Ongoing – Every Morning</i>					
<b>Science</b>	Animals, including humans (Teeth)	Animals, including humans (Digestion and Food Chains)	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 Unit 4.9 Making Music = Busy Beats	Unit 4.10 Artificial Intelligence = Chat GPT Unit 4.11 Micro:bits
	<b>Internet safety throughout-</b> Unit 4.2 Online Safety - To review aspects of online safety (Links with 1 Decision)					
<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>HUMANISM</b> What do humanists believe?  <b>KINGDOM OF GOD</b> When Jesus left, what was the impact of the Pentecost?	
<b>PE</b>	Outdoor and Adventure Gymnastics – Movement Most	Invasion games Dance - Romans	Invasion games – Tag Rugby Hockey Circuit Training	Net and Wall games – Badminton Gymnastics – Shapes and	Striking & Fielding – Rounders Dance – Carnival of the Animals	Athletics Dance - Water

				Balance (Ancient Egypt)		
			Swimming (15 week block)			
<b>Creative Curriculum focus</b>	<b>Terrible Tudors</b>		<b>Awesome Egyptians</b>		<b>Vicious Vikings</b>	
<b>Geography</b>	<u>Climate zones, biomes and vegetation belts</u> <ul style="list-style-type: none"> <li>- weather and climate</li> <li>- vegetation belts</li> <li>- biomes</li> <li>- adaptation and vulnerability</li> </ul>		<u>Rivers</u> <ul style="list-style-type: none"> <li>- rivers of the UK</li> <li>- longest rivers in the world</li> <li>- what is so special about the Nile</li> <li>- features of a river and their creation</li> </ul>		<u>Europe</u> <ul style="list-style-type: none"> <li>- countries in Europe</li> <li>- human and natural wonders of the Mediterranean</li> <li>- mountains on a map</li> <li>- case study: Bologna</li> </ul>	
<b>History</b>	<u>Tudors (1485 and 1603)</u> <u>How did Henry VIII change religion in England?</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		<u>Ancient Egyptians (3100 BC - 30 BC)</u> <u>Why were the Ancient Egyptians so successful?</u> The achievements of the earliest civilizations – a depth study of Ancient Egypt.		<u>Vikings (793 AD – 1066)</u> <u>What impact did the Vikings have on Britain?</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
<b>Art</b>	COLLAGE – Tudor Rose  DRAWING – Tudor portraits  3D and SCULPTURE – Tudor Houses		PAINTING – Egyptian river scene  3D and SCULPTURE - Canopic jar  DIGITAL MEDIA – Egyptian double crown		PRINTING – Viking shield  COLLAGE – Viking longboat  TEXTILES – Viking Belt Purse	
<b>D&amp;T</b>	DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE - Embossing Metal		DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE – Hieroglyphic Clock		DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE – Viking Longboats	
<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,		Farming & Fishermen's diets consisted of: bread, porridge, meat stews, honey, meat, fish, cabbage, peas, fruit (cherries, apples & plums)	

		vegetables, pickled & salted fish Make – Cook vegetables in different ways	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>Computer safety:</b> Online bullying	<b>First aid</b> - breathing difficulties, asthma, anaphylaxis, and choking <b>Growing and changing:</b> Appropriate Touch (Relationships) <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, Mosque and Hindu temple.		Murton Park	