


Curriculum Overview 2018-2019 – Year 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cross-curricular lead subject(s)	Fantastic Beasts Science Geography History	Spitfires and Smoke! History Geography DT	Extreme Earth Science Geography DT	River Deep Mountain High Geography Science	Vicious Vikings History	Healthy Humans Science DT Geography
Subject Assessment Rota on TT	Science Geography History	History Science Art DT	Science Geography DT	Geography Science Computing	History Science French PE Art	Science DT Music
Whole School Topics	Step Back in Time (History focus)		Nature's Beauty (Science Focus)		Food Glorious Food (Health and Well Being Focus)	
School Trips/ Events	Sublime science visitor Portchester Castle trip	Four Teas and Havant church Angel FM Stansted House (house)	Sustainability centre		Viking visitor RE trip to a synagogue	Pizza express
To book/organise ASAP	Sublime science Visitor and Portchester Castle trip	Four Teas and Havant church Angel FM and Stansted House and WWII history box	Sustainability centre		Viking visitor for the end of topic RE trip to a synagogue	Pizza express – book early for Summer 2 Wk3
Display Responsibilities	Geography for corridor display	Art for Barncroft Art Gallery		Science for corridor display	History for corridor display	DT for corridor display

		Display				
English	Inform Explain Describe Instruct Advise Persuade Entertain Discuss					
Text Drivers	Main text driver Fantastic Beasts Others Harry Potter and the Philosopher's Stone (class reader/guided reading/send home for homework) The Tales of Beedle the Bard Quidditch Through the Ages	The Lion and The Unicorn Goodnight Mr Tom Letters from the Lighthouse	Tuesday	Journey to the River Sea The Great Kapok Tree	Norse Mythology Odd and Frost Giants	James and the Giant Peach
Purpose	Inform Entertain Describe	Explain Inform Persuade Entertain Describe Instruct	Inform Persuade Discuss Entertain	Inform Entertain Instruct	Describe Advise Explain Entertain	Instruct Entertain Advise
Form	Character Description Spells/Instructions Formal Letter - end of unit	Letter Diary Historical fiction Fact Files Newspaper	Diary Information text Explanation News Report – Script/ Newspaper	Persuasive Letter Setting Missing Animal (character description – imagine a world without animals) Poetry	Invent God – Character Job application to become a god – incl. cover letter Myth	Character Description – Flipside Narrative – Short story.
Grammar	(REVISE YEAR 3 GRAMMAR) The grammatical difference between plural and possessive – s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The	Fronted adverbials [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid	Use of commas after fronted adverbials	Address SPAG test gaps

	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase.</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Figurative language</p>	Use of paragraphs to organise ideas around a theme	conductor shouted, "Sit down!"]	repetition		
<p>Maths INSPIRE</p>	<p>Unit 1 (3A) – numbers within 10,000 (1 week)</p> <p>Unit 1 (4A) – whole numbers (1 week)</p> <p>Unit 2 (3A) - + within 10,000</p> <p>Unit 3 (3A) - – within 10,000</p> <p>Unit 4 (3A) – solving word problems with +/- (4 weeks)</p> <p>Use yellow books to show progression from these tasks into numbers within</p>	<p>Unit 2 (4A) – Whole numbers 2 (3 Weeks)</p> <p>Unit 6 (3B) – X (2 weeks)</p> <p>Unit 7 (3B) - ÷ (2 Weeks)</p> <p>Unit 8 (3B) – X/÷ word problems (1 Week)</p> <p>Assessment point 2 - Assessment book 3. (test 2 and 3)</p>	<p>Unit 9 (3B) – Mental calculations (1 week)</p> <p>Unit 3 (4A) - Whole numbers 3 (3 Weeks)</p> <p>Unit 10 (3C) – money (2 Weeks)</p> <p>Assessment point 3 - Assessment book (test 3). - Inspire middle</p>	<p>Unit 11 (3C) – Length, mass and volume (2weeks)</p> <p>Unit 12 (3C) – L/M/V word problems (1 week)</p> <p>Assessment point 4 - Assessment book (Book 3, Test 4)</p>	<p>Unit 13 (3B) – Bar graphs (2 Weeks)</p> <p>Unit 4 (4A) – Tables and line graphs (2 Weeks)</p> <p>Assessment point 5 - Assessment book. (Book 4, Test 2)</p> <p>- Inspire End</p>	<p>Unit 14 (3B) – Fractions (3 Weeks)</p> <p>Unit 15 (3B) – Time (2 Weeks)</p> <p>Unit 16 (3B) – Angles (1 Weeks)</p> <p>Unit 17 (3D) – Perpendicular and parallel lines (Teach as maths meeting along side units 16 and 18)</p> <p>Unit 18 (3B) – Area and perimeter (2 Weeks)</p> <p>Assessment point</p>

	<p>100,000 and use to consolidate Unit 1. (1 week)</p> <p>Assessment point 1</p> <p>- Inspire Beginning</p>					<p>6</p> <p>- Assessment book. (Book 4, Test 2)</p>
Science	<p style="text-align: center;"><u>KPI Focus across the year</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus) <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests (Year 4 focus) • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus) <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus) <ul style="list-style-type: none"> • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus) • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus) <ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus) • Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus) 					
	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether</p>	<p>Living Things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose</p>	<p>Working Scientifically Focus</p> <p>See KPIs above</p>	<p>Animals and Humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying</p>

	<p>which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>dangers and have an impact on living things</p>		<p>producers, predators and prey</p>
Art	<p style="text-align: center;"><u>KPIs:</u></p> <ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • use taught technical skills to adapt and improve his/her work • articulate how he/she might improve their work using technical terms and reasons as a matter of routine <p style="text-align: center;">describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p>					
	<p>Magic art and Artists</p> <p>create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p>	<p>Moods and materials</p> <p>experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>Volcano structure link to DT</p> <p>plan a sculpture through drawing and other preparatory work</p>	<p>River marbling</p> <p>use a variety of techniques e.g. marbling, silkscreen and cold water paste</p>	<p>Viking shield using Batik</p> <p>print on fabrics using tie-dyes or batik</p>	<p>Still life – food</p> <p>draws familiar objects with correct proportions</p>
DT	<p style="text-align: center;"><u>DT Skills across the year through the projects listed below</u></p> <ul style="list-style-type: none"> • understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active • understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe 					

	<p style="text-align: center;">and palatable/tasty to eat</p> <ul style="list-style-type: none"> • investigate similar products to the one to be made to give starting points for a design • generate alternative plans and expound on the good points and drawbacks of his/her original design • select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately • explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product <ul style="list-style-type: none"> • consider how the finished product might be improved and how well it meets the needs of the user • join and combine materials and components accurately in temporary and permanent way • understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors – this statement is in Year 5 on TT • understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages – this will be assessed on Target Tracker in Year 6 not Y3 					
		Textiles design and make a simple sewn artefact that can be stuffed <ul style="list-style-type: none"> • Purse • Stuffed toy Running stitch outlines to create bookmarks.	Electrical Systems Simple circuits and switches including programming and control			Prepare and cook a range of savoury dishes using a age of techniques. Know where and how food is grown caught and processed. <ul style="list-style-type: none"> • Soups • Rice • Bread • Fried vegetables and couscous
Computing	We are co-authors	We are toy designers	We are meteorologists	We are musicians	We are software developers	We are HTML editors
Geography	<p style="text-align: center;">Please note Y4 will do water cycle, mountains, rivers (not Y5) to fit with Y4 Science LOs - Assess LOs on Band 5 on TT</p> <p style="text-align: center;"><u>Geographical Skills and Fieldwork focus to cover across the topics</u></p> <ul style="list-style-type: none"> • understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, 					

	<p>transportation, headland, volcanoes, earthquakes etc.</p> <ul style="list-style-type: none"> • measure straight line distances using the appropriate scale • explore features on OS maps using 6 figure grid references <ul style="list-style-type: none"> • draw accurate maps with more complex keys • plan the steps and strategies for an enquiry 					
	<p><u>Human and Physical</u> describe human features of the UK regions, cities and/or counties</p> <p><u>Locational</u> demonstrate knowledge of features about places around him/her and beyond the UK</p>	<p><u>Place Knowledge</u> know about the wider context of places – region, country understand why there are similarities and differences between places</p>	<p><u>Locational (link with volcano/earthquake regions)</u> recognise the different shapes of the continents recognise that people have differing qualities of life living in different locations and environments</p>	<p><u>Human and Physical (link with rainforest, rivers, mountains, water cycle - science)</u> understand the effect of landscape features on the development of a locality describe how people have been affected by changes in the environment explain about natural resources e.g. water in the locality explore weather patterns around parts of the world</p>		<p><u>Locational</u> identify where countries are within Europe, including Russia know how the locality is set within a wider geographical context</p>
History	<p><u>History skills to apply across the topics</u></p> <ul style="list-style-type: none"> • place some historical periods in a chronological framework (chronological understanding) • use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) <ul style="list-style-type: none"> • communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) <ul style="list-style-type: none"> • use historic terms related to the period of study (chronological understanding) • understand that sources can contradict each other (historical interpretations) • use a variety of resources to find out about aspects of life in the past (historical enquiry) 					
	describe a local history study (Portchester Castle)	describe a study of an aspect or theme in British history that extends pupils'			describe Britain's settlement by Anglo-Saxons and Scots	

		chronological knowledge beyond 1066 (World War 2)			describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
MFL – French	<p>Year 4 objectives (Y3 completed) Questions, answers and sentence building e.g. Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et...</p> <p>Further adjectives e.g. blanc, brun, noir, orange, rose</p> <p>Vocabulary for a game Coin! Coin! Encore!</p> <p>Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet</p> <p>Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p>	<p>Adjectives that precede the noun e.g. Petit, grand</p> <p>Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard</p> <p>Verbs e.g. danser, sauter, voler, nager</p> <p>Punctuation e.g. Point d'exclamation Point d'interrogation</p> <p>Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera...</p> <p>Definite article le, la, l', les</p>	<p>Vocabulary from a song une culotte, une chemise, une veste, des lunettes Que fais-tu?</p> <p>Questions and answers e.g. Combien de cochons y a-t-il ? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date. Qui + verb</p> <p>Phrases of celebration / greeting e.g. Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire !</p> <p>Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.</p>			
Music	<p align="center"><u>Listen to Me to cover these objectives across the year</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • demonstrate a developing understanding of the history of music 					
	Listen to Me	Listen to Me	Listen to Me	Listen to Me Plans	Listen to Me	Listen to Me

	Plans	Plans	Plans		Plans	Plans
PE	2 Sessions of PE each week					
	Swimming		Swimming		Swimming	
	Games use running, jumping, throwing and catching in isolation and in combination	Hockey play competitive games, modified and apply basic principles suitable for attacking and defending Dance perform dances using a range of movement patterns	Netball play competitive games, modified and apply basic principles suitable for attacking and defending	Netball play competitive games, modified and apply basic principles suitable for attacking and defending Gym develop flexibility, strength, technique, control and balance	Athletics take part in outdoor and adventurous activity challenges both individually and within a team	Athletics take part in outdoor and adventurous activity challenges both individually and within a team and develop flexibility, strength, technique, control and balance through athletics Dance perform dances using a range of movement patterns
PSHE	New beginnings Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships	Changes
P4C 1 piece of evidence per term – link stimulus to topic	Stimulus – Add detail here	Stimulus – Add detail here	Stimulus – Add detail here	Stimulus – Add detail here	Stimulus – Add detail here	Stimulus – Add detail here
RE	God (B) Stories from the bible/Torah	Holy (B) Mary Mother of God OR Faith The Annunciation	Initiation (B) Initiation rituals	Suffering (A) Easter the key events Christianity	Freedom (A) Passover and Moses 23 rd April 2016	Prayer (B) Judaism and Christianity