



Year 4 Curriculum Overview for Academic Year 2020-21

Subject	Autumn	Spring	Summer
English	<p>Class Text – The Hobbit by J.R.R Tolkien - character Non-Fiction: Instruction text War Horse by Michael Morpurgo - action and creating suspense Non-Fiction: Diary entry of a soldier Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p>Class Text – Harry Potter by JK Rowling - setting Non-Fiction - persuasive language. Trust by Pie Corbett -alternative endings Non-fiction: balanced argument Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p>Class Text – Sulius by Pie Corbett - historical story Non-Fiction: information text A gift from Winklesea by Helen Cresswell - Fantasy fiction Non-fiction explanation text Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>
Maths	<p>Maths No Problem Numbers to 1000 Addition and subtraction methods Revise all tables 12 x 12 Multiplication and division methods Reasoning Graphs</p>	<p>Maths No Problem Fractions Time Calculating with decimals Money word problems using £ and pence Volume mass and length Area of figures Revise all tables 12 x 12 Reasoning</p>	<p>Maths No Problem Geometry Finding and comparing angles in shapes Position and movement Roman numerals Multiplication and division consolidation Place value consolidation Reasoning Consolidate all times tables 12 x 12</p>
	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 		

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	<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 		
Science	<p style="text-align: center;"><u>Animals, including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their functions · construct and interpret a variety of food chains.</p> <p style="text-align: center;"><u>Sound</u></p> <p>Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the sound source increases</p>	<p style="text-align: center;"><u>States of matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Identify the part played by evaporation and condensation in the water cycle.</p> <p style="text-align: center;"><u>Electricity</u></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers . 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 · recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit · recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p style="text-align: center;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> · recognise that living things can be grouped in a variety of ways · explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment · recognise that environments can change and that this can sometimes pose dangers to living things
Computing	<p style="text-align: center;">Online Safety</p> <p>Safety on the internet and acceptable behaviours online.</p> <p>Using Mathletics and Education city for learning</p> <p>Fact files using Microsoft office – state comparisons in Geography</p>	<p style="text-align: center;">Online Safety</p> <p>Using Mathletics and Education city to support learning</p> <p>Understanding how computers save and use our information</p> <p>Toy designers – computer based toy</p> <p>Programming – How games work?</p>	<p style="text-align: center;">Online Safety</p> <p>Using online learning resources across the curriculum – where is our information saved and how is it used</p> <p>Writing for a target audience - research</p> <p>Film editors – using software</p>

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History	World War 2 – What was it like for children of World War 2?	How have settlements changed? – Studying the change in settlements from Early Britain, Iron age, Romans, Anglo Saxon	Romans in Britain - Roman invasion, Roman numerals, Roman baths, Roman technology – How have the Romans impacted our lives?
Geography	The U.S.A Using maps to focus on North America, concentrating on the environmental regions, national parks, key physical and human characteristics, countries, and major cities.	Why live in the U.K? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time	How does water go around and round? Explore the water cycle and describe the process. Explore how a river is formed and the different stages of rivers. Understand the causes of river pollution and the effect pollution has.
Art and design	Still life drawing in the style of Paul Cezanne. To improve the mastery of art techniques by exploring the palette he uses, practising sketching, shading techniques and mixing colours.	Paint & Dye To improve their mastery of art techniques and control by focusing on mood and adding feeling to art work. Experiment with marbling. Learn about tie dye & batik	Create a 3-D structures Create Roman shields and swords Developing techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Design and technology	Study 3-D objects with correct proportions apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Complex 3-D sculptures Create own Harry Potter monster by selecting from and using a wider range of tools and equipment to perform practical tasks. Then evaluate the ideas and products against their own design criteria and consider the views of others to improve their work	Seasonal foods Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Religious Education	What religious book is used and prayer. How is religion represented in artefacts? Recognising symbols. All religions.	Images of different Gods. Identify the similarities and differences between images of Gods. All religions.	When do faiths restrict food and why? What is the importance of food? All religions.

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French	Animals, food and at school:	Play, my home and my town:	Describing people, the body and sport:
Music	Classical Music: Listen with attention to detail and recall sounds with increasing aural memory	Glockenspiel : Exploring and developing playing skills using the glockenspiel.	Lean on me: A Soul/Gospel Song by Bill Withers Blackbird by the Beatles: Focusing on singing, copying and improvising
Physical Education	Dance Gymnastics Team games-Invasion games Hockey Team games-Invasion games Football	Swimming: (Covid dependent) Team skills: Rugby and Netball	Cricket Athletics:
PSHE	Dreams and Goals : Aspirations for the future, what can we do in school to help us achieve our goals? Being me in my world: Learn what makes us unique and embracing our strengths. Mind Up	Healthy Me : Learn what makes a balanced diet and the different categories of food. Celebrating Differences: Learn what makes us a community in our school and our town. Mind Up	Relationships: Think about our families and the roles everyone has. Understand friendship issues and how to deal with these using the restorative approach. Mind Up
Educational Visits		tbc – subject to Covid regulations	Roman day