Curriculum Overview for: Year 4
Academic Year 2022-2023

Subject	Autumn	Spring	Summer
English	**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.	**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.	**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.
Maths	**Maths No Problem** Numbers to 1000 Addition and subtraction methods Revise all tables 12 x 12 Multiplication and division methods Reasoning Graphs Fractions Number sense and mental maths strategies	**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 Number sense and mental maths strategies	**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 Number sense and mental maths strategies
Science	<td colspan="3">**Working Scientifically** • 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 • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</td>

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	• 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	**Animals, including humans** • Name parts of the digestive system and explain their function • Understand how to keep the digestive system healthy • Know the food pyramid and describe a balanced diet • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey **Sound** • Know how sounds are made through vibration • Understand how high and low-pitch sounds are made • Explain how sounds can be damaging and ways to insulate our ears from sounds	**States of matter** • Name the three states of matter and describe the differences • Describe processes used to separate mixtures • Explain how the water cycle works, using key terms **Electricity** • Identify the parts of a basic series circuit • Know how to construct a basic electrical circuit • Explain what makes a good conductor and insulator • Explore how to use electricity safely	**Living things and their habitats** • Know different ways to classify animals • Group animals' dependant on their characteristics • Describe the habitats of different animals **Nature and the Environment** • Identify causes and effects of pollution • Explain the impact of pollution on living things • Explore solutions to help reduce negative human impacts on the environment
Computing	**Online Safety** **Computing systems and networks – search engines** • Describe how to search over multiple platforms and are aware of the accuracy of the results presented. • Describe some of the methods used to persuade people to buy online. • Explain the difference between fact, opinion and belief and recognise these online. • Explain what a bot is and give examples of different bots. • Explain some positive and negative distractions of using technology and small	**Online Safety** **Programming** **Further Coding with Scratch** • Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating. • Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. • Understand what a variable is and how to use the 'say' and 'ask' blocks.	**Online Safety** **Data handling: Investigating weather** • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected.

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	strategies on how to reduce the amount of time spent on technology.	• Create a variable and be able to use a variable to record a score. • Understand what a variable is and how it works within a program.	• Create a video which includes weather forecast information.
History	**How did the Romans change Britain?** Roman invasion, Roman numerals, Roman baths, Roman technology	**Anglo Saxons** What was life like in Anglo Saxon Britain?	**Victorians** How did the Victorians change Britain?
Geography	**What would we see on a great American road trip?** 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 here?** 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	**Art and Design Skills** Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating zentangle patterns and subsequent prints, painting in the style of impressionist painters	**Still Life** Creating a variety of pieces influenced by different artists using a range of mediums and using charcoal, erasers and paint to depict a composition of special objects.	**Make my Voice Heard** Looking at the works of artists Picasso and Kollwitz and, through the mediums of graffiti, drawing, painting and sculpture, creating their own artworks that speak to the viewer.
Design and technology	**Structure: Playgrounds** Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.	**Electrical Systems: Steady Hand Games** Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.	Food: Come Dine With Me Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.
Religious Education	What religious book is used and prayer. How is religion represented in artefacts? Recognising symbols. All religions.	How do celebrations bring people together? What is the significance of religious clothing?	When do faiths restrict food and why? Study images of different Gods- compare and discuss.

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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	Swimming Team games-Invasion games Football Team games-Invasion games Hockey	Orienteering Gymnastics Team skills: Basketball and Netball	Dance Athletics Rounders Tennis
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		Delight in Shakespeare – 7 week programme leading to a Year group production	Life Centre