

**Year 4 -
Yearly
Curriculum Coverage**

RELIGIOUS EDUCATION SCHEME

Term 1

Mission & Values
Creation
Prayers Saints and Feasts
Advent

Term 2

Christmas
Revelation
Lent
Holy Week

Term 3

Easter
Pentecost and Mission
Sacraments

ENGLISH SCHEME		
Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer

MATHEMATICS SCHEME

Term 1	Term 2	Term 3
Number – Place value Addition and subtraction Multiplication and division Mrs Duerden: Elements of Place Value & Measures (length, weight and capacity)	Fractions Decimals Measure – Money Mrs Duerden: Geometry: Shape and Symmetry, Position and Direction	Measure – Time Measure – money Consolidation of learning: Place value, addition and subtraction, multiplication and division, measure, geometry Mrs Duerden: Area and Perimeter, Interpreting Data

Narrative	Stories with Imaginary Worlds Dragon theme (6 weeks)	Stories from other countries/ cultures African theme 4 weeks	A story/stories with a Dilemma Dilemma theme (8 weeks to include non-fiction work)
Texts	Ignis (short story) Harry Potter & the Philosopher’s Stone	The Story Thief – African folktales	Matilda – Roald Dahl
Suggested final written outcome	Write a narrative focusing on effective characterisation and setting descriptions. Use of extended similes, grammar focus correct verb agreements for past tense.	Write a section of a narrative (or several narratives) focusing on setting and extended writing with detail	Relate the theme of the story to personal experience. Create a creative mini book to include: First person diary writing, speech, non-fiction information report, speech marks, character attributes.
Non -Fiction	Mythical dragon mini non-fiction report Reports – Newspapers Fairy tale theme or Atlantis theme –	Persuasion (Letter) Included in The Story Thief unit as a theme	Information text Parrott theme Explanation CC with Science The Water

HISTORY SCHEME

	Greek legend short story 6 weeks		5 weeks		2 weeks	Cycle 1 week
Texts	Newspapers, Fairytale News, Atlantis short story legend,		Built in to The Story Thief Theme. Exemplar letters, discussion and mini-tasks to identify good persuasion		Non- Fiction Animal exemplars, science based	
Suggested final written outcome	Write own newspaper report independently based on notes gathered from several sources. Feed into 3 articles using reported speech, quotations and speech. Two articles and cross curricular with RE		<p>Summarising main points, fronted adverbials, drafting and editing</p> <p>Persuasion: Assemble and sequence points in order to plan the presentation of a point of view, using grammatical elements, correct formation of letters using paragraphing to group point of view. Understanding the elements of persuasion by group discussion task. Mini & main letter</p>		Consider different sides of an argument and decide on a course of action, Summarising your reasons in a letter	Link with Science to explain how the water-cycle works
Poetry	Harry Potter themed poetry (1 week)	Autumn themed poetry (1 week)	Spring themed Poetry Vocabulary building	Structure– narrative poetry (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Texts	Model material, daily class poem		Model material, daily class poem			Link to Dilemma theme
Suggested final written outcome	Read, write and perform. Acrostic poems, verse poems or line poems	Read, write and perform. Acrostic poems, 4 line verse poems or line poems	Read, write and perform. Acrostic poems, 4 lined verse poems	Recite some narrative poetry by heart Read and respond	Read, write and perform free verse	Research a particular poet. Personal responses to Poetry Recite familiar poems.
Revisited Genres						

	Topic 1 – already taught in year 3 for this year	Topic 2
National Curriculum Aim: Roman Empire and its impact on Britain		
Be aware of the past and how people and events fit into chronological framework	Develop a chronological understanding of the Romanisation of Britain	Develop a chronological understanding of Ancient Greece
Knowledge of event, people and changes over time	<ul style="list-style-type: none"> Identify features and achievements (including military, political and technological) of the Roman Empire Distinguish and describe the features of Roman Britain. 	<ul style="list-style-type: none"> Identify achievements of Ancient Greeks Describe aspects of Greek life between various social and cultural groups. Explain the impact of Ancient Greek legacy on later periods of British history.
Ask and answer questions about the past - Historical Enquiry	<ul style="list-style-type: none"> To pose and then investigate questions relating to Roman Britain. 	<ul style="list-style-type: none"> Pose and investigate open and closed questions about Greek life and society.
Understand the ways we find out about the past – drawing conclusions from sources	<ul style="list-style-type: none"> Use sources (primary and secondary), representations and interpretations to investigate answers. 	<ul style="list-style-type: none"> Compare and contrast information from primary and secondary sources. Recognise different viewpoints and interpretations of significant events.
Represent the past in different ways using everyday historical/technical vocabulary.	<ul style="list-style-type: none"> Select, organise and communicate findings using a range of appropriate genres. Use vocabulary that directly relates to period e.g Cavalry Celts Boudicca Centurion Forum Legion 	Use vocabulary that directly relates to period e.g <ul style="list-style-type: none"> ○ Acropolis Dictatorship ○ Corinthian Doric ○ Ionian Democracy ○ Hellenistic
Topic coverage guidelines (non-statutory req.)	<ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	A study of Greek life and achievements and their influence on the western world.
GEOGRAPHY		

Topic 1 - LegoLand (as exemplar)

Key Questions:

- Where is LegoLand in Denmark?
- How do we get there?
- Why was it so far from the capital?
- Compare to LegoLand Windsor and Germany (where/when they were built etc)
- What is the impact of LegoLand on local jobs?
- If we were to build a theme park in another country where might we choose?

Map work: identify and locate where LegoLand is and its place in context. i.e. area, country, continent, capital city, travel routes to and from and surrounding towns and villages.

Physical features: Surrounding features (mountains, rivers, seas). Discuss the proximity to capital city, ports, major roads, airports.

Human features: Environmental costs of LegoLand. If there were to be another LegoLand built in the UK, where would you choose? Think about the cost to the environment verses the economic advantages.

Statutory Requirements:

- Study of an European place.
- Study of human and physical features and how they impact on each other.
- Longitude/latitude, time ones, climate.
- Surrounding countries, seas, cities

Topic 2 - Living on the edge!

Key Questions:

- Investigate the coastline of a specific locality.
- Recognise the features (human and physical) of the area.
- How can we protect our coastlines?

Map work: Locate coastlines on a map. Look at pictures of different types of coastline and place them on a map of the UK. Discuss any other coastlines children have visited and place on a world map.

Physical features: Physical causes and human impact (coastal erosion).

Human Features: Discuss the human use of coasts, i.e. leisure, trade, military, fishing. Identify and compare different barrier techniques to prevent erosion.

Statutory Requirements:

- Study of places in the UK, different to those studied in KS1.
- Focus on physical features and the effects humans have on the landscape.
- Map work, long/lat, biomes, time zones, climate

COMPUTINGScheme

*E-Safety Sessions every half term on how to use technology safely and respectfully, keeping personal information private and in identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Information Technology (Data, sound, Digital Imagery & Multimedia)	<p>Multimedia</p> <ul style="list-style-type: none"> • Communicate ideas using text, graphics and sound • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing) • Record and present information using a range of media for a particular audience • Be knowledgeable of the school’s e-safety rules and adhere to them – In particular when using the Internet to find or link to resources • Consider good design features and specific layouts when creating media for print, multimedia or online presentation • Plan, design and style content for a presentation, combine a range of sources, considering the intended audience <p>Digital Imagery</p> <ul style="list-style-type: none"> • Use a range of graphics, paint packages to create different features and effects when creating different images • Use cameras and capture devices and import photo manipulation software to enhance mood or create different effects • Use animation and film creating and editing software to create as sequence to communicate a story or idea • They will also consider safe searching, copyright and privacy issues when sharing images with a wider audience <p>Music and Sound</p> <ul style="list-style-type: none"> • Explore digital musical instruments and recording devices – they will know how their sounds are stored and played back through different media • Understand that their sound can be added to different software to create multimedia • Learn to use different software to create, edit and manipulate sounds <p>Collecting, Analysing, Evaluating and Presenting Data:</p> <ul style="list-style-type: none"> • Represent data on screen using frequency charts, pictograms, bar charts and graphs for different purposes • Sort and search the data to answer specific questions • Use a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, fitness related tools • Use the data collected to interpret, recognise patterns, describe events and answer questions • Consider the accuracy needed when collecting and storing data • Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe • Use spreadsheets to develop an understanding of simple functions and create a simple budget
Digital Literacy	<ul style="list-style-type: none"> • Use a wide range of tools to communicate and collaborate online in different curriculum contexts • Being a responsible member of a connected community
Computer Science (Programming & Coding)	<ul style="list-style-type: none"> • Transfer skills to screen to program objects on screen using code – relevant to the given software • Explain code in a program and debug to improve or correct errors • Learn how to use variables in their code to change events e.g. changing the number of steps or size of angle and discuss consequences • Learn how to be more efficient with code using repeat and loop commands to achieve specific outcomes

Create and debug simple programs	<ul style="list-style-type: none"> • Understand that objects can be controlled by other conditional inputs, “if the object hits a wall then.”, “If object touches another object then...” • ”Solve problems by decomposing code into smaller parts by using procedures • Familiarisation with digital content and storage systems (school network, Wi-Fi at school/home, cloud networks, internet, media storage) • Storing and retrieving digital content in different contexts • Begin understanding search engine technologies and developing search techniques to refine searches for specific content
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ART & DESIGN SCHEME

Painting	<ul style="list-style-type: none"> • Starting to apply techniques to own work e.g. leaving areas of unpainted white when using water colour paints. • Applying texture to work • Can apply colour mixing knowledge to obtain a colour and can use specific colour languages.
Printing	<ul style="list-style-type: none"> • Is able to take inspiration from nature to create a lock for printing • Can use a relief or impressed method to create a block
Textiles	<ul style="list-style-type: none"> • Can choose the correct tools and materials to demonstrate a variety of techniques like paste resist, printing, weaving, hand stitching, curring and joining to create different effects.
3D	<ul style="list-style-type: none"> • Successfully uses joining techniques to make clay models • Can plan and make models from observation and imagination • Uses papier mache to create simple 3D project
Drawing	<ul style="list-style-type: none"> • Is able to draw for a sustained period of time from observation • Is beginning to show some awareness of objects having 3D form
Collage	<ul style="list-style-type: none"> • Uses a range of collage techniques to create images • Works on different scales

DESIGN TECHNOLOGY

	Term 1	Term 2	Term 3
Activity	1. Ancient Greek pots OR toys 2. Card design pop-ups	Using nets for creating Crazy Creatures	Electricity Board Game
Design Skills	<ul style="list-style-type: none"> • Modelling ideas with paper and sketching • Collecting ideas from looking at Greek pot design, colours and patterns. • Choosing appropriate utensils to 	<ul style="list-style-type: none"> • Modelling ideas from example models, then choosing colours and designs. 	<ul style="list-style-type: none"> • Collect ideas and look at exemplar models • Design a board game layout • Choose appropriate materials using prior learning from Autumn term.

	<p>create design on the pot</p> <ul style="list-style-type: none"> Consider the user when designing <p>Pop-ups: Different designs for cards</p>		<ul style="list-style-type: none"> Consider the age of the target user Consider the 'usability' of the game for the intended users
Making Skills	<ul style="list-style-type: none"> Using clay materials Using design utensils Evaluating products <p>Pop-ups: Using and selecting different papers for different purposes.</p>	<ul style="list-style-type: none"> Simple measuring and cutting Use of safety ruler Use of scissors Joining with tape or glue 	<ul style="list-style-type: none"> Using different forms of card and paper Evaluating the usability as part of the design process
Knowledge & Understanding	<ul style="list-style-type: none"> Pattern making Reinforcing if needed using techniques Evaluating made products – suitability for user Use of colour on the outside of the pot Use of pattern on the outside of the pot 	<ul style="list-style-type: none"> Nets Assembling and evaluating own design 	<ul style="list-style-type: none"> Using prior learning and knowledge of popups and electricity circuits

COOKING SCHEME

		Term 3 Knowledge & Understanding
•	•	<ul style="list-style-type: none"> Mini- Masterchef competition covering design of a healthy lunchbox. Basic food hygiene rules Need for basic nutrition and energy in food products Need for packaging food products

PHYSICAL EDUCATION

Term 1	Term 2	Term 3
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PE Coach: Autumn 1: Rugby Autumn 2: Fitness and cross-country Autumn 2: Gym	PE Coach: Spring1: Basketball / Netball Spring 2: Gym / dance	PE Coach: Summer1: Cricket, Rounders Summer 2: Athletics & Sport's Day
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Term 1	Term 2	Term 3
Materials – States of Matter	Food and Digestion	Animals and plants - Habitats & Minibeasts

MUSIC		
Term 1	Term 2	Term 3
Charanga music scheme. Elements of: Improvisation, Composition and Performance. Pitch, tempo and timbre.		
SCIENCE		

Autumn Term States of Matter Electricity	Spring Term Sound Digestion and Teeth	Summer Term Classification – animal habitats
PHYSICAL SOCIAL & HEALTH EDUCATION (PHSE) & CITIZENSHIP		
PSHE	CITIZENSHIP	
Elements of PHSE are taught through the RE units across the year.	<ol style="list-style-type: none"> School Grounds Human Rights 	

Electricity

Sound