

Year 4 Curriculum Overview

		AUTUMN	SPRING	SUMMER
English	Writing	<p>Myth Atlas (Fiction)</p> <p>Dare to Care for a Dragon (Non-fiction)</p> <p>To write a myth based on a character from one of the cultures in the book.</p> <p>To write an information page for a class book.</p>	<p>Escape from Pompeii (Fiction)</p> <p>A Walk in London (Non-fiction)</p>	<p>Bill's New Frock (Fiction)</p> <p>Non-fiction: Everest (Non-fiction)</p> <p>Consolidate Year 4 English objectives</p>
	Grammar	<p>Pre teach Year 4 English objectives: Fronted adverbials, Subordinating conjunctions, expanded noun phrases, speech and pronouns.</p>	<p>To rewrite a story from a character's point of view.</p> <p>To write an information text about a place visited.</p> <p>To write the story showing a change of mood or atmosphere.</p> <p>To create questions and double page spreads of information to answer them.</p>	<p>To write an additional chapter in the style of the author or to write a short story in which a character is transformed into a contrasting character and has to deal with the issues/dilemmas of that character</p> <p>To create a class book about a chosen topic.</p>
	Reading	<p>VIPERS: The Boy Who Grew Dragons</p>	<p>VIPERS: When Stars Are Scattered</p>	<p>VIPERS: The Lion, The Witch And The Wardrobe</p>

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	Spelling	<p><u>Read Write Inc:</u></p> <p>Unit 1: Adding the prefix mis and revising un-, in- and dis-</p> <p>Unit 2: Words ending in zhuh spelt –sure</p> <p>Unit 3: Adding the prefix auto-</p> <p>Unit 4: Adding the prefix –ly</p> <p>Unit 5: Adding the prefix inter-</p> <p>Unit 6: Words with the ay sound spelt eigh, ei and ey</p> <p>Unit 7: Words ending in –ous</p>	<p><u>Read Write Inc:</u></p> <p>Unit 8: Words with the s sound spelt sc</p> <p>Unit 9: Words ending in zhun spelt -sion</p> <p>Unit 10: Adding il- and revising un-, in-, mis-, dis-</p> <p>Unit 11: The c sound spelt –que and g sound spelt –gue</p> <p>Unit 12: Adding –ir to words beginning with r</p> <p>Unit 13: Adding the suffix –ion (1)</p>	<p><u>Read Write Inc:</u></p> <p>Unit 14: Adding the suffix –ion (2)</p> <p>Revision of main Key Stage 2 spelling patterns.</p>
Maths	<ul style="list-style-type: none"> <input type="checkbox"/> Place value - 4-digit numbers <input type="checkbox"/> Addition and Subtraction <input type="checkbox"/> Measure - Perimeter <input type="checkbox"/> Multiplication and Division 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiplication and Division <input type="checkbox"/> Measure - Area <input type="checkbox"/> Fractions <input type="checkbox"/> Decimals 	<ul style="list-style-type: none"> <input type="checkbox"/> Decimals <input type="checkbox"/> Money <input type="checkbox"/> Time <input type="checkbox"/> Statistics <input type="checkbox"/> Geometry - angles and 2D shapes 	
Science	<p>Electricity</p> <p>States of Matter</p>	<p>States of Matter</p> <p>Sound</p>	<p>Animals including Humans</p> <p>Living Things</p>	
History	<p>Would you like to have lived in Anglo-Saxon and Viking Britain?</p>	<p>What do all ancient civilisations have in common?</p>	<p>Why was the River Nile so important for Ancient Egyptians?</p>	
Geography	<p>What impact does the climate have on life in Antarctica?</p>		<p>Why are rainforests important?</p>	

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Computing	Data Handling: Investigating Weather Patterns Computing Systems and Networks: Collaborative Learning	Website Design Programming 1: Further coding with scratch	Programming 2: Computational Thinking Skills showcase: HTML
Music	Mamma Mia Glockenspiel Stage 2	Stop! Lean on Me	Blackbird Reflect, Rewind and Replay
Art	Drawing: Power Prints	Painting and Mixed Media – light and dark	Craft and Design: Fabric of Nature
Physical Education	Power of PE OAA REAL PE Dynamic Balance to Agility Static Balance - Seated	Handball Real PE Dance	Athletics Swimming Rounders Cricket
Design and Technology	Pavillions	Making a slingshot car	Electrical systems: Torches

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Languages	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	Half-term 1: Describing me and others	Half-term 1: Saying what I and others do	Half-term 1: Describing things and people
	Half-term 2: Saying what I and others have	Half-term 2: Saying how many and describing things	Half-term 2: Expressing likes and saying what I and others do
	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>[a] [o] [e] [i] [u]</p> <p>Silent Final Consonant [SFC] -t, -s, -d</p> <p>Silent Final E [SFe]</p> <p>[an/en]</p> <p>open and closed [eu]</p> <p>[ch] [au/eau/o/ô]</p> <p>[on] [ou]</p>	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p>
	<p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p>		

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	<p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>		
Religious Education	<p>What is the 'Trinity' and why is it important for Christians? For Christians, what was the impact of the Pentecost?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? How do festivals and family life show what matters to Jews?</p>	<p>How do festivals and worship show what matters to a Muslim? How and why do people try to make a better place?</p>
PSHE	<p>Being Me In My World Celebrating Difference</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>