YEAR 4 CURRICULUM OVERVIEW

	Autumn Term 1 *The Romans* 	**Autumn Term 2** *Polar Explorers* 	**Spring Term 1** *The Mayans* 	**Spring Term 2** *The Victorians* 	**Summer Term 1** *Location, Location, Location* 	**Summer Term 2** *Rivers* 
Writing	We will use an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **Text type: Persuasion (Leaflet)** **Context: Roman Army** Children to write to a persuasive leaflet to encourage boys to join the Roman Army. **Non-Fiction**	**Text Type: Narrative** **Context: Lost & Found** Children to write a descriptive narrative to retell the story. **Fiction** **Text type: Recount (Diary)** **Context: Lily and the Snowman** Children to write a diary entry exploring the feelings of Lily based on the animation of Lilly and the Snowman. **Non-Fiction**	**Text type: Persuasion (Leaflet)** **Context: Charlie and the Chocolate Factory** Children to write a persuasive leaflet about visiting a chocolate-based theme park. **Non-Fiction** **Text type: Description** **Context: Charlie and the Chocolate Factory** Children to write a 3rd person description based on the children's first sight of Mr Wonka's Chocolate Room. **Fiction**	**Text Type: Recount (Letter)** **Context: The Railway Children** Children to use extracts from the updated film to help them write a letter from the perspective of Bobby about her new life in the countryside. **Non-Fiction** **Text Type: Suspense Narrative** **Context: The Railway Children** Children to use the 'Flag Waving Scene' extract to write a suspense narrative from the perspective of Bobby. **Fiction**	**Text Type: Narrative** **Context: Paddington Bear** Children to write a 1st narrative based on Paddington's arrival to the UK. **Fiction** **Text Type: Persuasion (Advert)** **Context: Wanted!** Children to write a persuasive advert to hire a dragon-hunter. **Non-Fiction**	**Text Type: Explanation Text** **Context: Water Cycle** Children to write a text explaining the water cycle. **Non-Fiction** **Text Type: Narrative** **Context: Whole School Writing** Children across the school will be giving the same stimulus to produce their own piece of writing from.
Reading	**Text: Captive Celt** **Text Type: Fiction** This text introduces children to characters	**Text: A Matter of Life and Death** **Text Type: Non-Fiction**	**Text: Chocolate Chaos and ChocBot Charge** **Text Type: Fiction**	**Text: Hard Times** **Text Type: Non-Fiction**	**Text: Paddington** **Text Type: Fiction** Children will get a taster of the story by	**Text: This Morning I Met a Whale – Michael Morpurgo** **Text Type: Fiction**

	from various aspects of Roman life and helps them to understand the Roman period of history. **Text: What did the Ancient Romans do for me? and What did the Romans do for us?** **Text Type: Non-Fiction** These non-fiction texts are based around how this ancient civilisation has impacted society today. **Text: Autumnal Poetry** **Text Type: Poetry** Children study autumnal poetry to support their understanding of composing poetry and as well analysing the language used.	This non-fiction text are based around historical events in the Polar regions to support children's understanding of the region and its dangers. **Text: The Last Bear** **Text Type: Fiction** This book is based around a young girl and her father who move to the Artic Circle to conduct research. Whilst there the young girl discovers the effect of Global Warming on the poles. **Text: Arctic Dreams** **Text Type: Poetry** Children study winter themed poetry to support their understanding about how poets produce and construct verses.	These Project X texts are based around the topic of chocolate to link to children's work on the Mayans. **Text: The Chocolate Connection** **Text Type: Non-Fiction** This non-fiction text provides information around the sourcing, production and distribution of chocolate.	This text provides factual information about the Victorian era, focusing on the lives of children. **Text: The Sewer Sleuth** **Text Type: Fiction** This story asked the children to compare many differences between the Victorians and today whilst making predictions about character behaviour and responses. **Text: Oliver Twist** **Text Type: Fiction** This story give children the opportunity to explore the life of a Victorian child and compare how it differs from their life.	reding the first few chapters describing Paddington's arrival in the UK. **Text: The Big Book of the UK** **Text Type: Non-Fiction** Information text about all things UK! **Text: City Sounds After Dark** **Text Type: Poetry** Children will study this poem describing a big city after dark to support their understanding of poetic features.	This novel is based around the arrival of a whale in the River Thames to allow children to develop their understanding of characters and plot. **Text: The River Singers** **Text Type: Fiction** This novel is based around the animals in a river and their adventures. **Text: The Wind in the Willows** **Text Type: Play script** Children will read and perform the play script.
Maths	**Place Value** Children will revisit and consolidate their understanding of numbers to 1,000 before extending their learning further to number up to 10,000. They will represent and partition numbers before finding 1, 10, 100 or 1,000 more of less. Children will place and estimate numbers on a number line as well as compare, order and round them. Building on their knowledge of Roman		**Multiplication and Division** In this unit, children will explore and use factor pairs. They will multiply and divide by 10 and 100. They will use related facts to makes connections between multiplication and division. Children will use the formal written method to multiply 2- and 3-digit numbers by a 1-digit number. They will develop strategies to divide 2- and 3-digit numbers by a 1-digit number.		**Decimals** Children will use tenths and hundredths to make wholes. They will partition, compare and order decimals and round them to the nearest whole number. They will learn the decimals equivalents for halves and quarters. **Money** Children will write money using decimals and convert between pound and pence. They will	

	numeral in Year 3, children will learn L represent 50 and C represents 100. **Addition and Subtraction** Children will revisit adding and subtracting in 1s, 10s, 100s and 1,000s. They will develop efficient methods for adding and subtracting two 4-digit numbers with exchanges. Children will learn how to estimate answers as well as develop checking strategies. **Area** Children will learn what is mean by the mathematical term 'area'. By counting squares, they will be able to find the area of shapes, makes shapes with a given area and compare areas. **Multiplication and Division** Children will begin by revisiting multiples of 3 before linking this learning to the 6 and 9 times table. They will explore the times tables, their division facts and how to multiply and divide by 6 and 9. They will extend this learning to the 7, 11 and 12 times tables. Children will develop their understanding of multiplying by 1 and 0, as well as dividing a number by 1 and itself. Children will learn to multiply 3 numbers.		Children will explore correspondence problems to find all possible combinations. **Length and Perimeter** Children will be introduced to kilometres (km) and explore equivalent lengths. They find perimeter on a grid before calculating the perimeter of rectangles and rectilinear shapes, including missing lengths. Children will learn to find the perimeter or regular and irregular polygons. **Fractions** Children will consolidate their understanding of the whole before counting beyond 1. They will learn to partition, compare and order mixed numbers. They will be introduced to improper fraction and convert between them and mixed numbers. Children will add two or more fractions and add fractions to mixed numbers. They will learn to subtract two fractions, subtract from whole amounts and from mixed numbers. **Decimals** Children will look at tenths and hundredths as fractions and decimals and then explore their position on a place value chart. They will use this knew knowledge to divide 1- and 2-digit numbers by 10 and 100.		compare, estimate, calculate and solve problems with money. **Time** Children will recap the relationship between a year (including leap years), a month, a week and a day and that between seconds, minutes and hours. They will convert between analogue and digital times and to from and from the 24-hour clock. **Shape** Children will understand angles as turns, identifying, comparing and ordering them. They will explore the properties of different triangles, quadrilaterals and polygons. They will find lines of symmetry and complete symmetrical figures. **Statistics** Children will read, draw and interpret bar charts and pictograms, solving compare, sum and difference problems using the data. Children will be introduced to line graphs for the first time. **Position and Direction** Children will learn to describe and plot coordinates in the first quadrant. They will draw 2-D shapes on a grid and learn to translate them.	
Science	**<u>Animals including Humans</u>** Children will learn about the digestive system as well as human and animal teeth and their uses. They will carry out an investigation to look at the impact of different liquids on teeth. Finally, children will develop their knowledge of food chains, including the	**<u>Sound</u>** Through a variety of investigations, children will look at the effect of distance on sound, volume and pitch. They will observe and describe patterns between the pitch of a sound and design a test to investigate sound proofing.	**<u>Electricity</u>** Children will learn about appliances that run on electricity. They will learn to build and draw circuits contain different electrical components as well as investigate which materials are insulators or conductors of electricity.	**<u>Sustainability and Conservation</u>** Children will explore a variety of different impacts that humans have on our environment. Children will learn about different types of energy and how we can reduce our usage of certain energy types. Children will also learn about	**<u>Living Things & their Habitats</u>** Children will learn to identify what makes something 'living'. They will learn to classify vertebrates and invertebrates using classification keys. Children will also explore a range of habitats and discuss the impact of	**<u>States of Matter</u>** Children will learn to compare and group materials as solids, liquids, or gases, and investigate how some materials can change state when they are heated or cooled, measuring the temperatures at which these changes happen. They will also explore the water

	creation and ordering of them using the correct scientific vocabulary.			deforestation, air and water pollution.	environmental changes on certain habitats.	cycle, focusing on the important roles of evaporation and condensation.
Computing	**E-Safety – Don't Fall for Fake** Children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. This unit encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Digital Literacy - Computer Basics** Children will explore and review a variety of keyboard functions. They will also learn how to organise and navigate complex filing systems by creating folders, moving and organising folders and copying and pasting information between folders.	**Digital Literacy - CAD** Children will learn to use the computer aided design (CAD) programme, Sketch Up. Children will learn to draw 2D shapes, to change the colours of shapes, to add text and to change 2D shapes into 3D shapes. Using all their knowledge, children will design and create a chocolate box protype using Sketch Up.	**Digital Literacy - PowerPoint** Children will use PowerPoint software to create a presentation based around the Victorians. They will learn to add, edit and design slides using images and a variety of different fonts. Children will have the opportunity to present their PowerPoint at the end of the topic.	**Programming – FMS Logo** Children will learn to use the programming software, FMS Logo. They will learn the key commands to programme their turtle whilst also learning shortcuts to improve and shorten their algorithms. Children will use their knowledge to program their turtle to create a given outcome.	**Programming – Scratch Maths Quiz** Children will use the programming software, Scratch. This unit builds upon the children's previous knowledge of sequencing, selection and repetition in programs as well as working with variables. Children will create a maths-based quiz using a variety of algorithms.
French	**All about me** Children will start by revising the key phonic (French) sounds from Year 3. They will learn the names of members of the family, read and understand a short text and then apply their knowledge to write a short paragraph to introduce their families.	**Birthdays** Children will develop their counting skills (up to 30) and learn how to say when their birthday is. They will compare key dates and celebrations in the UK and France and design their own invitation to a party.	**Link with a French School** Children will be introduced to the French school link and will read and understand letters from French children. They will then write their own responses to send to France.	**The things we are good at doing** Children will develop their written skills by using verbs and adverbs to construct a paragraph and a short booklet about their own preferences and strengths.	**Descriptions** Children will practise their dictionary skills to extend their vocabulary and learn about the gender of nouns. They will read and understand descriptions of monsters and will learn how to describe themselves.	**Responding to stories** Children will read the story "Grand Monstre Vert" and learn about the position of adjectives. They will read the story "Berthe et Ses Amis" and create a new character for the story, applying all the skills and learning from this term.

PE and Games	**PE: Badminton** Children will learn how to serve, how to ensure their serve clears the net and how to return a shuttle. They will use this knowledge to compete in a rally. **Games: Football** Children will learn how to pass and control the ball with various areas of their foot. They will learn how to outwit the goalkeeper and how to tackle safety. Children will learn the roles of both the attacker and defender. Children will use this knowledge to play small sided games with a focus on the rules of Football. **Game: OAA, HRF and Cross Country** Children will learn how to give and follow simple instructions. Children will learn how to work as part of a team and tackle problems when various impairments are placed on them. Children will learn the skills of orienteering. Children will take part in fitness and skill-based circuits whilst learning the importance of an active lifestyle.	**PE: Dance** Children will learn a sequence of moves to create a routine. They will incorporate a prop and ensure their dance links to a theme. Children will both self and peer assess their routines. **Games: Netball** Children will learn how to send and receive a ball whilst under pressure from a defender. They will learn the role of a defender and how to score whilst under pressure. Furthermore, they will learn the role of an attacker. Children will use this knowledge to play small sided games with a focus on the rules of Netball. **Games: Basketball** Children will learn how to dribble the ball, how to move effectively with the ball and how to shoot a goal. They will learn the roles of both the attacker and defender whilst understanding how a game starts/restarts.	**PE: Gymnastics** Children will learn basic jumps including tuck, straddle and straight. They will learn how to mount and dismount low apparatus safety. Children will learn to perform a forward roll. Children will have to opportunity to put their learning into a sequence of skills which they will perform and evaluate. **Games: Handball** Children will learn the principles of a jump shot in handball. They will also learn how to travel in handball and how to shoot from outside of the D. Children will learn the role of a goalkeeper. Children will use this knowledge to play small sided games with a focus on the rules of Handball. **Games: Tag Rugby** Children will learn how to evade a tackler, how to stop and pass after being tagged and how to score a try. They will learn the roles of both the attacker and defender whilst understanding how a game starts/restarts.	**PE: Volleyball** Children will learn how to serve underarm, how to return a serve to begin a rally and how to attempt a dig. They will use this knowledge to compete in small modified games. **Games: Tennis** Children will learn how to serve, how to ensure their serve clears the net and how to serve to score. They will use this knowledge to compete in a rally. **Games: Targeting** Children will learn the principles of aiming at a moving target and evading a moving ball in Dodgeball. In Archery, children will learn to load a bow, shoot from a sideways position and aim at a target. Finally, in rocket ball, children will learn how to avoid being hit.	**PE/Games: Athletics** Children will learn how to implement a strong start to a sprint race. They will increase their endurance skills with a 600m run. Children will also learn the techniques needed for triple jump and vortex. Finally, children will have learn how to exchange the baton in a relay race.	**PE: Cycling** Children will learn the safety checks required before riding a bike. They will learn how to move off and stop safety. This topic aims to ensure that children are more confident on a bike. **Games: Rounders** Children will continue to develop the skill of long barrier whilst participating in modified games. Children will learn how to score in rounders whilst also understanding pitch marking. They will also learn how to stop a batter from scoring. Children will take part in modified small games to practice their new skills. **Games: Cricket** Children will continue to develop the skill of long barrier whilst participating in modified games. Children will learn how to score in cricket whilst also understanding pitch marking. They will also learn how to stop a batter from scoring. Children will take part

						in modified small games to practice their new skills.
History	**<u>The Romans</u>** Children will be involved in a study of the invasion of Britain, including the strengths of the Roman Army and how they defended their empire. Children will learn about Boudicca's rebellion, Hadrian's Wall and the impact of Roman roads both then and now.		**<u>The Mayans</u>** Children will learn about Mayan culture, customs and beliefs and compare these to modern British history. They will continue to develop their understanding of chronology by placing key events on a timeline. Children will answer historical questions using a range of sources. Children will study the Mayan number system.	**<u>The Victorians - A Local Study</u>** Using the backdrop of the local area of Wolverton, children will learn about some of the key events in Victorian times and the impact of these changes on our modern lives. Children will explore what it was like to live and work in Victorian Wolverton by using a range of historical sources.		
Geography		**<u>Polar Explorers</u>** Children will develop their map skills by learning to use atlases to locate countries within the Arctic Circle. They will explore the position and significance of latitude and longitude.			**<u>Location, Location, Location</u>** Children will complete a study of the UK. They will use maps and atlases to locate key countries, rivers and mountains with the UK. Children will also understand and locate	**<u>Rivers</u>** Children will use an atlas to locate rivers all around the world. Furthermore, they will develop their knowledge of the main parts of a river system including meanders and oxbow

		Children will also study key aspects of physical geography such as climate and how this is affecting the Polar regions. Finally, children will study aspects of human geography including settlements, agriculture and tourism within the Polar regions.			counties within England. They will learn about physical geography, including biomes and vegetation belts, as well as human geography, looking at types of settlement, land use, trade links, and the distribution natural of resources within the UK.	lakes. Children will use fieldwork to observe and measure the physical geography of the local area and write up their findings.
RE Parents and carers have the right to withdraw their child from all or part of RE.		**Worldviews** Children will explore how sacred texts and stories help people understand the beliefs and values of others. They will learn what is important to many non-religious families and how they choose to live good lives, as well as discover some of the stories and ideas valued by people with non-religious beliefs such as humanism. Children will also consider what Christians believe about who Jesus is and why he is such an important figure in Christianity.		**Christianity** Children will learn about what Christians believe about Jesus and why he is so important to them. They will explore how Jesus taught people to live through various stories. Children will learn where Christians get their ideas about right and wrong, and how they try to make a difference in the world by helping others. Children will also learn why communion is a special way for Christians to remember Jesus, and why Easter is such an important time to celebrate his death and resurrection.	**Sikhi** Children will learn about Sikhism by exploring what Sikhs believe about God and why these beliefs are important to them. They will discover the special role of the Gurdwara and the Guru Granth Sahib in guiding Sikh life and faith. Children will also learn about Sikh celebrations and festivals, and what they mean, as well as what it looks like to live as a Sikh today through daily practices, values, and community life.	
PSHE	**Relationships and Families** This unit supports pupils to respond appropriately to conflicts and bullying,		**Money matters and exploring ways to manage risk** This unit explores how attitude and influences			**Respecting boundaries** This unit explores personal boundaries, different types of

	and to understand the importance of kindness. It supports pupils' understanding of diverse family structures, and how families can change.		can impact decisions about money. It explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.			touch, and how to respectfully ask, give or not give permission.
Mental Health and Wellbeing	Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.					
Art	**<u>Mosaics</u>** Children will learn about the history of Roman mosaics. Using a variety of different mediums, children will design and create their own Roman mosaic with a focus on repeated patterns.	**<u>Chalks</u>** Children will study the work of Lindsey Dahl and use her work as an inspiration for their final piece. Children will learn different techniques when using chalk. Putting all this together, they will create a final piece based on the Northern Lights.	**<u>3D Model – Clay</u>** Children will study traditional Mayan stelae. They will look at the key design features and structures. Children will explore the different methods, techniques and tools to join clay and add detail. Finally, children will design, make and evaluate their own stelae against success criteria.			
Design Technology				**<u>Building Bridges and Victorian Tea Party</u>** Children will explore the different bridges built during the Victorian era. They will learn how to create and build a truss bridge against a success criteria. The effectiveness of this design is then evaluated.	**<u>Packaging Design</u>** Children will look at a range of packaging available in the UK. Linking to the text of Paddington, children will design and make their own sandwich wrapper. They will evaluate their product against the success criteria.	**<u>Motorised Airboats</u>** Children will begin this unit by looking at the science behind floating. Children will design and create their own motorised air boats communicating their ideas through annotated sketches and cross-sectional designs. Linking to their work in Science, children will use

				Furthermore, children will learn about the nutritional impact of traditional Victorian dishes and plan, design and create a range of Victorian tea party items.		electrical circuits to power their boats.
Music	**The Pentatonic Scale** This term, the children will learn to play a range of pitched instruments, exploring the notes of the pentatonic scale and developing their understanding of musical notation. They will build their performance skills by reading and playing simple musical phrases, before composing their own pentatonic melody by the end of the term	**Singing** Singing Children will be using their voices with increasing accuracy, fluency and control. They will be listening to music with attention to detail and recalling sounds with accuracy. They will also be looking at using and understanding musical notations.	**Elgar and the Enigma Variations** Children will be building their musical skills on pitched instruments by play musical motifs and use the dimensions of music to create a mood for a character. They will compose a short phrase as part of a musical ensemble.	**Ukulele** Children will learn to play the ukulele. They will learn to play the 4 strings with different strumming patterns and rhythms and play and sing songs using thumb strum, finger strumming and banjo picking.	**Djembe** Children will be developing their ability to play tones and develop rhythms in unison building to a djembe arrangement of music. They will explore texture and structure in music as they compose their own djembe phrase.	**Indian Music** Children will listen to Indian music and learn about traditional instruments. They will learn to play a rag and tal on pitched and unpitched percussion instruments.
Enrichment	**Roman Day** **External provider** Children have the opportunity to learn about Roman soldiers and gladiators, try on replica costumes and observe and handle replica items. **Maths and Science Day** **In house provision** Children explore their understanding of Maths and Science through a variety of engaging investigations.	**Polar Explorer Day** **In house provision** Children will take part in a variety of immersive activities linked to our Polar Explorers topic. They will create blubber gloves, try on clothes designed for the Polar regions and discover what it might be like to explore the Polar Regions.	**Mayan Day** **In house provision** Children to use their knowledge of Mayan chocolate to create truffles and hot chocolate using ingredients to replicate traditional Mayan chocolate tastes.	**Victorian Day** **In house provision** Children will walk around the local community. The walk will highlight key Victorian buildings and their historical usage, uncovers ruins of important buildings and how the town was built up and developed. During our Victorian Day, children will have the opportunity to	**Residential - Aylmerton** **External provider** This is an optional residential visit that focuses on a coastal study. **Best of British Day** **In house provision** Children will explore all things 'British'. We will have a Paddington Picnic with our DT creations.	**River Trip** **External provider** With the Park's Trust, children will walk to the River Ouse to explore and learn all about our local river systems.

				experience a Victorian school day.		