

Curriculum Overview for Year Four
2024- 2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Losing tale: David's new watch.</p> <p>Persuasion: Alex Ryder - I spy gadgets.</p>	<p>Defeating a monster: Zelda Claw.</p> <p>Instructions: How to be a terrible Emperor.</p>	<p>Story of fear: Adventure of Cambury Park.</p> <p>Explanation: Mummification - The truth</p>	<p>Suspense Writing. Red Eye.</p> <p>RE based English: Around Easter and spring</p>	<p>Descriptive Story: The Unusual House.</p> <p>Recount: Based on a personal experience - school visit.</p>	<p>Portal Story: The Time-slip Scarab.</p> <p>Information Weather disasters.</p>
Oracy	Summarise the contribution of one participant	Pause at appropriate points to allow for an audience's reaction.	Take on the summariser role in a trio discussion. Show awareness of collocations	Project voice to the back of the hall and maintain that without shouting.	Cite evidence from the text in reading lessons. Deliver a short teaching session.	Write own short contribution to be delivered during an assembly.
Guided Reading	<p>Cloud Tea Monkeys by Mal Peet</p> <p>A Rock is Lively by Diana Hutts Aston</p>	<p>Wisp: A story of hope by Zana Fraillon</p> <p>Earth Shattering Events by Robin Jacobs</p>	<p>The Language of Cat (poetry) by Rachel Rooney</p> <p>The Tear Thief by Carol Ann Duffy</p>	<p>Iron Man by Ted Hughes</p> <p>Charging About by Jacqui Bailey</p>	<p>Lob by Linda Newbery</p>	<p>A Dollop of Ghee and a Pot of Wisdom by Chitra Soundar</p> <p>Walter Tull's Scrapbook by Michaela Morgan</p>

Maths	<p>Number (addition and subtraction): column addition and subtraction</p> <p>Number and place value: Numbers to 10,000</p> <p>Times tables focus: 9x</p>	<p>Geometry: perimeter. Number facts: Times tables 3x, 6x and 9x tables 7x tables</p> <p>Times tables focus: 7x</p>	<p>Number facts: 7x tables Number (multiplication and division): Understanding and manipulating multiplicative relationships.</p> <p>Times tables focus: 11x</p>	<p>Geometry: Coordinates.</p> <p>Number (fractions): Fractions</p> <p>Times tables focus: Squares</p>	<p>Number (fractions): Fractions</p> <p>Geometry: Symmetry and 2-D shapes.</p> <p>Times tables focus: revision</p>	<p>Geometry: Symmetry and 2-D shapes.</p> <p>Measurement: Time</p> <p>Number facts: Division with remainders.</p> <p>Times tables focus: MTC June</p>
Science	Electricity	Sound	States of Matter	Living Things & Habitats	Animals including Humans	Consolidation of all topics taught
History	<p>Roman Empire in Britain</p> <p>The Tudors and the Stuarts</p>	<p>The Tudors and the Stuarts</p> <p>Ancient Egypt</p>	<p>Roman Empire in Britain</p> <p>The Tudors and the Stuarts</p>	Ancient Egypt	<p>Roman Empire</p>	<p>The Tudors and Stuarts</p> <p>Ancient Egyptians</p> <p>Ancient civilisation comparison - The Roman Empire and Maya</p>
Geography	<p>Map Work. Looking at our class continents and Europe.</p>	<p>Human Processes - Transportation between countries and reasons for travel</p> <p>Geographical skills</p>	<p>Physical Processes that affect the lithosphere: Earthquakes and volcanos /</p>	<p>Physical Processes that affect the lithosphere: - Locations majority of world earthquakes /</p>	<p>Physical processes that affect the atmosphere: Climate change - intro difference</p>	<p>Physical processes that affect the hydrosphere: Ocean circulation. - ocean currents / plastic pollution / human</p>

	Comparative study- Compare and contrast the Human & Physical geography of The North East of England with New York State in America Human Processes - Transportation within cities and within countries.	Ordinate survey map work.	tectonic plates / location of volcanos / Human effects of volcanic eruptions	Human effects of earthquakes	between weather and climate / Effects of climate change - Glaciers, sea levels and temperatures	attempts to slow climate change and reduce pollution Geographical skills and Map Work. North and South America. landmarks, physical and human geography.
Computing	Internet safety- 'I am kind and responsible' TIOL- Check My Facts (Core)	Handling data- Investigating my Sounds (Core) Programming- Knowing my times tables with Kodu (Choice)	Safer Internet Day Multimedia- My Comic Book (Core)	Internet Safety- 'I am safe' Multimedia- My Mystery iMovie (Choice)	Internet Safety- 'I am healthy' Programming- My Scratch Games (Core)	Programming - Getting to know my Microbit (Choice) TOIL- Blog my Technology (Choice)
PE	Football OAA	Dance Netball	Gymnastics Hockey	Athletics Yoga	Cricket Tag Rugby	Tennis Golf
RE	Judaism How special is the relationship Jews have with God?	Christianity What is the most significant part of the Nativity story for Christians today?	Judaism How important is it for Jewish people to do	Christianity Is forgiveness always possible for Christians?	Judaism What is the best way for a Jew to show commitment to God?	Christianity Do people need to go to church to show they are Christians?

	Buddhism Is it possible for everyone to be happy?		what God asks them to do? Buddhism Can the Buddha's teachings make the world a better place?		Buddhism What is the best way for a Buddhist to lead a good life?	
PSHE	Jigsaw theme: Being me in my world	Jigsaw theme: Celebrating difference	Jigsaw theme: Dreams and Goals	Jigsaw theme: Healthy Me	Jigsaw theme: Relationships	Jigsaw theme: Changing me
Art		Artist focused linked to class continent. Skill Development: using tone to create a 3D effect. Master Technique: Drawing Link artist: Leonardo Da Vinci	Master Technique: Painting. Link artist / inspiration: Jackson Pollock		Master Technique: Digital Media (photography) Link artist: Kit Saddington	
DT	Construction: Bridge building Electricals and electronics: Halloween torch			Computing: Mindful Moments Timer		Textiles and Materials: Egyptian collar

Music	Trumpet	Trumpet	Trumpet	Trumpet	Trumpet	Trumpet
MFL	<p>Use Language Angels programme to support French teaching and phonics.</p> <p>I am Learning French Fruits</p>	<p>Use Language Angels programme to support French teaching and phonics.</p> <p>I am able / I know how</p>	<p>Use Language Angels programme to support French teaching. and phonics</p> <p>Seasons</p>	<p>Use Language Angels programme to support French teaching and phonics.</p> <p>Ice Cream</p>	<p>Use Language Angels programme to support French teaching and phonics.</p> <p>Presenting myself</p>	<p>Use Language Angels programme to support French teaching and phonics.</p> <p>My family</p>
Whole school music genre	<p>African Jazz and Ragtime</p> <p>Big Band and Swing</p> <p>Soul</p> <p>Blues and 1940's</p> <p>R&B</p> <p>Calypso and Reggae</p> <p>Rock and Roll</p> <p>Classical-Orchestral</p>	<p>Music during World Wars 1 and 2</p> <p>Asian music</p> <p>Wind or Brass Band</p> <p>Scottish Folk/</p> <p>Scottish Dance</p> <p>String Quartet (Christmas)</p> <p>Christmas- Pop/</p> <p>Films/ TV</p> <p>Christmas- Choral</p>	<p>Charleston/</p> <p>Lindy/ Hop/</p> <p>Jive</p> <p>March</p> <p>Flamenco/</p> <p>Greek dance</p> <p>Tango/ Salsa/</p> <p>Rumba</p> <p>Country</p> <p>Ballad and</p> <p>Waltz</p>	<p>Welsh Choral music</p> <p>Acapella and</p> <p>Barbershop</p> <p>Irish Folk or Irish</p> <p>Dance</p> <p>Jewish music</p> <p>Gospel/ Spiritual</p> <p>music</p>	<p>Music from around the World</p> <p>English Folk/</p> <p>Country Dancing</p> <p>music</p> <p>Musical</p> <p>Film music</p> <p>Opera</p> <p>Rock</p>	<p>Pop</p> <p>Funk</p> <p>Disco</p> <p>Rap/ Hip Hop/ Chant</p> <p>Indie</p> <p>Contemporary R&B</p> <p>21st Century Pupil</p> <p>and Teacher choice</p>
Whole school singing focus	<p>Together</p> <p>Harvest Samba</p> <p>Sing a Song for Harvest</p>	<p>The Body Song</p> <p>We will Remember</p> <p>12 Days of Christmas</p> <p>Away in a Manger</p> <p>Every Christmas</p>	<p>I the Lord of</p> <p>Sea and Sky</p> <p>Happy Birthday in French</p> <p>La Bamba-</p> <p>Mexican Folk</p> <p>Song</p>	<p>Wake up</p> <p>Spring Chicken</p> <p>The Seed Song</p>	<p>As One</p> <p>Joseph's Coat</p> <p>Little People</p>	<p>Leavers' Song</p> <p>Sing</p> <p>Happy</p> <p>I'm still standing</p>

School events		Enrichment week		Enrichment Week		Enrichment week
Visits		Theatre visit			History visit to be confirmed.	