



Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning Question/ Title	Early Britain- what are our origins? (History)		Origins (English & History)	A continent of contrasts (English)	River Journeys	Food journeys
Overarching Theme	Journeys- why do people travel to different places?					
	The diversity of the UK- invasion and settlement		Migration- everyone has a place in this world.	Discovery- the journey of learning	Environment- everything has a place in this world	Food miles- from farm to table
St. Dunstan's Curriculum Drivers	Serving our community Different kinds of responsibilities, rights and duties at school Equality and diversity Diversity of our school and the wider community	Serving our community What being part of a community means. Living together with others. Healthy relationships Learning positively Being safe Taking risks		Equality and diversity Recognising some of the injustices in our world Charity and fundraising Equality, fairness and charity	Environmental responsibility <i>How we can help to build a world where people and nature thrive</i>	Environmental responsibility Sustainability, food waste and environmental solutions Healthy Lifestyles Physical and emotional well-being Positive relationships
Outcome of learning	Visual representation of our global class family	Compare and contrast migration before 1066 to today	Verbal retelling of historical epic poetry	Prayerful reflections on our global brothers and sisters	WWF- postcard of actions for nature	Persuasive oral speech about an environmental issue
Engagement with parents or community	Grandparents' Week	Advent Liturgy	Art Celebration afternoon Chertsey Museum	Talent Show Mission Together	WWF	Tuning Up Concert to parents and year 3 Sports Day Open Evening

Enrichment	Team Games Day	Remembrance Art	Chertsey Museum Sayers Croft	Easter cards for the wider community	Bikeability	Synagogue Visit
Themed Weeks	Fairtrade Fortnight Grandparents Week Road Safety Week	Remembrance Day Anti-Bullying Week	Creative Arts Week Safer Internet Day	World Book Day World Maths Day	First Aid Fortnight St. Dunstan's Day	Multi-Faith Week
English - Grammar	<p>Identify word classes. Revise the definition of a sentence (subject and verb). Identify sentence fragments.</p> <p>Distinguish between a phrase and a clause.</p> <p>Identify and use subordinating conjunctions in the middle of sentences.</p> <p>Introduce full punctuation for direct speech.</p> <p>Revise commas for a list.</p>	<p>Know the opposite meaning of words (antonyms)</p> <p>Use expanded noun phrases.</p> <p>Make appropriate choice of pronoun or noun.</p> <p>Identify and use comparative and superlative adjectives.</p> <p>Identify and use contrasting subordinating conjunctions at the end of sentences.</p>	<p>Use of determiners to modify or add extra information to nouns.</p> <p>Revise apostrophes for omission and singular possession. Introduce apostrophes for plural possession.</p> <p>Use standard English forms for verb inflections (we were not we was).</p> <p>Identify and use simple past and past progressive tenses.</p> <p>Identify the main themes of paragraphs.</p>	<p>Use and define different types of prepositions.</p> <p>Use paragraphs and headings to organise ideas around a theme.</p> <p>Use and punctuate fronted adverbials, including '-ing' clauses.</p>	<p>Use differing positions of reporting clauses for speech.</p> <p>Indicate degrees of possibility using modal verbs (might, should).</p>	<p>Identify and use present perfect tense.</p> <p>Identify and use comparative and superlative adjectives.</p>
English - Writing	<p>Write a personal re-count in a historical context with a focus on building tension. Independent write – aftermath of eruption.</p> <p>Write a newspaper article balancing factual and descriptive language.</p>	<p>Write a setting description.</p> <p>Retell an opening of a story with a focus on character description.</p>	<p>Write an informative letter with a focus on emotional language.</p>	<p>Write a dilemma to a historical based narrative with a focus on speech.</p> <p>Write a biography about Nelson Mandela.</p>	<p>Write a poem about rivers.</p> <p>Write a persuasive speech about a gorilla in captivity.</p>	<p>Create a persuasive advert about an environmental issue.</p> <p>Write a non-chronological report about where food comes from.</p>

<p>English – Reading</p> <p>(Core Texts)</p>	<p>Escape from Pompeii</p> <p>Non-Fiction: Volcanoes, Romans, newspaper articles</p>	<p><u>Victorian Poetry:</u> - The Eagle (Tennyson) - The Owl and the Pussy-cat (Lear)</p> <p><u>War Poetry:</u> -In Flanders Fields (McCrae)</p> <p>A Christmas Carol- abridged</p>	<p>Beowulf</p>	<p>Journey to Jo'Burg</p> <p>Nelson Mandela Long Walk to Freedom</p> <p>Non-fiction: Africa, Amazing Africa: Country by Country</p>	<p>Poetry- The River (Bloom)</p> <p>The One & Only Ivan</p>	<p>How to Save the World with a Chicken and an Egg</p> <p>Non-fiction: What a waste The food we eat</p>
<p>Maths</p>	<p>Number: Place value Represent numbers to 1000 & 10,000.</p> <p>Find 1000 more or less than a given number.</p> <p>Compare, order and estimate numbers beyond 1000.</p> <p>Round to the nearest 10, 100, 1000.</p> <p>Multiplication and division</p> <p>Multiplication and divide by 6, 9 and learn 6 and 9 times tables.</p> <p>Addition and subtraction</p> <p>+/- 1, 10, 100 and 1000, +/- two 4 digit numbers with no exchange and with exchange.</p>	<p>Number: Place value Roman Numerals to 100.</p> <p>Multiplication and division</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Multiplication and divide by 7 and learn 7, 11 and 12 times tables.</p> <p>Factor pairs.</p> <p>Multiply by 1 and 0 and divide a number by itself and 1.</p> <p>Multiplying three numbers together.</p> <p>Measurement: Area</p> <p>Find the area of rectilinear shapes by counting the squares.</p>	<p>Number: Multiplication and division Factor pairs.</p> <p>Multiply and divide by 10 and 100.</p> <p>Multiply 2 and 3-digit numbers by a 1-digit number.</p> <p>Measurement: Perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m</p> <p>Convert between different units of measure (km and m)</p> <p>Time Convert between analogue and digital time.</p>	<p>Number: Multiplication and division Divide 2 and 3-digit numbers by a 1 digit number using short division.</p> <p>Fractions Count up and down in hundredths.</p> <p>Compare and order mixed numbers.</p> <p>Compare and order improper fractions.</p> <p>Convert mixed numbers to improper fractions.</p> <p>Convert improper fractions to mixed numbers.</p> <p>Add and subtract fractions with the same denominator. Find and show equivalent fractions.</p>	<p>Number: Decimals Recognise and write tenths and hundredths.</p> <p>Divide 1 and 2-digit numbers by 10 and 100.</p> <p>Recognise the decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Compare and order decimals.</p> <p>Round decimals to nearest whole number.</p> <p>Measurement: Money Write money using decimals.</p> <p>Convert between £ and p. Compare, estimate and calculate with money.</p>	<p>Statistics Interpret and draw charts and line graphs.</p> <p>Solve problems using charts and graphs.</p> <p>Geometry- Identify acute and obtuse angles.</p> <p>Compare and order angles.</p> <p>Compare and classify regular and irregular geometric shapes including, triangles, quadrilaterals and polygons.</p> <p>Identify lines of symmetry.</p> <p>Use and plot co- ordinates.</p> <p>Translate a shape on a grid.</p>

	<p>Add and subtract numbers with up to 4 digits using formal written methods with exchanges.</p> <p>Solve two-step problems deciding which operation to use.</p> <p>Strategies to check answers including estimation and inversion.</p> <p>Times-tables X6 X9</p>	<p>Times-tables X7 X11 X12</p>			<p>Time</p> <p>Convert between 12 hour and from 24 hour clocks.</p>	
RE	<p>People</p> <p>Children learn about the church by exploring Family. Explore the family of God in Scripture</p> <p>Judaism Week (Understanding of different faiths)</p>	<p>Community</p> <p>Children will explore life in the local community. Children will learn about ministries in the local parish.</p>		<p>New Life</p> <p>Children learn about Pentecost and explore how to hear and live out the Easter message.</p>		
	<p>Called</p> <p>Children will explore what it means to belong and recall their Baptism. Children will learn about Confirmation as being a call to witness.</p>	<p>Giving and Receiving</p> <p>Children will explore the Eucharist and how to live in communion with others.</p>		<p>Building Bridges</p> <p>Children will learn about reconciliation and explore ways to admit wrong and what it means to be reconciled with God and each other. Children will learn about The Sacrament of Reconciliation.</p> <p>Islam Week (Understanding of different faiths)</p>		
	<p>Gift</p> <p>Children will explore the theme of Loving in the time of Advent. Children will learn about God's gift of love and friendship in Jesus.</p>	<p>Self-discipline</p> <p>Children will explore Lent and celebrate growth to new life.</p>		<p>God's People</p> <p>Children will learn about how different Saints show people what God is like.</p>		

<p style="text-align: center;">Science</p>	<p>States of Matter 1</p> <p>Know what states are in terms of material Know that materials change state due to changes in temperature Know that water changes state</p>	<p>States of Matter 2</p> <p>Describe what condensation and evaporation are in simple terms Know that condensation and evaporation are part of the water cycle. Describe the water cycle.</p>	<p>Electricity</p> <p>Explain what electricity is Name components in a circuit Construct a circuit and analyse its components Identify insulators and conductors</p>	<p>Digestive System</p> <p>Describe the simple functions of the digestive system in humans Identify the different types of teeth in humans Describe the simple function of teeth.</p>	<p>Sounds</p> <p>Know that sounds travel in waves Know that sounds are made and can be changed Explain the terms pitch and volume.</p> <p>Living Things and their Habitats</p> <p>Understand that living things can be grouped in a variety of ways Name some ways to group living things.</p>	<p>Living Things and their Habitats</p> <p>Know what a classification keys is used for and how to use them to identify plants and animals Explain how environments can change. Know what a food chain is and can explain a food chain for a particular habitat. (Link to rivers and the Amazon)</p>
<p style="text-align: center;">Digital Literacy & Information Technology</p> <p>Use technology safely and respectfully and use Google apps to present information, enter and manipulate data</p>	<p>Google Classroom</p> <p>orientation and procedures for learning at home</p>	<p>Collaborative Google Slides</p> <p>Use Google Slides to work together to present relevant information. Working together in groups on the same Google Slides presentation. Develop awareness of how to work on the same document with different authors, respecting the work of others. Build on previous knowledge of using Google Slides, including adding images and resizing, editing font size, style and colour. Identify the key information to include in the presentation and organise appropriately.</p> <p>Using Google Docs</p> <p>Use Google docs to record information. Using typing skills to write at greater length. To be able to organise and edit text, using highlighting and colour font to show changes. To check spelling in text.</p> <p>Online research using swiggle</p> <p>Build on online research from Year 3. Identify how to carry out suitable online searches using a search engine. Begin to understand that search results are ranked and identify which is the most appropriate for your search. Discuss the benefits of computer networks whilst identifying how we can stay safe online when using them.</p>				

<p>Computer Science</p> <p>Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.</p>		<p>Programming and Debugging</p> <p>Children begin by following instructions to make paper aeroplanes. Consider the potential errors and how to debug these.</p>	<p>Programming and Debugging – minecraft</p> <p>Translate the knowledge and skills of creating a set of instructions to code. Develop sequences and use repetition in code.</p>	<p>Introduction to Programming a model</p> <p>Introduction to using the Probots. (link to maths- geometry) Children programme Probot to draw a shape with specific perimeter. Progressing to children converting the algorithm into code using symbols and testing these instructions out on each other. Begin to consider potential errors and evaluate these.</p>		
<p>Online Safety</p> <p>To empower pupils and students to think critically, behave safely, and participate responsibly in our digital world.</p>	<p>Privacy and Security To describe simple strategies for creating and keeping passwords private. To give reasons why someone should only share information with people they choose to and can trust.</p>	<p>Online Bullying and Relationships To recognise when someone is upset, hurt or angry online. To describe ways people can be bullied through a range of media. To explain why someone may change their mind about trusting anyone.</p>	<p>Self-Image/Online Reputation To explain ways in which someone might change their identity depending on what they are doing online. To explain how my online identity can be different to my offline identity. To describe ways that information can be used by others to make judgements about an individual and why these may be incorrect.</p>	<p>Copyright When searching on the internet for content to use, to be able to explain why you need to consider who owns content and whether you have the right to reuse it. To assess and justify when it is acceptable to use the work of others.</p>	<p>Health, Wellbeing and Lifestyle To explain why spending too much time using technology can sometimes have a negative impact on anyone. To explain why some online activities have age restrictions, why it is important to follow them.</p>	<p>Managing Online Information To demonstrate how to use key phrases in search engines to gather accurate information online. To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p>
<p>History</p>	<p>Who lived in and changed Britain from Iron Age to 1066? Pictorial timeline work – focus on dates, and topical language.</p>			<p>What changed for the people in Britain between 40BC and 1066?</p> <p>Consider the key changes e.g. migration, invasion, rule, settlements and towns.</p>		
	<p>The Romanisation of Britain. Know why the Romans invaded and recognise the extent of the Roman Empire. Understand how the Romans brought change to Britain e.g. organisation, technology and trade.</p>	<p>Invaders: What does the evidence tell us?</p> <p>Know why the Anglo-Saxons came to Britain and where they came from. They will learn about what life was like for Anglo Saxons in Britain.</p>	<p>The struggle for power.</p> <p>Know who the Viking were, how they lived and why they came to Britain. Understand what life was like for Vikings in Britain.</p>			

	Recognise diversity in the Roman Empire. Summarise the impact the Roman Empire had on Britain.	Using evidence and a case study (Sutton Hoo) the children will learn about the beliefs of the Anglo Saxons.	Use evidence (Lindisfarne raid) to ask historically valid questions.	Understand the different societies that have shaped Britain.		
Geography				What is a River? Identify the main features of a river. (Link to science: the water cycle) Case study: To compare the uses of the River Thames Field study Identify the features of a river and consider how river pollution can be measured	River Journeys Rivers of the world Where in the world is the Amazon River? Climate and weather. What are rivers used for? Comparison study River Thames and River Amazon – their uses and the human impact. Link to social justice.	Food Journeys Where does our food come from? How many countries are needed to make a jar of Nutella? Explore the locations of the raw ingredients to create a jar of Nutella. Map the location and consider the environmental impact.
Art	Painting a Landscape Explore the skills to mix colour, create tone and shade. Experiment with acrylic paint and creating texture.		Creative Arts Week-Unity Artwork Develop understanding of harmonious colours and nature-based patterns to create a piece of abstract unity artwork.		Portrait: Children will explore portrait photography to look at facial features, skin tones and composition. Using collage and acrylics children will create their own modern portrait using mixed media.	
D&T				Electrical Product Children use knowledge of circuits to design, make and evaluate an electrical game for themselves.		Cooking and Nutrition Farm to Table Research where food comes from to help them plan a low food miles/low carbon

						<p>footprint meal. (Link to Geography.)</p> <p>Prepare food and make dips for a pitta bread.</p>
PE	<p>Ball skills handling, catching, throwing.</p> <p>Team games</p> <p>Rugby Support teammates when attacking. Defend an opponent. Play scenario games to develop understanding on attacking and defending.</p> <p>Dance Work collaboratively in a group to develop a story/ narrative. Use gesture in performance. Remember and perform longer choreography.</p>	<p>Netball Consider footwork rules. Develop shooting actions. Play small-sided games using netball rules focusing on retaining possession. Pass and move with fluency and with consideration of best space.</p> <p>OAA Follow simple instructions and maps in a familiar context. Work with a partner or small group. Follow a route safely.</p> <p>Cross Country</p>	<p>Tri-Golf Hold and swing a club correctly. Develop the accuracy of hitting a ball.</p> <p>Basketball Develop the attacking skill of dribbling. Develop a range of accurate passing e.g. bounce, chest etc. Perform a jump shot and a pivot</p> <p>Gym Perform individual and partner balances. Control and land rotation jumps. Explore travelling and pathway movements.</p>	<p>Archery Introduction in to holding a bow and trying to hit a given target. Developing control and a focus on hand eye coordination.</p> <p>Rocket Fuel Cricket Develop accurate bowling and hitting off a tee technique. Think about the use of space in the game area.</p> <p>Dodgeball To understand the main rules of dodgeball and to follow them effectively in a game situation.</p>	<p>Athletics Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.</p> <p>Tennis Learn basic grip and shot choices. Improve footwork and develop net play and lunges.</p> <p>Swimming Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back.</p>	<p>Athletics Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.</p> <p>Rounders Starting to learn about fielding and batting skills in smaller sided games looking at the principles of rounders in an untraditional way.</p> <p>Swimming Develop confidence and proficiency swimming for longer distances. Develop stroke techniques.</p>
French	<p>Key Vocabulary: Numbers 0 -10 Consonants and vowels Questions</p> <p>Grammar: Pronouns (je/tu)</p> <p>Stories</p>		<p>Key Vocabulary: Please and thank you Pencil case Items Verbs</p> <p>Grammar: Masculine and feminine nouns (un/une) Verbs ending in 'er'</p>		<p>Key Vocabulary: Items of clothing I have and you have I put and you put Yes and no</p> <p>Grammar: Gender of nouns</p>	

	<p>Roule Galette L'automne Arrive</p> <p>Songs: J'aime la galette 2 petits oiseaux Monsieur Pouce Meunier tu dors?</p>		<p>Stories: Je veux manger</p> <p>Songs: 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai</p>		<p>Plural nouns 1st and 2nd person</p> <p>Stories: Je m'habille et je te croque</p> <p>Songs: Beau front Eiffel Tower</p>	
RHE	<p>Our new class</p> <p>Listen and respond respectfully to others and resolve conflicts with others.</p> <p>Different kinds of responsibilities, rights and duties at school. Why and how rules and laws that protect themselves and others. (Rule of Law)</p> <p>Growth Mindset – developing resilience, independence and teamwork</p> <p>Diversity</p> <p>Appreciate the range of national, regional, religious and ethnic identities of UK. Consider the lives of people living in other places. Recognise and challenge stereotypes.</p>	<p>Contributing to the community</p> <p>Live and work co-operatively with others. Recognise different types of relationships, including those between acquaintance, friends, relatives and families. What being part of a community means. (Mutual Respect)</p> <p>Increasing independence.</p> <p>Friendships and Anti-bullying</p> <p>Recognise and respond appropriately to feelings in others. Recognise what constitutes a positive, healthy relationship: maintain positive and healthy relationships. Strategies to resolve disputes and conflict. (Mutual Respect)</p>	<p>Keeping safe in our local area</p> <p>Differentiate between the terms 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>Build resilience: responsibility to keep themselves and others safe. Use basic techniques for resisting pressure to do something dangerous/ that they think is wrong; recognise and manage dares. (Individual Liberty)</p> <p><i>Safer Internet Day</i></p> <p>Others and media can add pressure to behave in unacceptable,</p>	<p>Fair Trade</p> <p>The real cost of chocolate: consumer power. <i>Fairtrade Fortnight</i></p> <p>The media and information: advertising; recognising and challenging stereotypes. (Mutual Respect)</p> <p>Keeping safe:</p> <p>Sayer's Croft- assess risk and how to manage them responsibly Build resilience and responsibility to keep self and others safe. (Individual Liberty)</p>	<p>How we grow and change.</p> <p>Recognise that they may experience conflicting emotions; change, transition, loss, separation, divorce and bereavement.</p> <p>Understand bacteria and viruses affect health.</p> <p>Know simple routines to reduce virus spread.</p> <p>Know people who are responsible for helping them stay healthy and safe. (Individual Liberty)</p> <p><i>Feeling Good</i></p> <p>First Aid</p> <p>Basic emergency aid procedures at school</p>	<p>Healthy choices</p> <p>Strategies for keeping physically and emotionally safe; which, way and how, commonly available substances and drugs can damage their health and safety; some drugs are restricted, illegal to own, use and give to others. Differentiate between the terms 'risk', 'danger' and 'hazard'.</p> <p>Predict and assess risks in different situations and decide how to manage them responsibly. (Individual Liberty)</p> <p>Environmental awareness</p> <p>Saving energy and climate change;</p>

	(Mutual Respect) <i>Road Safety</i>	<i>Anti -bullying</i>	unhealthy or risky ways; know how and when to ask for help. (Individual Liberty, Mutual Respect)		and other contexts and how to get help. <i>First Aid Fortnight</i> RSE God loves us in our differences. Name the different male and female body parts and identify the development of the baby in the womb. Identify and understand different feelings and how to manage these.	responsibility for looking after the world. Sustainability across the world. recognise, (Mutual Respect)
Music	Tuning Up- Through Surrey Arts teachers, children will learn to play the toot (a woodwind instrument) and develop their singing to create and compose music.					
	Learn how to correctly hold and position the toot. Learn to play new notes: C, D,E, F, G and maybe B and A.	Play with awareness of and adherence to pitch. Recognise notes from written notation. Play, copy and create simple rhythms. Clap a rhythm. Count beats and rests. Play repeated riffs. Create melodic phrases. Improvise rhythms and notes. Read and play pitch notation C-C. Use different tempos and dynamics. Use voices with increasing accuracy, fluency, control and expression.				Learn and practise performance with an awareness of the audience. Play as part of an ensemble.