Curriculum Overview – Year 4 (2023-2024)

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|  | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Theme | Roman Invasion | | Extreme Earth | | | Castles and Legends | |
| English | * Narrative (4 weeks) * Non-chronological report (3 weeks) * Character description (2 weeks) * Instructions (2 weeks) * Poetry (2 weeks) * Writing week (1 week) | | * Biography (3 weeks) * Narrative (4 weeks) * Newspaper report (4 weeks) * Poetry (1 weeks) | | | * Non-chronological report (3 weeks) * Narrative (4 weeks) * Recount (3 weeks) * Instructions (2 weeks) | |
| Maths | * Geometry * Numbers to 10000 * Addition and subtraction | * Addition and subtraction * Multiplication and division | * Multiplication and division * Statistics * Fractions | | * Measure * Decimals * Money | * Measure * Area | * Geometry * Position and movement * Roman   numerals   * Calculation – addressing gaps |
| Science | Living things and habitats  Animals including humans | | Sound  Electricity | | | States of matter | |
| Art | Story telling through drawing – Roman battles | | Sculptures – Ice landscapes | | | Exploring patterns within Coats of Arms | |
| Design and Technology | Roman Onager – Structures and mechanisms | | Shell structures – make recyclable packaging for explorers | | | Shields and Coats of Arms | |
| Geography | Locational Knowledge - Europe | | Physical and Human Geography – Natural  Disasters | | | Locational Knowledge and Physical Geography - UK | |
| History | Roman Britain | |  | | | Norman Britain | |
| RE | Expressing joy  Being thankful | Being reflective and self-critical  Being curious and valuing knowledge | Being modest and listening to others  Creating inclusion, identity and belonging | Being merciful and forgiving  Responding to suffering | | Living by rules  Being temperate, self-disciplined ad seeking contentment | Being imaginative and exploratory  Appreciating beauty |
| Personal Development | No Outsiders (Equality)  Accepting differences    Respectful Relationship  Understand courtesy  Solving conflict  Listen and respond to others  Expressing own opinion    Being Safe  Keeping secrets    Emotional Literacy  Develop resilience, being assertive, mental health awareness, overcoming worries and exploring different families. | | No Outsiders (Equality)   * To help someone accept difference * Be proud of who I am * Show acceptance     Respectful Relationship   * Appreciate the values and customs of people around the world * Understand how choices I make affect people around me * Understand how choices I make affect the environment     Families and people who care for us   * Understand the importance of managing money * Understand the concept of what interest, loans, debt, and tax are * Marriage     Emotional Literacy   * Achieving goals, understand assumptions and dealing with fears and worries | | | No Outsiders (Equality)   * Finding and exploring common ground * When to be assertive     Staying safe   * Balanced lifestyles * Promote mental health and wellbeing * Staying safe online * Managing worries and fears     SRE- Growing up   * Explore the human cycle and identify some basic facts about puberty * Explore how puberty is linked to reproduction * Explore respect in a range of relationships * Discuss the characteristics of a healthy relationships | |
| PE (Get Set 4 PE Scheme) | Football | Netball | Dodgeball | Dance (Year 5/6 unit) | | Swimming | Swimming |
| Computing (Kapow) | * Computing systems and networks – collaborative learning * Programming – Further coding with Scratch | | * Creating media – website design * Skills Showcase * Online Safety | | | * Programming – computational thinking * Data Handling – investigating weather | |
| Music (Junior Jam) | Electric Drums | Class Jam | Ukeleles | Singing | | Songwriting with Glockenspiels | Music Theory with Keyboards |
| MfL | Fruits  I am able…  I know how… | | Vegetables  Presenting myself | | | In the classroom  At the Tea Room  At the Café  At the Restaurant | |