

Year 4 Curriculum overview 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Number – place value (4 weeks)</p> <p>Number – addition and subtraction (3 weeks)</p> <p>Measurement – length and perimeter (1 week)</p> <p>Number – multiplication and division (3 weeks)</p>		<p>Number – multiplication and division (3 weeks)</p> <p>Measurement – area (1 week)</p> <p>Number – fractions (4 weeks)</p> <p>Number – decimals (3 weeks)</p>		<p>Number – decimals (2 weeks)</p> <p>Measurement – money (2 weeks)</p> <p>Measurement – time (1 week)</p> <p>Statistics – (2 weeks)</p> <p>Geometry – properties of shape (3 weeks)</p> <p>Geometry – position and direction (1 week)</p>	
English GPS	<p>Varjak Paw CLPE/PoR Fiction</p> <p>Poetry – exploring form 1: Howel’s moving castle, haiku, tanka, cinquain</p> <p>Balanced Argument 1: Old Testament Abraham and Sarah – Should they leave or stay?</p> <p>Persuasive letter 1: Why Rainforests are worth saving</p> <p>Jeannie Baker Where the forest meets the sea</p> <p>GPS</p> <p>Weeks 1-5 Year 3 Recap: Use the forms a or an according to whether the next word begins with a consonant or a vowel. Extending sentences with conjunctions using more than one clause. Express time, place and cause using conjunctions, prepositions and adverbs</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>Introduction to paragraphs: grouping related material</p> <p>Terminology for pupils: • pronoun • possessive pronoun * determiner</p> <p>PiXL Tests</p>	<p>“One Plastic Bag” PoR Links to Art</p> <p>Newspaper report 1: On plastic use</p> <p>Stories from other cultures 1</p> <p>1st person narrative 1 (moderated) Write in the first person from the perspective of a discarded plastic bag</p> <p>GPS</p> <p>Weeks 6 – 7: Yr4: Nouns/ Pronouns for clarity, cohesion, to avoid repetition. Using fronted adverbials, commas after fronted adverbials Terminology for pupils: • adverbial</p> <p>No Nonsense Spelling: Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go , Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go , Teach Proofreading , Teach Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’, Practise Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’, Apply Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’, Learn Strategies for learning words: words from statutory and personal spelling lists , Assess</p>	<p>Charlottes Webb CLPE/PoR</p> <p>Balanced Argument 2, 3rd person story narrative 1</p> <p>Newspaper report 2: All based on CWB</p> <p>GPS: Apostrophes: recap and Plural possessive noun</p> <p>The grammatical difference between plural and possessive –s</p> <p>Speech: Using and punctuating direct speech</p> <p>No Nonsense Spelling: /g/ sound spelt ‘gu’, /g/ sound spelt ‘gu’ ,Strategies for learning words: words from statutory and personal spelling lists , endings sounding like /tʃə/ spelt ‘- ture’, endings sounding like /tʃə/ spelt ‘- ture’ ,Assess endings sounding like /tʃə/ spelt ‘- ture’: dictation , Strategies for learning words: selected words from statutory and personal spelling lists , Possessive apostrophe</p>	<p>WILLOW Pattern</p> <p>Belonging CLPE/PoR</p> <p>By Jeannie Baker</p> <p>The Easter Story</p> <p>The Passion.</p> <p>Narrative Poetry 1st: Willow pattern plate.</p> <p>Passion Play: Learning lines, The Easter Story</p> <p>Poetry Exploring form 2nd: Odes</p> <p>GPS: Expanded Noun Phrases with modifying adjectives, nouns and prepositions. Use of inverted commas and other punctuation to indicate direct speech</p> <p>No Nonsense Spelling: Assess Statutory spellings learnt so far, Revise Strategies at the point of writing: Proofreading , Prefixes ‘anti-’ and ‘inter-’, Prefixes ‘anti-’ and ‘inter-’, Assess Prefixes ‘anti-’ and ‘inter-’, Strategies for learning words: selected words from statutory and personal spelling lists, Assess Spellings learnt so far,</p>	<p>Poetry Pie by Roger McGough CLPE Poetryline</p> <p>Narrative Poetry 2nd You Wait Till I’m Older Than You – Michael Rosen</p> <p>1st Person 2nd Recount: Anecdote</p> <p>Persuasive letter 2nd (moderated) e.g. Should children be tested in primary school?</p> <p>GPS: Standard English forms for verb inflections instead of local spoken forms Use of paragraphs to organise ideas around a theme</p> <p>PiXL Tests</p> <p>No Nonsense Spelling: /s/ sound spelt ‘sc’ (Latin in origin) , Words with the /s/ sound spelt ‘sc’ (Latin in origin), Strategies for learning words: words from</p>	<p>Beowulf Vrsn: Michael Morpurgo</p> <p>Stories from other cultures 2nd Beowulf</p> <p>3RD Person story: Retelling of part of Beowulf in their own words as narrator.</p> <p>GPS: Revision / revisit</p> <p>No Nonsense Spelling: Suffix ‘-ous’, Suffix ‘-ous’, Suffix ‘-ous’, Practise Proofreading , Revise Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’, Practise/Apply Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’, Strategies for learning words: words from statutory and personal spelling lists, Assess Words learnt so far, Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Assess Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Strategies for</p>

	<p>No nonsense Spellings: Revise Strategies at the point of writing: Have a go, Learn/Practise Strategies for learning words: words from statutory spelling list, Assess Words from statutory and personal spelling lists, Teach Words ending /ʒə/, Practise Words ending /ʒə/, Assess Words ending /ʒə/, Learn Strategies for learning words: words from statutory and personal spelling lists, Teach From Year 2: possessive apostrophe with singular proper nouns, Practise From Year 2: possessive apostrophe with singular proper nouns, Teach Homophones (peace/piece, main/mane, fair/fare), Practise Homophones (peace/piece, main/mane, fair/fare), Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare), Learn Strategies for learning words: words from statutory and personal spelling lists, Practise Strategies for learning words: words from statutory and personal spelling lists, Assess Words from statutory and personal spelling lists: pair testing.</p>	<p>Words from statutory and personal spelling lists: pair testing, Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou', Practise/Apply Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou', Learn Strategies for learning words: words from statutory and personal spelling lists, Assess Words from statutory and personal spelling lists: pair testing, Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'), Practise Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'), Apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>with plurals , Practise Possessive apostrophe with plurals , Homophones (scene/seen, mail/male, bawl/ball) , Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball) , Apply Homophones (scene/seen, mail/male, bawl/ball) , Assess Words already learnt from the statutory spelling test , Strategies for learning words: words from statutory and personal spelling lists , Assess Error Analysis</p> <p>PiXL Tests</p>	<p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion', Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' , Assess Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' , Strategies for learning words: words from statutory and personal spelling lists , Assess Spellings learnt so far this term, Revise/Assess Spellings taught so far, Revise/Assess Spellings taught so far</p>	<p>statutory and personal spelling lists Strategies at the point of writing: Endings that sound like /ʒən/ spelt 'sion', Endings that sound like /ʒən/ spelt 'sion', Assess Endings that sound like /ʒən/ spelt 'sion', Strategies for learning words: words from statutory and personal spelling lists, Revise Apostrophes for possession, including singular and plural, Apostrophes for possession, including singular and plural, Homophones, Practise Homophones, Apply Homophones, Assess Statutory words learnt during the year, Revise/Learn Strategies for learning words: words from statutory list that need further learning, Revise/Learn Strategies for learning words: words from statutory list that need further learning.</p>	<p>learning words: words from statutory and personal spelling lists, Assess Words learnt so far, Revise Work covered this term</p>
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Art	Formal elements of art <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of Art and design techniques, including drawing, painting and sculpture To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 1.TEXTURE: Charcoal Mark Making	Formal elements of art (cont’): 2.Texture & Pattern: Playdough Printing 3.PATTERN: Stamp Printing 4.PATTERN: Reflection & Symmetry 5.PATTERN: Flower of Life Printing Links to Christmas and RE – prayer chains	Art and design skills 1.Learning about...The role of a curator in an art gallery (Optional) 2.Design: Optical Illusions (optional) 3.Design: Willow Pattern 4.Craft: Soap Sculptures Knowledge of Artists 5.Drawing: Still Life Still Life drawing 6.Painting: Paul Cezanne Painting in the style of the artist Paul Cezanne		Every picture tells a story Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Sculpture Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> Improve their mastery of art and design techniques. Become aware of the work of well-known artists.
Design Technology	Textiles: Fastenings: book jacket Mechanical systems: Slingshot car Frame, design and build for purpose		Electrical systems: Torches – circuits and switches (Science Link)		Structures: Pavilions – create to a brief – a free standing, clad structure (Lessons 1 – 4)	Food: Adapting a recipe - biscuits (Lessons 1 – 4)
Computing *Optional unit- 4.9 Making Music (4 weeks)	Unit 4.2 Online Safety (4 weeks) KS2.4/KS2.7 KS2.6 Unit 4:4 Writing for different audiences (5 weeks) KS2.6 Additional Keyboard skills and continue with Yr 3 touch typing	Unit 4.4 Writing for different audiences (cont - 5 weeks) KS2.6 Additional Keyboard skills and continue with Yr 3 touch typing Unit 4.6 Animation (3 weeks) KS2.6	Unit 4:3 Spreadsheets (6 weeks – crash course) KS2.6 Safer Internet Day- 8 th Feb 2022	Unit 4.1 Coding (6 weeks – crash course) KS2.1/KS2.2/KS2.3/	Unit 4:3 Effective search (3 weeks) KS2.4/KS2.5 Unit 4.6 Hardware Investigators (2 weeks) KS2.4	Unit 4:3 Logo (4 weeks) KS2.1/KS2.2/KS2.3 (additional focus on Online Safety from Education in a Connected World) KS2.7
Geography	Megacities The world’s countries and the key physical, human and environmental characteristics of Europe and North and South America			Local Area Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		How can we learn to live more Sustainably? Key aspects of human geography: the distribution and use of natural resources including energy, food, minerals and water

History		Iron Age changes in Britain from the Stone Age to the Iron Age.	Romans the Roman Empire and its impact on Britain.		Anglo Saxons Britain's settlement by Anglo-Saxons and Scots.	
PHSE / PD Life to the Full Ten:Ten resources	British Values PiXL: Coping with change ESafety Computing link Purple Mash	Loved By God: Our Bodies	Created to Love Others: Personal Relationships Keeping Safe		Created to live in Community Our relationship with the wider world.	
RE The Way the Truth the Light WTL	The Bible WTL 4.1 Old (and New Testaments)	Trust in God Advent WTL 4.2 & 1 week Judaism Festivals/Traditions Assessment	Jesus the Teacher WTL 4.3	Jesus the Saviour Holy Week WTL 4.4 Assessment	The Early Christians Mission of the Church WTL 4.5 Sikhism (Inc' Trip to Gudwhar)	The Church Belonging to the Church WTL 4.6
PE	Endurance Run Invasion Games - Netball/Football skills and small sided games Dance – Ying and Yang	Endurance Run Invasion Games - Basketball skills and small sided games Dance - Haka	Endurance Run Invasion Games - Handball skills and small sided games Gymnastics	Endurance Run Net games – Tennis skills and mini games Gymnastics	Endurance Run Striking and Fielding Cricket/ Rounders skills and mini games Athletics – throwing, jumping, sprinting, relay	OAA/Endurance Run Striking and Fielding/Net Games – Rounders, Cricket and Tennis skills and games Athletics - throwing/jumping, sprinting, relay
French MFL	Encore!	Quelle heure est-il?	Les fêtes	Où vas-tu?	On mange!	Le cirque
Music	Singing: Sing Up Pop music Abba Mama Mia listen appraise, improvise, compose, sing. Play instruments	Sing Up Glockenspiel Stage 2 listen appraise, improvise, compose,	“Stop” Rap – listen appraise, compose, sing/rap	“Lean on Me” A Soul/Gospel Song by Bill Withers	“Blackbird” All the learning in this unit is focused around one song: Blackbird by The	Reflect, Rewind and Replay consolidate learning and perform

		sing. Play notes on instruments			Beatles - a song about civil rights.	
Science	Living things & their habitats	Animals including Humans	Electricity	States of matter	Sound	Revision
	Living Things & their Habitats will be looked at throughout the year					