

## YEAR 4 CURRICULUM OVERVIEW 2024 - 2025



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Books	The Usborne Book of Greek Myths (English driver text) Charlotte's Web	Fantastic Beasts and Where to Find Them (English driver text) Charlotte's Web	The Tear Thief by Carol Ann Duffy Lost Happy Endings by Carol Anna Duffy Roald Dahl novels for character description Brand New Boy Song of the Dolphin Boy The Secret Wild	Flood, By Alvaro F.Villa Hello Lighthouse Brand New Boy Song of the Dolphin Boy The Secret Wild	The Romans are Coming by Paul Mason Escape from Pompeii	The Firework Maker's Daughter What's the weather?
Curriculum	<b>English</b> Birth of the Gods, respond to Greek creation myth and write own creation myth– <i>develop planning structure. paragraphs, fronted adverbials, personification,</i>	<b>English</b> Non-Chronological reports about our own Mythical creatures inspired by Fantastic Beasts and Where to Find Them. Performance Poetry based on 'Recipe for a Wolf'	<b>English</b> The Tear Thief - Writing in the style of an author to develop characters and settings and identify, and begin to use, features of dialogue.	<b>English</b> Hello Lighthouse – <i>letter writing and persuasive texts</i> Flood? By Alvero F Villa	<b>English</b> Escape from Pompeii – <i>chronological recounts</i>	<b>English</b> Poetry and non-fiction texts
	<b>Maths</b> Place Value Addition and Subtraction	<b>Maths</b> Addition and Subtraction Measurement - Area Multiplication and Division	<b>Maths</b> Multiplication and division Length and perimeter	<b>Maths</b> Fractions Decimals	<b>Maths</b> Decimals Money Time	<b>Maths</b> Shape Statistics Position and direction
	<b>Science</b> <b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways.  Explore and use classification keys to help group, identify and name living things in the local/wider environment	<b>Science</b> <b>Animals including humans</b> Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans	<b>Science</b> <b>Living things and their habitats - conservation</b> Describe ecosystems and how they are affected by changes in seasons; Understand human impact on the environment through deforestation; Explore air pollution; Understand water	<b>Science</b> <b>Electricity</b> Explore electrical appliances and electrical safety; Learn about electrical components in a series circuit; Investigate electrical circuits; Explore conductors and insulators; Learn about electrical switches; Investigate how	<b>Science</b> <b>Sound</b> Identify how sounds are made; Explore how vibrations from sound travel through medium to the ear; Explore sound insulation; Explore volume; Explore pitch; Explore sounds from near and from far.	<b>Science</b> <b>States of Matter</b> Compare and group the 3 states of matter; Explore how particles behave in solids, liquids and gases; Investigate melting points; Explore freezing and boiling points; Explore evaporation and condensation; Understand the water cycle.

YEAR 4 CURRICULUM OVERVIEW 2024 - 2025



		and animals and their simple functions.	pollution; Explore methods that can be used to conserve water; Understand that humans can have a positive impact on nature.	electrical components can change within a circuit.		
	<b>History</b> <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.	<b>History</b> <b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world.	<b>History</b> <b>Time box 2</b> Short fun sessions to build up pupils’ chronological understanding.		<b>History</b> <b>The Roman Empire and its impact on Britain</b>	
			<b>Geography</b> <b>Rainforest - biomes</b>  Locate the world’s countries, using maps to focus on Europe ..., concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Understand the different climate zones of the world (tropical, temperate, polar) including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar	<b>Geography</b> <b>Rivers</b>  Describe the water cycle, explain what a river is and locate the world’s longest rivers on a map.  Describe how rivers are used around the world.  Identify the stages and features of a river, and the way that land use changes from the source to the mouth.		<b>Geography</b> <b>South America – The Amazon basin</b>  Locate South America on a world map and identify a range of its physical and human features.  Locate the countries and capital cities of South America.  Compare key facts about Brazil with our country.  Find out if the River Amazon is the longest in the world and identify the


YEAR 4 CURRICULUM OVERVIEW 2024 - 2025



			<p>regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions</p> <p>Recognise the different layers of life in a rainforest, recognise the features that make up a rainforest. Describe the key characteristics of the Congo. Describe and explain the impact of the deforestation of the rainforests. Explain the importance of the Amazon Rainforest.</p>	<p>Recognise and explain how human activity affects rivers.</p> <p>Recognise and explain how flooding affects communities.</p> <p>Identify the key characteristics of one of the world's longest rivers.</p>		<p>key characteristics of the Amazon Basin.</p> <p>Explain the importance of the Amazon Rainforest.</p> <p>Share my knowledge and understanding of the Amazon Basin.</p>
	<p><b>Computing</b> PowerPoint: Classification Keys</p>		<p><b>Computing</b> <b>Artificial intelligence</b> Teachable machine</p>	<p><b>Computing</b> <b>AR &amp; VR</b> Invent a toy</p>	<p><b>Computing</b> <b>Programming</b> Microbit: Get off my stuff!</p>	<p><b>Computing</b> <b>Sound</b> Movie soundtrack</p>
		<p><b>Art</b> <b>Sculpture</b> Creating Greek coil pots</p>	<p><b>Art</b> <b>Drawing skills</b> <u>Drawing stories: illustrations by children</u> <a href="https://www.accessart.org.uk/drawing-stories-illustrations-by-children/">https://www.accessart.org.uk/drawing-stories-illustrations-by-children/</a></p>	<p><b>Art</b> <b>Drawing skills</b> <u>Drawing by torch light.</u> <a href="https://www.accessart.org.uk/drawing-by-torchlight/">https://www.accessart.org.uk/drawing-by-torchlight/</a></p>	<p><b>Art</b> <b>Drawing skills</b> <u>Drawing water</u> <a href="https://www.accessart.org.uk/drawing-pouring-water/">https://www.accessart.org.uk/drawing-pouring-water/</a></p>	<p><b>Art</b> <b>Surface and colour</b> <b>Exploring still life</b> Explore artists working with the genre of still life, contemporary and more traditional. Create your</p>

YEAR 4 CURRICULUM OVERVIEW 2024 - 2025



			Illustrating characters in the style of Quentin Blake. <a href="https://www.accessart.org.uk/exaggerating-to-communicate/">https://www.accessart.org.uk/exaggerating-to-communicate/</a>			own still life inspired art work.
			<b>Design Technology</b> <b>2D to 3D –decorative stitching</b> Design, sew and embellish a felt fish/ray/ rainforest frog/sloth–link to geog or science 	<b>Design Technology</b> <b>Simple circuits and shell structure:</b> Design and make a lighthouse.	<b>Design Technology</b> <b>Food, Healthy Diet:</b> Bake savoury muffins or pizza swirls for a healthy picnic snack	<b>Design Technology</b> <b>Pneumatics-</b> Design and make a simple moving creature in a box
<b>PHSE</b> <b>Families and friendships</b> Positive Relationships -Mutual respect -Strategies to build positive friendships -How to manage challenges within friendships	<b>PHSE</b> <b>Safe relationships</b> Responding to hurtful behaviour, managing confidentiality, recognising risks online. <b>Respecting ourselves and others</b> Respecting differences and similarities discussing difference sensitively.	<b>PHSE</b> <b>Belonging to a community</b> What makes a community, shared responsibilities.	<b>PHSE</b> <b>Media literacy and digital resilience</b> How data is shared and used. <b>Money and work</b> Making decisions about money, using and keeping money.	<b>PHSE</b> <b>Physical health and mental wellbeing</b> Maintaining a balanced lifestyle, oral hygiene and dental care	<b>PHSE</b> <b>Growing and changing</b> Physical and emotional changes in puberty. <b>Keeping safe</b> Medicines and household products; drugs common to everyday life.	
<b>RE</b> <b>Judaism</b> <b>Beliefs &amp; Practices</b> How special is the relationship Jews have with God?	<b>RE</b> <b>Christianity</b> <b>Christmas – Incarnation</b> What is the most significant part of the nativity story for Christians today?	<b>RE</b> <b>Judaism</b> <b>Passover</b> How important is it for Jewish people to do what God asks them to do?	<b>RE</b> <b>Christianity</b> <b>Easter - Salvation</b> Is forgiveness always possible for Christians?	<b>RE</b> <b>Judaism</b> <b>Rites of Passage and good works</b> What is the best way for a Jew to show commitment to God?	<b>RE</b> <b>Christianity</b> <b>Prayer &amp; Worship</b> Do people need to go to church to show they are Christians?	

YEAR 4 CURRICULUM OVERVIEW 2024 - 2025



	<b>PE</b> Swimming Fitness - Beat Your Best	<b>PE</b> Swimming Dance	<b>PE</b> Gymnastics Football	<b>PE</b> Ball Skills OAA	<b>PE</b> Tennis and Badminton Cricket	<b>PE</b> Athletics – track Athletics – field
		<b>Music</b> Finish This –English National Opera – Music making programme Develop listening and composition skills: learning how to interpret music, record music, and experiment with telling stories through music, using voice, body and instruments	<b>Music</b> <b>Charanga – Compose with your friends</b> How Does Music Improve Our World?	<b>Music</b> <b>Charanga – Feelings through Music</b> How Does Music Teach Us About Our Community?	<b>Music</b> <b>Charanga – Expression and Improvisation</b> How Does Music Shape Our Way of Life?	<b>Music</b> <b>Charanga – The Show Must Go On!</b> How Does Music Connect Us with the Environment?
			<b>French</b> Phonics Fruits	<b>French</b> I am able to ..... I know how to ...	<b>French</b> Vegetables	<b>French</b> Presenting Myself