

YEAR 4 CURRICULUM OVERVIEW

COMMUNICATION

Music

- * Use voice & instruments with increasing accuracy.
- * Improvise & compose music.
- * Listen to music with attention to detail.
- * Appreciate wide range of live & recorded music.
- * Begin to develop understanding of music history.

Drama

- * Create, adapt and sustain different roles, experimenting with movement, expression and voice.
- * Create and present scripted or improvised drama, beginning to take account of audience and atmosphere.
- * Respond to the experience of drama.
- * Give and accept constructive comments.

Speaking & Listening

- * Engage in meaningful discussions.
- * Listen to and learn a wide range of vocabulary.
- * Identify vocabulary that enriches and enlivens stories.
- * Speak to small and larger audiences regularly.
- * Practise and rehearse sentences and stories.
- * Listen to & tell stories to internalise the structure.
- * Articulate & justify opinions.
- * Speak audibly in Standard English.
- * Gain, maintain & monitor interest of listeners.

Non-Fiction Writing

- * Write instructions, recounts, explanations, non-chronological reports,
- * Write persuasively, formally and in a journalistic style.
- * Write arguments and write biographies.

Dance

- * Create short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
- * Express my ideas, thoughts and feelings through work

Poetry Writing

- * Learn by heart and perform a significant poem.
- * Write poems that convey an image.

Reading

- * Retell some stories orally.
- * Discuss words & phrases that capture the imagination.
- * Identify themes & conventions.
- * Recognise a variety of forms of poetry.
- * Read and listen to a wide range of styles of text.
- * Take part in conversations about books.
- * Learn a wide range of poetry by heart.
- * Look at books with a different alphabet to English.
- * Read and listen to whole books.

Art

- * Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- * Develop and share ideas in a sketchbook and in finished products
- * Develop a mastery of an increasing range of techniques.
- * Learn about great artists, architects and designers in history.
- * Give and accept constructive comments about own and other people's work.

Fiction Writing

- * Write stories that contain mythical, legendary or historical characters or events.
- * Write stories of adventure.
- * Write letters.
- * Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Physical Wellbeing

- * Developing an understanding of the human body.
- * Learn to assess and manage risk, to protect and to reduce the potential for harm when possible.
- * Know and demonstrate how to keep safe and how to respond in a range of emergency situations.
- * Know and demonstrate how to travel safely.
- * Be aware of the role physical activity plays in keeping us healthy.
- * Explore how physical activity contributes to health & wellbeing.

Physical Education

- * Use running, jumping, catching and throwing in isolation and in combination.
- * Play competitive games, modified as appropriate.
- * Develop flexibility & control.
- * Compare performances to achieve personal bests.

HEALTH & WELLBEING

Mental & Emotional Wellbeing

- * Express feelings clearly and develop the ability to talk about them.
- * Begin to know we all experience a variety of thoughts and emotions that affect us.
- * Understand how to access support.
- * Understand that feelings and reactions can change.
- * Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
- * Understand the importance of mental wellbeing and how this can be improved.
- * Explore and develop skills and strategies to support themselves.
- * Learn how to give support.

Social Wellbeing

- * Explore entitled rights, exercise these appropriately and accept responsibilities.
- * Show respect for the rights of others.
- * Contribute to making the school community one which values individuals equally and is inclusive.
- * Use and value opportunities to improve and manage learning.
- * Represent class, school and/or wider community to develop self-worth and confidence.
- * Contribute to bringing about positive change in the school and wider community.
- * Value the opportunities given to make friends and be part of a group in a range of situations.

Relationships Education**

- * Caring friendships
- * Respectful relationships & Online relationships
- * Experiences and situations
- * Changing adolescent body

**STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM

GLOBAL UNDERSTANDING

British Values

- * Increasingly understand, across the curriculum: Democracy; The Rule of Law; Individual Liberty; Mutual Respect & Tolerance

RE

- * Study Christianity & Islam.
- * Study other religions of interest to pupils.

History

- * Use primary & secondary sources selectively to research past events.
- * Interpret historical evidence from a range of periods to help to build a picture of Britain's heritage and my sense of chronology.
- * Investigate a historical theme to discover how past events or the actions of individuals or groups have shaped a society.
- * Compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
- * Explore why people & events from a particular time in the past were important.

Languages

- * Listen & engage: Ask & answer questions.
- * Appreciate stories, songs, poems & rhymes.
- * Speak in sentences using broadening vocab & pronunciation.
- * Show understanding of words & phrases.

Geography

- * Further investigate countries of the world, with a focus on key physical & human features.
- * Describe the physical processes of a natural disaster and discuss its impact on people and the landscape.
- * Extend a mental map and sense of place.
- * Use fieldwork to observe, measure & record.
- * Describe & understand key aspects of physical and human geography.
- * Use 8 points of compass, symbols & keys.
- * Interpret information from different types of maps and am beginning to locate key features within UK, Europe or the wider world.

Science - Chemistry

- * Changes of state
- * The water cycle

Design & Technology

- * Use research & criteria to develop products which are fit for purpose.
- * Use annotated sketches and prototypes to explain ideas.
- * Evaluate existing products and improve own work.
- * Use mechanical systems in own work.

S.T.E.M

Computing

- * Access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
- * Use search facilities of electronic sources to access and retrieve information.
- * Use logical reasoning.
- * Understand computer networks.
- * Use internet safely and appropriately.
- * Collect and present data appropriately.

Science - Biology

- * Classify living things
- * Digestive system & teeth
- * Food chains

Working Scientifically

- * Ask relevant questions.
- * Set up simple, practical enquiries/tests.
- * Make accurate measurements using standard units.
- * Gather, record, classify and present data
- * Record & report on findings.
- * Use results to draw simple conclusions.
- * Identify differences, similarities or changes.
- * Use straightforward, scientific evidence to answer questions or to support their findings.

Science - Physics

- * Sound as vibrations
- * Electricity: simple circuits & conductors

KEY SKILLS

Reading:

- * Secure decoding of unfamiliar words
- * Read for a range of purposes
- * Retrieve & record information
- * Make inferences & justify predictions
- * Identify & summarise ideas
- * Use libraries and classification

Writing:

- * Correctly spell common homophones
- * Increase regularity of handwriting
- * Plan writing based on familiar forms
- * Organise writing into paragraphs
- * Use simple organisational devices
- * Proof-read for spelling & punctuation errors
- * Use & punctuate direct speech
- * Use commas after front adverbials

- * Evaluate own and others' writing
- * Read own writing aloud
- * Use wider range of conjunctions
- * Use perfect tense appropriately
- * Select pronouns and nouns for clarity

Maths - Number/Calculation:

- * Know all tables to 12 x 12
- * Secure place value to 1000
- * Use negative whole numbers
- * Round numbers to nearest 10, 100, 1000
- * Use Roman numerals to 100 (C)
- * Column addition & subtraction up 4 digits
- * Multiply & divide mentally
- * Use standard short multiplication

Maths - Geometry & Measures:

- * Compare 2-d shapes, including quadrilaterals & triangles
- * Find area by counting squares
- * Calculate rectangle perimeters
- * Estimate & calculate measures
- * Identify acute, obtuse & right angles
- * Identify symmetry
- * Use first quadrant coordinates
- * Introduce simple translations

Maths - Data

- * Use bar charts, pictograms & line graphs

Maths - Fractions

- * Recognise tenths & hundredths
- * Identify equivalent fractions
- * Add & subtract fractions with common denominators
- * Recognise common equivalents
- * Round decimals to whole numbers
- * Solve money problems