

Year 4 Curriculum

Main topics:

Term	Reading	Writing	Maths	Science	History / Geography	Art	PSHCE	RE
Autumn 1	<p>Novel Study : Charlotte’s Web</p> <p>Short Extract: Jorvig Dig Leaflet</p> <p>Short Extract: Vicious Vikings Newspaper</p> <p>5 Day reading model</p> <ol style="list-style-type: none"> Vocabulary Summarising / sequencing text. Literal and inference questions. Inference learning Assessment 	<p>T4W Narrative: Thor and Loki</p> <p>How to Train your Dragon-writing linked to Vikings topic</p> <p>Instructions: How to Train your Dragon</p> <p>Explanation leaflet: All about dragons</p>	<p>Reasoning with 4-digit numbers (2 weeks)</p> <ul style="list-style-type: none"> Understanding our number system Identifying 10, 100, 1000 more or less Rounding numbers of up to 4-digits with accuracy Applying learning. <p>Addition and Subtraction (3 weeks)</p> <ul style="list-style-type: none"> Deriving facts from known facts Exploring appropriate strategies Applying formal column method Solving word problems. 	<p>States of matter</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>To observe that some materials change state when they are heated or cooled.</p> <p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>To explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).</p> <p>To observe water as a solid, a liquid and a gas and note the changes to water when it is heated or cooled.</p>	<p>Vikings</p> <p>Were the Vikings the greatest warriors in history?</p> <ol style="list-style-type: none"> First Viking raid in England occurred (787 AD) Alfred the Great becomes King. (871 AD) Vikings permanently settled in England. (787 AD) King Alfred makes peace and ‘Danelaw’ was created. (886 AD) Vikings lose control of York.(954 AD) The last Anglo-Saxon King is defeated. (1066 AD) 	<p>Vikings</p> <p>Building Viking Ships</p>  <p>DT – Design, create and Evaluate</p>	<p>Being me in my world:</p> <p>This teaches children self-identity and self-worth, safeguarding, recognising feelings, being part of a team, learning about being a good citizen, democracy and our rights and responsibilities.</p> <div style="background-color: #e0e0e0; padding: 5px;"> <p align="center">Being Me In My World</p> <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour </div>	Inspirational People

	<p>Novel Study : Charlotte's Web</p> <p>5 Day reading model</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Summarising / sequencing text. 3. Literal and inference questions. 4. Inference learning 5. Assessment 	<p>T4W: Persuasive travel brochure 'Exhilarating Equador'</p> <p>Writing linked to Novel-Charlotte's Webb</p>	<p>Multiplication and Division (3 weeks)</p> <ul style="list-style-type: none"> • Deriving multiplication and division facts • Exploring properties of multiplication • Using and explaining short multiplication • Exploring mental division • Using and explaining short division • Applying in further contexts <p>Interpreting and Presenting Data (2 weeks)</p> <ul style="list-style-type: none"> • Representing data using pictograms • Representing data using bar charts • Exploring time graphs. 	<p>Animals including humans</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To identify the different types of teeth in humans and their simple functions.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine.</p> <p>To explore questions that help them to understand their special functions.</p>	<p>North and South America</p> <p>Which part of America has the best features?</p> <ol style="list-style-type: none"> 1) To locate and learn the countries of North America. 2) To identify the key physical features and environmental regions of North America. 3) To identify famous human features in North America. 4) To locate the continent of South America 5) To learn about the Atacama Desert. 6) To compare two South American Countries. 	<p>Latin American Street art</p> <p>Create graffiti art</p> <p>Shape</p> <p>-Accurate drawings of whole people</p> <p>-Scale and proportion</p> <p>Colour</p> <p>-Colour to reflect mood</p>	<p>Celebrating Difference:</p> <p>This teaches children about equality, diversity, bullying, stereotyping, managing conflict, racism and cultural differences.</p> <div style="background-color: #e0e0e0; padding: 5px;"> <p>Celebrating Difference</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> </div>	Neighbours
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Spring 1	<p>Novel Study : Krindlekrax</p> <p>Short Extract: Egyptian Poem</p> <p>Short Extract: Newspaper Article Egyptians</p> <p>5 Day reading model</p> <ol style="list-style-type: none"> Vocabulary Summarising / sequencing text. Literal and inference questions. Inference learning Assessment 	<p>T4W: Adventure Story 'Howard Carter Mishap'</p> <p>Writing linked to Egyptians topic</p> <p>Explanation: Death Mask</p> <p>Newspaper: Tomb discovery</p>	<p>Securing multiplication facts (1 week)</p> <ul style="list-style-type: none"> Exploring patterns within and between multiplication tables Deepening understanding of multiples of seven and nine <p>Fractions (4 weeks)</p> <ul style="list-style-type: none"> Interpreting fractions in different ways Understanding mixed numbers and improper fractions Adding and subtracting with the same denominator Solving problems involving fractions of a quantity 	<p>Sound</p> <p>To identify how sounds are made, associating some of them with something vibrating.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear.</p> <p>To find patterns between the pitch of a sound and features of the object that produced it.</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>To recognise that sounds get fainter as the distance from the sound source increases.</p> <p>To explore and identify the way sound is made through vibration in a range of different musical instruments from around the world.</p> <p>To find out how the pitch and volume of sounds can be changed in a variety of ways.</p>	<p>Egyptians</p> <p>Did the ancient Egyptians build the greatest buildings on Earth?</p> <ol style="list-style-type: none"> To learn about who the Ancient Egyptians were and begin to understand what life might have been like as an Egyptian. To learn about the Egyptian Gods. To explain the ancient ritual of Mummification and understand the Ancient Egyptian belief in the Afterlife. To learn about Tutankhamun and understand the importance of his discovery. To understand what was important to people during ancient Egyptian times. To be able to decipher and understand how hieroglyphs were used. 	<p>Salt dough Egyptian cartouche</p>  <p>Form</p> <p>-Plan and develop</p> <p>Colour</p> <p>-Colour mixing and matching, tint, tone and shade</p> <p>-Colour for purpose</p>	<p>Dreams and goals:</p> <p>This teaches children about motivation, persistence, working as a group, setting goals and ambitions, overcoming obstacles, money management and positive attitudes.</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;">Dreams and Goals</div> <div style="background-color: #c0c0e0; padding: 5px;"> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p> </div>	<p>Belief in our Community</p>
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**Novel Study :
Krindlekrax**

**5 Day reading
model**

*Vocabulary
Summarising/
sequencing text.
Literal and
inference
questions.
Inference learning
Assessment*

No T4W

Writing
linked to
Novel-
Krindle Krax

Writing
linked to Art
Week:
Persuasive
leaflet-
Planet
Pollution

Time (1week)

- 12 hour and 24 hour
 - Analogue and digital
- Decimals (3 weeks)**
- Exploring fractions and decimals
 - Rounding decimals to the nearest whole number
 - Calculating with decimals
 - Multiplying and dividing by 10 and 100

**Area and
Perimeter (2 weeks)**

- To measure and calculate the perimeter of rectangles in centimetres and millimetres.

Electricity

To identify common appliances that run on electricity.

To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

To recognise some common conductors and insulators, and associate metals with being good conductors.

To construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.

To draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.

Local History Study

Has Wembley benefitted from the Wembley stadium?

- 1) To learn about the very beginning of Wembley's History.
- 2) To learn about the growth of Wembley.
- 3) To learn about the effects the British Empire Exhibition had on Wembley.
- 4) To learn about the effects World War Two had on Wembley.
- 5) How have historical events effected Wembley today? (Big Question)
- 6) Debate on fertile question.

**Local History
Study**

Architecture

Zaha Hadid

Create your own stadium

Form

-Plan and develop

-Discuss own work and work of architects

-Analyse and interpret natural and man-made forms of construction

Healthy Me: This teaches children about healthy relationships, healthy lifestyles, safety, peer pressure and body image.

Healthy Me

Healthier friendships
Group dynamics
Smoking
Alcohol
Assertiveness
Peer pressure
Celebrating inner strength

Why is Easter important?

Summer 1	<p>Novel Study: Mary Poppins</p> <p>Short Extract: Leaflet on Natural Resources</p> <p>Short Extract: Rivers of the world text</p> <p>5 Day reading model</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Summarising / sequencing text. 3. Literal and inference questions. 4. Inference learning 5. Assessment 	<p>T4W: Narrative: Journey to the River Sea</p> <p>Writing linked to STEM week: Advert for a marvellous medicine</p>	<p>Solving Measure and Money problems (3 weeks)</p> <ul style="list-style-type: none"> • To choose and use appropriate units of measure for capacity, length and mass • To convert between centimetres and metres • To convert between units of measurement <p>2-D Shape and Symmetry (3 weeks)</p> <ul style="list-style-type: none"> • To compare and order angles • To identify right angles • To identify acute and obtuse angles 	<p>STEM WEEK (potions and medicines)</p>	<p>River Study</p> <p>What is the impact of human use of rivers?</p> <ol style="list-style-type: none"> 1) To identify the key features of rivers. 2) To understand the formations of rivers. 3) To understand how rivers change, over it's course. 4) To describe key features of famous international rivers. 5) To compare two famous rivers. 6) To compare the human use of different rivers. 7) Assessment & debate on fertile question. 	<p>River Study</p> <p>Impressionism</p> <p>Claude Monet</p> <p>Watercolour landscapes</p> <p>Shape</p> <p>-Identify the effects of light</p> <p>Colour</p> <p>-Observe colours</p>	<p>Relationships: This teaches children about family life, healthy friendships, getting on and falling out, online safety, managing feelings and self-esteem.</p> <div style="background-color: #4b0082; color: white; padding: 2px; text-align: center;">Relationships</div> <div style="background-color: #cfe2f3; padding: 5px;"> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p> </div>	<p>Judaism</p>
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	<p>Novel Study: Mary Poppins</p> <p>5 Day reading model</p> <ol style="list-style-type: none"> Vocabulary Summarising / sequencing text. Literal and inference questions. Inference learning Assessment 	<p>T4W: Narrative: the Lucky Shot</p> <p>Writing linked to novel- Mary Poppins</p> <p>Mary Poppins Job advert</p>	<p>Position and Direction (1 week)</p> <ul style="list-style-type: none"> To plot specified points and draw sides to complete a given triangle To describe movements between positions as translations of a given unit to the left/right and up/down <p>Reasoning with patterns and sequences (2 weeks)</p> <ul style="list-style-type: none"> To investigate the place value of different number systems To investigate Roman Numerals up to one hundred To identify and complete number sequences 3-D Shape (1 week) To solve problems based 3D shapes 	<p>Living things and their habitats</p> <p>To recognise that living things can be grouped in a variety of ways.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>To use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.</p> <p>To identify how the habitat changes throughout the year. To explore possible ways of grouping a wide selection of living things.</p> <p>To begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p> <p>To group plants into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p>	<p>Natural Resources</p> <p>Do we, as humans, do enough to preserve our planet?</p> <ol style="list-style-type: none"> To identify and compare the importance of physical resources. To understand how electricity is generated and distributed. To explain renewable and non-renewable sources. To explain where food comes from. To understand the importance of conserving food, water and energy supplies. Compare the conservation of food, water and energy between two countries. 	<p>Natural Resources</p> <p>Patterns in the environment (Outdoor art)</p> <p>Pattern</p> <p>-Explore environmental and man-made patterns</p> <p>Tessellation</p> <p>Texture</p> <p>-Select and use materials</p> <p>-Interpret patterns</p> <p>-Record patterns</p>	<p>Changing Me: This teaches children about growth and change, life cycles, puberty and conception, respect and consent.</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;">Changing Me</div> <div style="background-color: #a0c0ff; padding: 5px;"> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p> </div>	<p>Becoming an adult</p>
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