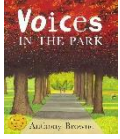
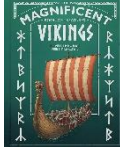
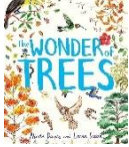






Year 4 Curriculum

Year 4 Guided Reading Overview

Y4 Core Text	 Voices in the Park – Anthony Browne (2 weeks)	 Firework Makers Daughter by Philip Pullman (3 weeks)	 Varjak Paw – SF Said (4 weeks)	 How to train your dragon – Cressida Cowell (2 weeks)	 Cinderella of the Nile by Beverly Naidoo (2 weeks)	 The Borrower's by Mary Norton (3 weeks)
Y4 Supplem entary	 Amanda Gorman Little People Big Dreams (1 week)	 Tuesday by David Weisner (3 weeks)	 Black Dog – Levi Pinfold (2 weeks)	 Women who led the way: Great Explorers and Adventurers (3 weeks)	 Tales of Gods and Pharaohs – Marcia Williams (2 weeks)	
Y4 Non-Fiction	 The Magnificent Book of Treasures: Vikings (2 weeks)	 The Wonder of Trees (2 weeks)	 Amazing Rivers (2 weeks)		 Powered by Plants (2 weeks)	 Young Black and Gifted Jamia Wilson (2 weeks)
Y4 Linked Poetry		 My Beautiful Voice – Joseph Coelo (1 week)		 Talking Turkey's – Benjamin Zephania (1 week)		 Centrally Heated Knickers – Michael Rosen (1 week)















Year 4 Guided Reading Statement Mapping

Y4							Reading behaviours
Word reading	use strategies such as recognising syllables /phonemes to decode most new words outside their spoken vocabulary match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should] re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words test out different plausible pronunciations for less familiar words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet read longer words, using syllable boundaries where needed [children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1] read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)			listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally reading silently with good understanding asking for help with unfamiliar pronunciations and meanings beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices responding to literary language by phrasing appropriately when reading aloud continuing to internalise rhythms/stresses signalled by grammatical structures building upon a repertoire of poems learnt by heart preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry reading with appropriate expression through phrasing, stress and pitch responding to open questions and prompts e.g. tell me about... asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading expressing and justifying personal preferences regarding authors/named books/poets/genres listening and making relevant, related comments understanding that you may sometimes need to change your opinion as a result of listening attentively to others asking questions for clarification and understanding participating and speaking audibly in a range of situations taking turns in group or class conversations following up others' points showing whether they agree or disagree in a group or whole-class discussion developing clarity of personal responses
Comprehension	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise	
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary using dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown discussing words and phrases that capture the reader's interest and imagination drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context discussing the way descriptive language and small details are used to create an impression for the reader beginning to evaluate the use of particular words or phrases, and their effect on the reader discussing the meaning of figurative words and phrases beginning to explore the effect of imagery sustained within a paragraph exploring synonyms and idiomatic language considering language chosen by the author to influence the reader's feelings identifying and discussing unknown technical or subject specific vocabulary	empathising with different characters within a book considering actions and interactions with other characters identifying with, and exploring characters, using a range of drama techniques drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recognising that characters may have different perspectives in the story of the same event(s) making deductions about the motives and feelings that might lay behind characters' words beginning to consider ways in which different settings affect the characters considering how setting descriptions may influence the reader posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma	using tentative language to speculate on possibilities raised by the text predicting what might happen from details stated and implied indicating the likelihood of a suggestion being correct predicting how characters might behave, considering motivation, events so far, settings and atmosphere	identify themes e.g. friendship and separation, animal welfare, conquering fears, and conventions in a wide range of texts including narrative and poetry recognise that a text may have multiple themes making connections (with experiences and other texts) in order to refine thoughts/responses identifying how language, structure and presentation contribute to meaning beginning to discuss how the conventions of different types of writing are used to support the authors' aims beginning to identify facts within a text thinking about whether something is true/not true –real or imagined beginning to identify opinions within a text e.g. viewpoints, beliefs beginning to reason by justifying their views about what they have read or have had read to them sometimes referring to more than one place in the text developing, agreeing and evaluating rules for effective discussion beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language commenting or asking for an explanation expressing ideas showing understanding of what has been read explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion beginning to rephrase evidence from the context explaining to others what they have read or found out and begin to share views with justification	identifying main ideas (gist) drawn from more than one paragraph using skimming and scanning strategies making precise selections when retrieving information selecting related information from more than one place in a text using features such as: contents, index, headings and links within a web page to navigate a text beginning to make decisions about which of the above would be the most useful for retrieving the information required beginning to skim and scan a text to find specific information retrieving information from different sections or aspects of a text e.g. headings, graphs, illustrations, subheadings identifying keywords and main points within texts recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables	linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts making comparisons within a book recalling and sequencing main events from a text summarising main ideas drawn from more than one paragraph identifying key points following a discussion providing a summary of what has been read or found out for own and others' use	

Year 4 Writing Overview

YEAR 4 UNIT OVERVIEWS

ESSENTIALWRITING 2024-2025

Autumn					Spring				Summer				
Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Newspaper reports	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non- Chronologic al Report	Poetry: Take one Poet	Narrative	Poetry
													
Arthur and the Golden Rope	The King who Banned the Dark	'A Small Dragon' (Brian Patten)	Until I met Dudley; Rosie Revere, Engineer; This Book Thinks You're an Inventor; How Everything Works	Starbird Zeraffa Giraffa	Real-Life Mysteries	Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	Leon and the Place Between	The Works: Every Kind of Poem You will Ever Need	Malala's Magic Pencil Greta and the Giants		Stars with Flaming Tails	The Girl Who Stole an Elephant	Marshmallow Clouds
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				

Year 4 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 – Week 4 – Place Value Week 5 – Week 6 – Addition and Subtraction	Week 7 – Addition and Subtraction Week 8 - Area Week 9 -11 – Multiplication and Division A Week 12 - Consolidation
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	Spring Term 2
Week 1 – Week 3 – Multiplication and Division B Week 4 – Week 5 – Length and Perimeter Week 6 - Fractions	Week 7 - 9 – Fractions Week 10 - 12 – Decimals A
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	Summer Term 2
Week 1 – Week 2 – Decimals B Week 3 – 4 – Money Week 5 – 6 - Time	Week 7 - Consolidation Week 8 - 9 – Shape Week 10 – Statistics Week 11 - 12 – Position and Direction
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
<p style="text-align: center;">By the end of Year 4, Children at ARE should be able to:</p> <p>Place Value: Count - • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers</p> <p>Place Value: Represent - • identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p> <p>Place Value: Use and Compare - • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000</p> <p>Place Value: Problems/Rounding - • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Addition and Subtraction: Calculations - • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Addition and Subtraction: Problems - • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Multiplication and Division: Recall/Use - • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations</p> <p>Multiplication and Division: Calculations - • multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Multiplication and Division: Problems - • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Fractions: Recognise and Write - • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Fractions: Compare - • recognise and show, using diagrams, families of common equivalent fractions</p> <p>Fractions: Calculations - • add and subtract fractions with the same denominator</p> <p>Fractions: Solve Problems - • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Decimals: Recognise, Write, Compare - • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places</p> <p>Decimals: Fractions, Decimals, Percentages - • solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Algebra – N/A</p> <p>Measurement: Using Measures - • Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures</p> <p>Measurement: Money - • estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Measurement: Time - • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Measurement: Perimeter, Area and Volume - • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares</p> <p>Geometry: 2-D Shapes - • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Geometry: 3-D Shapes – N/A</p> <p>Geometry: Angles and Lines - • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Geometry: Position and Direction: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon</p> <p>Statistics: Present and Interpret Data: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Statistics: Solve Statistical Problems: • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	

Year 4 Science Overview

WS = Working Scientifically

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Key Knowledge and Skills</u> <u>Food and the Digestive System (Invasion)</u></p> <p>-describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><u>Essential Learning</u></p> <p>Develop – 1, 2 Engage – 1, 2</p> <p><u>Resources</u></p> <p>-Teeth models (optional) -Mirrors -Access to soap and water for handwashing or hand sanitiser</p> <p><u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><u>Key Knowledge and Skills</u> <u>Sound (Invasion)</u></p> <p>-identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Essential Learning</u></p> <p>Introductory Knowledge Engage – 1, 2, 3 Develop – 2, 3, 4</p> <p><u>Resources</u></p> <p>-Range of musical instruments, including woodwind, brass, strings and percussion, that can be struck, scraped or shaken -Disinfectant cleaning spray or wipes -Drums -Dry rice -Drum sticks or beaters -Slinky spring</p> <p><u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><u>Key Knowledge and Skills</u> <u>States of Matter (Misty Mountains, Winding River)</u></p> <p>-compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Essential Learning</u></p> <p>Introductory Knowledge Engage – 1 Develop – 1, 2, 4</p> <p><u>Resources</u></p> <p>-Range of solids, such as plastic, glass and ceramic Range of liquids in jars and containers, such as honey, vinegar and milk -Filled balloons and syringes to represent gases, such as helium and argon -Unusual materials, such as shaving foam, hand sanitiser gel and sugar -Chocolate buttons -Crushed ice</p> <p><u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><u>Key Knowledge and Skills</u> <u>Understanding Grouping and Classifying (Misty Mountains, Winding River)</u></p> <p>-recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><u>Essential Learning</u></p> <p>Engage – 1, 2 Develop – 1, 2, 3, 4, 5 Innovate – 1</p> <p><u>Resources</u></p> <p>-Envelopes -Labelled potted flowering plants, conifers and ferns -Hand lenses</p> <p><u>WS</u> Reporting and concluding Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><u>Key Knowledge and Skills</u> <u>Electrical Circuits and Conductors (Ancient Civilisations)</u></p> <p>-identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Essential Learning</u></p> <p>Introductory Knowledge Engage – 1, 2, 3 Develop 1 – 1, 4 Innovate 3</p> <p><u>Resources</u></p> <p>-Range of circuit components, including cells, battery holders, lamps, buzzers, motors with propellers, switches and wires -Short pieces of single core PVC/copper wire -Safety wire strippers -Plugs -3-core flexible cable -Electrical tape -BBC micro:bit v2 starter kits -Range of circuit components -Junk modelling materials, such as cardboard, plastic containers, glass jars, art straws and willow sticks -Joining materials -Range of papers, including printing paper, greaseproof paper, crepe paper and tissue paper -Coloured acetate or transparent sweet wrappers -Marker pens -Craft punches -Stencils -Geometric shapes -Thin fabric or lace</p> <p><u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	

Year 4 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Year	Autumn	Summer
	<u>Invasion</u> (Anglo-Saxon and Viking Invasion)	<u>Ancient Civilisations</u> (Ancient Egypt)
4	<u>Key Knowledge:</u> <ul style="list-style-type: none"> - Sequence this period on a chronological timeline - What happened during Viking Invasions and what Viking warriors were like - Reasons for Viking invasions - Difference between Vikings and Anglo-Saxons livelihood - Primary and secondary sources and examples 	<u>Key Knowledge:</u> <ul style="list-style-type: none"> - The rise, life, achievements and end of Ancient Egypt - Hierarchy of Ancient Egypt - What was life like in Ancient Egypt - Significant leaders - The impact of the discovery of Tutankhamun's tomb
	<u>Key Skills:</u> <ul style="list-style-type: none"> - Sequence significant dates and events during AD 400 and 1066 - Study primary and secondary sources - Explain the cause, impact and consequence of invasion on Britain - Compare everyday lives of Vikings and Anglo-Saxon - Describe the impact of power struggles on Britain 	<u>Key Skills:</u> <ul style="list-style-type: none"> - Use historical sources - Present relevant historical information - Construct a profile of a Pharaoh and explain their significance - Identify and explain how the design of artefacts can contribute to knowing the wealth, power and status of the owner
	<u>Essential Learning:</u> Engage Lesson: 1 Develop 1: 1, 5, 6 Develop 2: 1, 3, 4 Assessment Lesson	<u>Essential Learning:</u> Develop Lessons: 1 – 5 Assessment Lesson

Year 4 Geography

Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
Misty mountain winding river	<p>Skill Describe and compare aspects of physical features.</p> <p>Core knowledge By the end of this lesson children should know: A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.</p> <p>Skill Name, locate and explain the importance of significant mountains or rivers.</p> <p>Core knowledge By the end of this lesson children should know: Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>Skill Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p> <p>Core knowledge By the end of this lesson children should know: A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.</p> <p>Skill Describe and compare aspects of physical features.</p> <p>Core knowledge By the end of this lesson children should know: A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.</p> <p>Skill Identify, describe and explain the formation of different mountain types.</p> <p>Core knowledge By the end of this lesson children should know: Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p>	<p>Engage: 1,4,5 Develop: 1,2,3,4,5</p>
Interconnected World	<p>Skill Identify the topography of an area of the UK using contour lines on a map.</p> <p>Core knowledge By the end of this lesson children should know: Topography is the arrangement of the natural and artificial physical features of an area.</p> <p>Skill Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p> <p>Core knowledge By the end of this lesson children should know: There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Yr Wyddfa, also known as Snowdon, in Eryri, also known as Snowdonia, Wales and Slieve Donard, in the Mourne Mountains, Northern Ireland.</p> <p>Skill Name, locate and explain the importance of significant mountains or rivers.</p> <p>Core knowledge By the end of this lesson children should know: Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.</p> <p>Skill Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>Core knowledge By the end of this lesson children should know: The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. The tropics are regions of Earth that lie roughly in the middle of the globe between the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Skill Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Core knowledge By the end of this lesson children should know: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>Skill Explain climatic variations of a country or continent.</p> <p>Core knowledge By the end of this lesson children should know: Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.</p> <p>Skills Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Core knowledge An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua.</p>	<p>Develop 1: 1,2,3,4</p>

Year 4 Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Computing System and Networks</u> (The Internet)	<u>Creating Media</u> (Audio Production)	<u>Programming A</u> (Repetition in Shapes)	<u>Data and Information</u> (Data Logging)	<u>Creating Media</u> (Photo Editing)	<u>Programming B</u> (Repetition in Games)
<u>Key Knowledge/Skills:</u>	<u>Key Knowledge/Skills:</u>	<u>Key Knowledge/Skills:</u>	<u>Key Knowledge/Skills:</u>	<u>Key Knowledge/Skills:</u>	<u>Key Knowledge/Skills:</u>
<ul style="list-style-type: none"> - Appreciate the internet as a network of networks which need to be kept secure. - Learn the World Wide Web is part of the internet - Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. 	<ul style="list-style-type: none"> - Identify the input device (microphone) and output devices (speaker or headphones) - Discuss the ownership of digital audio and the copyright implications of duplicating the work of others. - Edit their work and produce a podcast. - Evaluate their work and give feedback to their peers. 	<ul style="list-style-type: none"> - Repetition and loops within programming. - Plan, modify, test and create a program, testing commands to create shapes and patterns. - Use Logo, a text-based programming language. 	<ul style="list-style-type: none"> - Consider how and why data is collected over time. - Explore how computers can use special input devices called sensors to monitor the environment. - Collect, access and analyse data points, sets and logging intervals. 	<ul style="list-style-type: none"> - Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused. - The impact that editing images can have, and evaluate the effectiveness of their choices. 	<ul style="list-style-type: none"> - Repetition in programming using the Scratch environment - Analyse the difference between count-controlled and infinite loops - Modify existing animations and games using repetition.

Year 4 Art

AUTUMN	SPRING	SUMMER
<p><u>CONTRAST & COMPLEMENT</u> Media: Paint</p> <p><u>Skill / Technique:</u> Tertiary / Complementary Colours</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Colour Theory • Colour In Art • Colour Collectors <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of art techniques, including painting 	<p><u>VISTA</u> Media: Mixed Media</p> <p><u>Skill / Technique:</u> Interpreting Visual Elements</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Mountainous Landscapes • Atmospheric Perspective • Warmth And Coolness <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of techniques • Great artists in history 	<p><u>STATUES, STATUETTES & FIGURINES</u> Media: Clay / Sculpting Media</p> <p><u>Skill / Technique:</u> Applied Techniques for Sculpting</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Exploring Statues, Statuettes... • Ancient Sculpture • Clay Sculpture Using Armature <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of techniques with clay • Great artists in history
<p><u>WARP & WEFT</u> Media: Weaves (Fabric)</p> <p><u>Skill / Technique:</u> Applied Techniques for Weaving</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Exploring Yarn • Warp And Weft • Design And Patterns <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of techniques with a range of materials 	<p><u>ANIMAL</u> Media: Mixed Media</p> <p><u>Skill / Technique:</u> Interpreting / Creating Art</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Drawing Masterclass • Animal Patterns And Textures • Clay Skills <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of techniques with a range of materials [e.g., clay] 	<p><u>ISLAMIC ART</u> Media: Mixed Media</p> <p><u>Skill / Technique:</u> Applied Techniques for Clay Relief</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> • Exploring Geometric Motifs • Creating Pattern From A Motif • Stars In Islamic Art • Clay Relief Sculpture <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> • To improve mastery of techniques [with clay] • Great artists in history

Y4 D&T

Theme	Textiles
Project	Functional and Fancy Fabrics
Main D&T	<p>A comparison table is an organised way to compare products. Fabrics can be natural or synthetic. Natural fabrics include cotton, silk and wool. Synthetic fabrics include Lycra, polyester and nylon. Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable. William Morris was a British textile designer, artist and socialist activist associated with the British Arts and Crafts Movement. William Morris was a significant contributor to the revival of traditional British textile arts and methods of production. William Morris' motifs consisted mainly of leaves, flowers, fruits and birds. A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Block printing and fabric paint are used to create decorative, repeated patterns on fabrics. Annotated sketches and exploded diagrams show specific parts of a design, highlight sections or show functions. They communicate ideas in a visual, detailed way. Evaluation can be done by considering whether the product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why the changes were made.</p>
Knowledge and Skills	<p>Create and complete a comparison table to compare two or more products. Choose from a range of materials, showing an understanding of their different characteristics. Investigate and identify the design features of a familiar product. Explain how and why a significant designer or inventor shaped the world. Combine a variety of printmaking techniques and materials to create a print on a theme. Create detailed decorative patterns on fabric using printing techniques. Use annotated sketches and exploded diagrams to test and communicate their ideas. Select, name and use tools with adult supervision. Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>
Materials	<p>Swatches of fabrics, natural and man made Cushion covers, oven gloves, lamp shades.</p>
Theme	Mechanisms
Project	Tomb builders
Main D&T	<p>Simple machines make physical jobs easier by changing the strength or direction of a force. There are six simple machines: pulley, lever, wheel and axle, wedge, inclined plane and screw. Simple machines can be combined to make complex, compound machines. For example, a wheelbarrow combines a lever with a wheel and axle. Characteristics of materials, such as rigidity, strength and smoothness will affect the success of a working model. Evaluation can be done by considering whether the product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why the changes were made.</p>
Knowledge and Skills	<p>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products. Choose from a range of materials, showing an understanding of their different characteristics. Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>
Materials	Range of junk modelling materials Cardboard Dowel rods Wheels Bottle tops String
Through Science:	<p>Making a torch/ night light Knowledge and Skills Incorporate circuits that use a variety of components into model or product</p>
Theme	Cooking and Nutrition
Project	Fresh Food, Good Food
Main D&T	<p>Food deteriorates due to the growth of microorganisms. Significant scientists such as Louis Pasteur and inventors such as Nicolas Appert have ensured decay can be prevented or delayed by preservation methods, such as drying, salting, pickling, canning, pasteurising, refrigerating or freezing the food. The 'use by' date shows when the food is no longer safe to eat. The 'best before' date shows the date after which the food will lose some flavour or texture. Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable. Particular areas of the world have conditions suited to growing certain crops, such as coffee in Peru and citrus fruits in California in the United States of America. Annotated sketches and exploded diagrams show specific parts of a design, highlight sections or show functions. They communicate ideas in a visual, detailed way. A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials. Cooking techniques include baking, boiling, frying, grilling and roasting. Foods need packaging to keep them fresh, safe to eat and free from damage. Food packaging also provides nutritional information about the food inside. The evaluation process can include suggesting improvements and explaining why they should be made.</p>
Knowledge and Skills	<p>Explain how and why a significant designer or inventor shaped the world Investigate and identify the design features of a familiar product. Identify and name foods that are produced in different places in the UK and beyond. Use annotated sketches and exploded diagrams to test and communicate their ideas. Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them. Identify and use a range of cooking techniques to prepare a simple meal or snack. (peel,tear,slice,chop,mash,grate) Design a healthy snack or packed lunch and explain why it is healthy. Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>
Materials	<p>Cardboard packaging Fresh foods</p>

Year 4 PE

<p>Term: Autumn 1</p> <p>Area: Invasion Games</p> <p>Topic: Basketball</p> <p>Key Skills: Refine and develop Dribbling, passing, receiving, marking</p> <p>Key Knowledge:</p> <p>Triple threat - A triple-threat basketball position is a posture where a player can do one of three things: dribble the ball, pass the ball, or shoot the ball. A player in triple-threat stance keeps their center of gravity low with one foot forward, and they hold the ball close to their hip away from the defender.</p> <p>Attack – the team with possession of the ball trying to score</p> <p>Defence – the team without the ball trying to gain possession/stop other team from scoring</p> <p>Marking - Marking is when a player stands close to an opponent so that they are in a position to challenge them or apply pressure should the ball come</p>	<p>Term: Spring 1</p> <p>Area: Invasion Games</p> <p>Topic: Hockey</p> <p>Key Skills: Short and long passing, developing shooting, defending</p> <p>Key Knowledge:</p> <p>(intercepting, blocking and tackling)</p> <p>Losing possession of the ball turns attackers into defenders</p>	<p>Term: Summer 1</p> <p>Area: Striking & Fielding</p> <p>Topic: Cricket</p> <p>Key Skills: Underarm bowling, stopping, retrieving and returning ball, striking ball with different angles and speeds</p> <p>Key Knowledge: Same as year 3</p>
<p>Term: Autumn 1</p> <p>Area: Swimming</p> <p>Topic: Swimming</p>	<p>Term: Spring 1</p> <p>Area: Swimming</p> <p>Topic: Swimming</p>	<p>Term: Summer 1</p> <p>Area: Gymnastics</p> <p>Topic: Bridges</p> <p>Key Skills: Bridges, choreographing sequences, using apparatus</p> <p>Key Knowledge:</p> <p>Bridges - A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.</p>
<p>Term: Autumn 2</p> <p>Area: Dance</p> <p>Topic: Space</p> <p>Key Skills: Sequences, relationships, choreography and performance</p> <p>Key Knowledge:</p> <p>Excellent Dancers - interpret the music, perform with good timing and musicality, show expression and creativity and be able to choreograph.</p> <p>Use stage presence, timing, rhythm and sustaining character.</p>	<p>Term: Spring 2</p> <p>Area: Net & Wall</p> <p>Topic: Tennis</p> <p>Key Skills: Creating space, forehand, backhand, develop racket control</p> <p>Key Knowledge:</p> <p>Same as Year 3</p>	<p>Term: Summer 2</p> <p>Area: Athletics</p> <p>Topic: Athletics</p> <p>Key Skills: Sprinting (stride pattern), pace, running , jumping and throwing for distance</p> <p>Key Knowledge:</p> <p>Understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</p> <p>False start – starting a race before the whistle/signal has gone off</p> <p>Pace - pace is stated in minutes per mile or minutes per kilometre. So, the time it would take you to run or walk 1 mile/1 kilometre will be your pace.</p> <p>Throwing the javelin - pupils stand with their feet shoulder width apart and balanced, with the javelin held above the shoulder, a bent elbow and the javelin pointing up and away from the body.</p> <p>Triple jump is a hop, skip and jump.</p>
<p>Term: Autumn 2</p> <p>Area: Swimming</p> <p>Topic: Swimming</p>	<p>Term: Spring 2</p> <p>Area: Swimming</p> <p>Topic: Swimming</p>	<p>Term: Summer 2</p> <p>Area: Outdoor Adventurous Activities</p> <p>Topic: Communication & Tactics</p> <p>Key Skills: Tactics, teamwork, communication, leadership</p>

Year 4 Modern Foreign Languages – FRENCH

Given the low level of children's knowledge and confidence as observed across year groups, it has been decided to follow the unit planner from Language Angels that assumes limited or no previous exposure to learning in French.

This starting point is for one year only, and should be reviewed at the end of the year. There should be a minimum of 45 – 60 minutes teaching and learning a week, with the objective of completing one unit per half term. Teaching a 30-minute lesson, especially in Years 3 and 4, may be sufficient **so long as** children are exposed to regular aural/ oral practice of maybe ten minutes a day throughout the week. Try morning greetings, giving instructions and referring to signage in French. Signage should be on display in all classrooms and along corridors etc, around the school.

Autumn	Spring	Summer
Autumn 1: La phonétique (phonics and punctuation) 1-2 Je peux (I can/ am able to)	Spring 1: Les legumes (vegetables)	Summer 1: Ma famille (my family)
Autumn 2: Les fruits	Spring 2: Je me présente (presenting myself)	Summer 2: En classe (In the Classroom)

Year 4 PSHE

Progression of skills and knowledge			Families and relationships	
Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Progression of skills and knowledge			Safety and the changing body	
Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Progression of skills and knowledge			Health and wellbeing	
Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

Progression of skills and knowledge		Citizenship	
Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children.	To understand the UN Convention on the Rights of the Child.	Discussing how we can help to protect human rights.	To know that human rights are specific rights that apply to all people.
Considering the responsibilities that adults and children have to maintain children's rights.	To understand how recycling can have a positive impact on the environment.	Identifying ways items can be reused.	To know some of the people who protect our human rights such as police, judges and politicians.
Discussing ways we can make a difference to recycling rates at home/school.	To know that the local council is responsible for looking after the local area.	Explaining why reusing items is of benefit to the environment.	To know that reusing items is of benefit to the environment.
Identifying local community groups and discussing how these support the community.	To know that elections are held where adults can vote for local councillors.	Identifying the benefits different groups bring to the local community.	To understand that councillors have to balance looking after local residents and the needs of the council.
	To understand some of the consequences of breaking rules.	Discussing the positives diversity brings to a community.	To know that there are a number of groups which make up the local community.
	To understand the role of charities in the community.		