

## **Year 4 Curriculum overview 2023/2024**

# Yearly overview for year 4: 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Reading	<p><b><u>Vanishing rainforests</u></b></p> <p><b>Book: Rainforest Calling</b></p> <ul style="list-style-type: none"> <li>-discuss change in - vocabulary</li> <li>-compare text from wider range of genres</li> <li>-explaining meaning</li> <li>-summarising text</li> </ul>	<p><b><u>Inventions that changed the world</u></b></p> <p><b>Book: Chitty Chitty Bang Bang</b></p> <ul style="list-style-type: none"> <li>-adjectives</li> <li>-character analysis</li> <li>-inference</li> <li>-prediction</li> <li>-making comparisons</li> </ul>	<p><b><u>Temples and Tombs</u></b></p> <ul style="list-style-type: none"> <li>-retrieval from non-fiction text</li> <li>-summarise</li> <li>-discussion</li> <li>-using dictionaries</li> </ul>	<p><b><u>Travel and Tourism</u></b></p> <ul style="list-style-type: none"> <li>-give definition to unknown words</li> <li>-synonyms</li> <li>-antonyms</li> <li>-develop skills to skim and scan text</li> </ul>	<p><b><u>They made a difference</u></b></p> <ul style="list-style-type: none"> <li>-expressing opinion</li> <li>-summarise important events</li> <li>-make comparisons with a text</li> </ul>	<p><b><u>Young Entrepreneurs</u></b></p> <ul style="list-style-type: none"> <li>-explain words in context</li> <li>-summarise</li> <li>-retrieval</li> <li>-further develop skills to skim and scan a piece of text</li> </ul>
English Writing	<p><b><u>Vanishing Rainforests</u></b></p> <p><b>Book: Rainforest calling</b></p> <ul style="list-style-type: none"> <li>-diary entries</li> <li>-opinions vs facts</li> <li>-creating vivid imagery</li> </ul>	<p><b><u>Inventions that changed the world</u></b></p> <p><b>Book: Chitty Chitty Bang Bang</b></p> <ul style="list-style-type: none"> <li>-adjectives</li> <li>-inventing words</li> <li>-inference</li> <li>-synonyms</li> <li>-prepositions</li> </ul>	<p><b><u>Temples and Tombs</u></b></p> <p><b>Book: Flat Stanley Egyptian Adventure</b></p> <ul style="list-style-type: none"> <li>-comparing writing systems</li> <li>-writing chronological instructions</li> </ul>	<p><b><u>Travel and Tourism</u></b></p> <ul style="list-style-type: none"> <li>-informative writing</li> <li>-simplified writing techniques</li> <li>-writing for a range of audiences</li> </ul>	<p><b><u>They made a difference</u></b></p> <ul style="list-style-type: none"> <li>-persuasive writing</li> <li>-fronted adverbials</li> <li>-comparatives and superlatives</li> <li>-accurate tenses</li> </ul>	<p><b><u>Young Entrepreneurs</u></b></p> <ul style="list-style-type: none"> <li>-subordinating conjunctions</li> <li>-creating a product</li> <li>-speech writing (business pitch)</li> <li>- fluency in creating a business plan</li> </ul>
Maths	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>-Partitioning numbers to 10,000</li> <li>-Rounding to 10,000</li> <li>-Roman numerals</li> </ul> <p><b><u>Addition and Subtraction</u></b></p>	<p><b><u>Measurement (Area)</u></b></p> <ul style="list-style-type: none"> <li>-what is area?</li> <li>-making shapes</li> <li>-comparing areas</li> </ul> <p><b><u>Multiplication and Division</u></b></p>	<p><b><u>Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>-Factor pairs</li> <li>-multiply and divide by 10 and 100</li> <li>-multiply and divide 2- and 3-digit numbers by 1</li> </ul>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>-partition mixed numbers</li> <li>-improper and equivalent fractions</li> <li>-add and subtract fractions</li> </ul>	<p><b><u>Decimals B</u></b></p> <ul style="list-style-type: none"> <li>-Make a whole with tenths and hundredths</li> <li>-compare and order decimals</li> <li>-round to the nearest whole number</li> <li>-order decimals</li> </ul>	<p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>-years, months, weeks, days</li> <li>-convert between analogue and digital</li> <li>-convert the 24-hour clock</li> </ul> <p><b><u>Shapes</u></b></p>

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	<ul style="list-style-type: none"> <li>-Add and subtract within 10,000</li> <li>-adding with exchanging</li> <li>-Estimation</li> </ul>	<ul style="list-style-type: none"> <li>-Multiply and divide by 3, 6, and 9</li> <li>-Times tables</li> <li>-Division facts</li> </ul>	<p><b><u>Length and perimeter</u></b></p> <ul style="list-style-type: none"> <li>-measure in Kilometres and metres</li> <li>-finding missing lengths</li> <li>-calculating perimeter</li> </ul>	<ul style="list-style-type: none"> <li>-number lines with mixed numbers -convert mixed numbers</li> </ul> <p><b><u>Decimals A</u></b></p> <ul style="list-style-type: none"> <li>-tenths and hundredths as decimals and fractions</li> <li>divide 1- and 2-digit numbers by ten</li> </ul>	<p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>-write money using decimals</li> <li>-convert between pounds and pence</li> <li>-estimate and count with money</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>-bar graphs</li> <li>-line graphs</li> <li>-collecting and analysing data</li> </ul>	<ul style="list-style-type: none"> <li>-Polygons, Quadrilaterals and triangles</li> <li>-understand and identify angles</li> <li>-lines of symmetry</li> </ul> <p><b><u>Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>- Describe position using coordinates</li> <li>- Plot coordinates</li> <li>-describe translation on a grid</li> </ul>
Science	<p><b><u>Animal parts and their functions</u></b></p> <ul style="list-style-type: none"> <li>-Functions of different animal parts</li> <li>-How shape of animal parts relates to their functions</li> </ul> <p><b><u>Plant parts and their functions</u></b></p> <ul style="list-style-type: none"> <li>-Parts of a plant.</li> <li>-Shape and function of plant parts.</li> <li>-Report on observations of function.</li> </ul>	<p><b><u>Life cycles of living things</u></b></p> <ul style="list-style-type: none"> <li>-Different ways in which animals reproduce</li> <li>-Life cycles of animals, humans and plants.</li> </ul> <p><b><u>Our natural resources</u></b></p> <ul style="list-style-type: none"> <li>-What the environment is made up of</li> <li>-What resources we can get from the environment</li> <li>-How we can conserve natural resources</li> </ul>	<p><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>-What are the states of matter</li> <li>-What happens when matter is heated or cooled</li> <li>-How we can use solids, liquids and gases safely</li> </ul>	<p><b><u>Motion and forces</u></b></p> <ul style="list-style-type: none"> <li>-Describe the motion of an object?</li> <li>-How to represent the motion of an object</li> <li>-The relationship between force and motion</li> </ul> <p><b><u>Types of forces</u></b></p> <ul style="list-style-type: none"> <li>-What are the different types of forces</li> <li>-How useful are the different types of forces in our daily lives</li> </ul>	<p><b><u>Forms and uses of energy</u></b></p> <ul style="list-style-type: none"> <li>-Different forms of energy</li> <li>-Changing one form to another</li> </ul> <p><b><u>Sources of energy</u></b></p> <ul style="list-style-type: none"> <li>-Sources of energy and their uses</li> <li>-Alternative sources of energy</li> <li>-Why we should conserve energy</li> </ul>	<p><b><u>Properties of light</u></b></p> <ul style="list-style-type: none"> <li>-How we see objects around us</li> <li>-How light travels</li> <li>-How shadows are formed</li> </ul> <p><b><u>Properties of sound</u></b></p> <ul style="list-style-type: none"> <li>-How we hear sounds</li> <li>-How we describe and make different sounds</li> <li>-How different animals hear</li> </ul>

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<p>Humanities</p>	<p><b><u>Vanishing Rainforests</u></b></p> <p>How diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival</p> <ol style="list-style-type: none"> <li>1. The main threats to the rainforests and the initiatives that are working to help save the rainforests.</li> <li>2. The main layers of the rainforest and understand which species live in each layer</li> <li>3. Benefits of the rainforests and what they provide us with.</li> <li>4. Where the largest rainforests are located.</li> </ol>	<p><b><u>Inventions that changed the World</u></b></p> <p>Inventions and how they can transform our lives. We will need to be historians and scientists in order to study inventions from the past that have changed our world</p> <ol style="list-style-type: none"> <li>1. How technology can make inventions easier to mass produce</li> <li>2. Ideas that that would help solve a problem I have everyday</li> <li>3. Inventions from many years ago are still used today</li> </ol>	<p><b><u>Temples, Tombs and Treasures</u></b></p> <p>The first ancient civilisations, where they settled in the world and why they chose that particular place. We will look at how these civilisations grew rapidly and lasted for thousands of years</p> <ol style="list-style-type: none"> <li>1. What life was like in ancient Egypt</li> <li>2. Gods, pharaohs and the hierarchy system</li> <li>3. Ancient writing systems and how they were created</li> <li>4. Tombs, sarcophaguses and the famous archaeologists who discovered them</li> </ol>	<p><b><u>Travel and Tourism</u></b></p> <p>Learn about the different reasons why people want or need to visit other countries and the processes of travel and tourism.</p> <ol style="list-style-type: none"> <li>1.the consequences and environmental issues of flying and ‘over tourism’ and how to be a responsible tourist</li> <li>2. pros and cons of local and international travel</li> <li>3. distinguishing between tourism and migration</li> <li>4. creating a travel/tour company.</li> </ol>	<p><b><u>They made a difference</u></b></p> <p>Learning about people from various walks of life that their ideas or achievements have singled them out from others.</p> <ol style="list-style-type: none"> <li>1. Rulers and leaders that have made a difference</li> <li>2. Differentiating between “famous people” and “people who are making a difference”</li> <li>3. How we can make a difference</li> </ol>	<p><b><u>Young Entrepreneurs</u></b></p> <p>Learn about the skills required for starting and running a successful business.</p> <ol style="list-style-type: none"> <li>1. The services and products available from businesses in our local community and around the world</li> <li>2. The different roles and responsibilities in businesses</li> <li>3. How to create a product and the steps to market it</li> </ol>
<p>Thai</p>	<p>อ่านเรื่องสั้น คำเป็น คำตาย</p>	<p>สรุปความรู้ต่างๆ คำพ้อง</p>	<p>เขียนแผนภาพโครงเรื่อง ชนิดของคำ</p>	<p>ข้อเท็จจริงข้อคิดเห็น การเขียนจดหมายถึงเพื่อน</p>	<p>การเขียนรายงาน ส่วนประกอบของประโยค</p>	<p>การเขียนคำขวัญ สุภาษิตสำนวนไทย</p>

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Mandarin	<ul style="list-style-type: none"> <li>今天星期一。(Today is Monday)</li> <li>几点了?(What time is it?)</li> <li>铅笔、橡皮。(Stationery)</li> <li>中国中秋节文化。(Chinese Mid-Autumn festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>桌子、椅子。(My classroom)</li> <li>老虎、大象。(Animals)</li> <li>大小、多少。(Big or small)</li> <li>万圣节文化。(Halloween festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>糖果、蛋糕。(Snacks)</li> <li>四十一 ~ 一百。(Numbers)</li> <li>今天九月一号。(Date)</li> <li>中国春节文化。(Chinese spring festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>祝你生日快乐!(Happy birthday)</li> <li>我家有五口人。(Family)</li> <li>你是哪国人?(Nationality)</li> <li>清明节文化。(The tomb sweeping day festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>我可以吃饭吗?(Request)</li> <li>我穿校服。(Clothes)</li> <li>端午节文化。(The dragon boat festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>今天星期一。(Today is Monday)</li> <li>几点了?(What time is it?)</li> <li>铅笔、橡皮。(Stationery)</li> <li>中国中秋节文化。(Chinese Mid-Autumn festival culture.)</li> </ul>
Art	<p>Rainforests/Jungles – By Henri Rousseau and others.</p> <p>Blending line, colour and shape is critical in becoming a more rounded artist. Students will learn how to blend the subject into the painting creating a mysterious outcome.</p>		<p>Travel and Temples with Sunga Park</p> <p>Have you ever been to Korea? Students in year four will use pencil, ink and pen to recreate atmospheric landscapes with misty mountains and magical sunsets.</p>		<p>Under the Sea'</p> <p>Students will explore the deep oceans using ink splats, pencil and pen in preparation for the Summer Showcase Art Exhibition</p>	
Music	<p><b>Wavin Flag-K'Naan</b></p> <p><b>Activities</b>-the E Major scale tasks 1-4, Know your sharps, fingering techniques, performance assessment</p> <p><b>Learning Outcome</b>-to develop student's ability to sing and play music in the Key</p>	<p><b>Jingle Bells-Christmas Concert Preparation</b></p> <p><b>Activities</b>-performing on stage, ensemble training, adding dynamics</p> <p><b>Learning Outcome</b>-to nurture a student's self-esteem and self-confidence through singing and performing in a musical performance</p>	<p><b>Someone You Loved-Lewis Capaldi</b></p> <p><b>Activities</b>-counting in quavers, the quaver rest, the C Major scale tasks 1-4, fingering techniques, performance assessment</p> <p><b>Learning Outcome</b>-to develop student's</p>	<p><b>Incy Wincy Spider</b></p> <p><b>Activities</b>-counting the beat in 6/8 time, the dotted note, feel the beat game, the D Major scale tasks 1-4, performance assessment</p> <p><b>Learning Outcome</b>-to develop student's ability to count rhythms in groups of threes when</p>	<p><b>80's Pop Music-History and Instrumentation</b></p> <p><b>Activities</b>-music from the 1980's, synthesisers, instrumentation, introducing Harmony (triad chords) the C, G, and F major chords, what is an introduction and</p>	<p><b>80's Pop Music-Performance-Never Gonna Give You Up-Rick Astley</b></p> <p><b>Activities</b>-incorporating Harmony in music identifying the chords on the stave, what is a bridge and chorus section? performance assessment</p>

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	of E Major on the piano keyboard		ability to count in quavers when playing the piano keyboard	playing the piano keyboard	verse section? intervals,  <b>Learning Outcome-</b> students will gain a greater understanding of the history, instrumentation and styles of music played in Great Britain in the 1980's	<b>Learning Outcome-</b> students will be able to play various sections of an 80's pop song on the piano keyboard
PE	<p><b>Badminton; Net &amp; Racquet - H/E Co-ord:</b></p> <ul style="list-style-type: none"> <li>● Net and Racquet focus</li> <li>● Individual and paired work to achieve common goals (singles).</li> <li>● Communicative skill development</li> <li>● Being able to identify areas for improvement</li> </ul> <p>Understand and perform movement in line with the rules of the game</p>	<p><b>Basketball; Invasion games, upper extrem. focus:</b></p> <ul style="list-style-type: none"> <li>● Invasion game focus</li> <li>● Problem solving through movement</li> <li>● Attacking/defensive tactics</li> <li>● Ball manipulation with both arms</li> <li>● Identifying sporting scenarios that require a specific skill to overcome</li> </ul> <p>Understand and perform movement in line with the rules of the game</p>	<p><b>Motor skills; physical performance/sports day prep:</b></p> <ul style="list-style-type: none"> <li>● To exhibit good running techniques</li> <li>● Be able to manipulate a hockey stick with different speeds</li> </ul> <p>Identify ways in which to improve their own performance</p>	<p><b>Football; invasion games, lower extrem. focus:</b></p> <ul style="list-style-type: none"> <li>● Invasion games focused</li> <li>● Attacking/defending</li> <li>● Skill acquisition</li> <li>● Manipulation of a football with lower limbs</li> <li>● Identifying situation in which a certain technique/skill is applicable</li> </ul> <p>Creating of tactics to overcome opponents</p>	<p><b>Rounders; bat and ball, H/E co-ord focus:</b></p> <ul style="list-style-type: none"> <li>● Bat and ball games</li> <li>● Teamwork to achieve a common goal</li> <li>● Technique acquisition when batting and fielding</li> <li>● Problem solving through movement (the bridge)</li> </ul> <p>Peer review tasks, what can be improved, how is a movement effective</p>	<p><b>OAA/Dance; movement in sequence, effective communication:</b></p> <ul style="list-style-type: none"> <li>● Orienteering focus</li> <li>● Be able to display good communicate</li> <li>● Problem solving through orientation</li> <li>● Teamwork to attain a common objective</li> <li>● Movement in sequence</li> <li>● Expressive movement</li> <li>● Curate a routine that lasts at least 20 seconds</li> </ul>

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Computing	<b>IT</b> - Graphic Design - Animation	<b>Computer Science</b> - Programming in scratch	<b>Digital Literacy</b> - Internet Research  <b>IT</b> - Data Handling	<b>IT</b> - 3D Design	<b>IT</b> - Video Editing - E-book Creation	<b>Digital Literacy</b> - Inside a computer - E-Safety
PSHE	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li>● Being a school citizen</li> <li>● Rights, responsibilities and democracy (school council)</li> <li>● Rewards and consequences</li> <li>● Group decision-making</li> <li>● Having a voice</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>● Challenging assumptions</li> <li>● Judging by appearance</li> <li>● Accepting self and others</li> <li>● Understanding influences</li> <li>● Understanding bullying</li> <li>● Problem-solving</li> <li>● Identifying how special and unique everyone is</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>● Hopes and dreams</li> <li>● Overcoming disappointment</li> <li>● Creating new, realistic dreams</li> <li>● Achieving goals</li> <li>● Working in a group</li> <li>● Celebrating contributions</li> <li>● Resilience</li> <li>● Positive attitudes</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>● Healthier friendships</li> <li>● Group dynamics</li> <li>● Smoking</li> <li>● Alcohol</li> <li>● Assertiveness</li> <li>● Peer pressure</li> <li>● Celebrating inner strength</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>● Love and loss</li> <li>● Memories of loved ones</li> <li>● Getting on and falling out</li> <li>● Girlfriends and boyfriends</li> <li>● Showing appreciation to people and animals</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>● Having a baby</li> <li>● Girls and puberty</li> <li>● Confidence in change</li> <li>● Accepting change</li> <li>● Preparing for transition</li> <li>● Environmental change</li> </ul>