



"As unique individuals, we do our best at work and play for the love of God and others."

Year 4 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
RE The Vine and Branches	<u>Creation and Covenant</u>	<u>Prophecy and Promise</u>	<u>Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue and Encounter</u>
Class Text	<u>Reading text:</u> Rise Up	<u>Reading text:</u> Volcanoes by Maria Gill	<u>Reading text:</u> The Train to Impossible Places	<u>Reading text:</u> Ariki and the Island of Wonders	<u>Reading text:</u> Fantastically Great Women Who Saved the Planet	<u>Reading text:</u> A Stage Full of Shakespeare Stories
Stimulus for writing	<p><u>Text:</u> The Worst Children's Jobs in History - Tony Robinson <u>Outcome:</u> Diary entry <u>Purpose:</u> to inform <u>Audience:</u> peers</p> <p><u>Stimulus:</u> Victorian Trip <u>Outcome:</u> report <u>Purpose:</u> to inform <u>Audience:</u> parents</p> <p><u>Text:</u> Here We Are - Oliver Jeffers <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> display</p>	<p><u>Text:</u> Escape From Pompeii - Christina Balit <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Text:</u> Escape From Pompeii <u>Outcome:</u> retell (Escape From St Benedict's - Earthquake) <u>Purpose:</u> to entertain <u>Audience:</u> school</p> <p><u>Theme:</u> Volcanoes <u>Outcome:</u> non-chronological report <u>Purpose:</u> to inform <u>Audience:</u> other KS2 children</p>	<p><u>Text:</u> Beowulf - <u>Outcome:</u> a diary entry <u>Purpose:</u> To inform <u>Audience:</u> peers</p> <p><u>Text:</u> Beowulf <u>Outcome:</u> to retell <u>Purpose:</u> To entertain <u>Audience:</u> KS2 library</p> <p><u>Text:</u> How to be an Anglo Saxon- Scoular Anderson <u>Outcome:</u> report <u>Purpose:</u> To inform <u>Audience:</u> parents</p>	<p><u>Text:</u> A River - Marc Martin <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 1</p> <p><u>Theme:</u> Class Poems <u>Outcome:</u> Poetry <u>Purpose:</u> to entertain <u>Audience:</u> Parents /published book to sell</p> <p><u>Stimulus:</u> Competition <u>Outcome:</u> capture a moment (retell) <u>Purpose:</u> to entertain <u>Audience:</u> competition judges</p>	<p><u>Text:</u> Arthur and the Golden Rope - Joe Todd-Stanton <u>Outcome:</u> diary entry <u>Purpose:</u> to inform <u>Audience:</u> peers</p> <p><u>Text:</u> Arthur and the Golden Rope - Joe Todd - Stanton <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> peers online</p> <p><u>Text:</u> Three Little Vikings - Bethan Woolvin <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 2</p>	<p><u>Text:</u> The Boy Who Biked the World - Alistair Humphreys <u>Outcome:</u> letter <u>Purpose:</u> to inform <u>Audience:</u> parents</p> <p><u>Text:</u> The Boy Who Biked the World - Alistair Humphreys <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Text:</u> The Boy Who Biked the World - Alistair Humphreys <u>Outcome:</u> instructions <u>Purpose:</u> to instruct <u>Audience:</u> parents</p> <p><u>Stimulus:</u> York Trip <u>Outcome:</u> travel guide <u>Purpose:</u> to inform <u>Audience:</u> Year 3</p> <p><u>Stimulus:</u> DT Pavilions Project <u>Outcome:</u> letter <u>Purpose:</u> to persuade</p>



						Audience: Handforth Park/Council?
SPAG	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Expanded noun phrases with prepositional phrases • Appropriate choice of pronoun or noun to aid cohesion • Organise paragraphs around a theme <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Adding <i>-ing, -ed, -er, -est</i> to words of one syllable ending in vowel consonant (Y2*) • Adding <i>-ing -ed</i> to words ending in <i>e</i> with a consonant before it (Y2*) • Adding <i>-ing -ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*) • Adding <i>-er, -est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*) • Adding suffixes beginning with vowel letters to words of more than one syllable • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with the /k/ sound spelt <i>ch</i> 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Organise paragraphs around a theme • Fronted Adverbials • Use of a comma after fronted adverbials <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Word list – years 3 and 4 • Words spelt with the /j/ sound spelt <i>ch</i> • Apostrophes to mark plural possession • Apostrophes to mark plural possession • Homophones and near-homophones • Personal spelling log 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Apostrophes to mark plural possession • Use of inverted commas and other punctuation to indicate direct speech <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Word list – years 3 and 4 • Endings which sound like /jən/ spelt <i>-tion, -sion</i> • Endings which sound like /jən/ spelt <i>-ssion</i> • Endings which sound like /jən/ spelt <i>-cian</i> • The suffix <i>-ation</i> • The suffix <i>-ation</i> 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Word list – years 3 and 4 • More prefixes: <i>sub-, inter-, super-, anti-, auto-</i> • More prefixes: <i>in-/im-</i> • More prefixes: <i>il-, ir-</i> • Homophones and near-homophones • Personal spelling log 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Word list – years 3 and 4 • Contractions (Y2*) • The suffix <i>-ous</i> • The suffix <i>-ous</i> • Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i> • Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i> 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Word list – years 3 and 4 • Words with the /s/ sound spelt <i>sc</i> • Adding <i>-ing, -ed</i> to a root word ending in <i>y</i>, words ending in <i>e</i> and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*) • Apostrophes to mark plural possession • Homophones and near-homophones • Personal spelling log
Maths	<u>Place Value</u>	<u>Addition and Subtraction</u>	<u>Multiplication & division B</u>	<u>Fractions</u>	<u>Decimals B</u>	<u>Consolidation</u>



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White Rose	<u>Addition & Subtraction</u>	<u>Area</u> <u>Multiplication & Division</u> <u>Consolidation</u>	<u>Length and Perimeter</u> <u>Fractions</u>	<u>Decimals A</u>	<u>Money</u> <u>Time</u>	<u>Shape</u> <u>Statistics</u> <u>Position and direction</u>
Science Developing Experts	<u>Sound</u>	<u>Animals, Including Humans</u>	<u>State of Matter</u>	<u>Living Things and Their Habitats</u>	<u>Electricity</u>	<u>Living Things and Their Habitats – Conservation</u>
Computing Kapow	<u>Online Safety</u>	<u>Investigating weather</u> <u>Online Safety</u>	<u>Online Safety</u>	<u>HTML</u>	<u>Online Safety</u>	<u>Computational Thinking</u> <u>Online Safety</u>
Art Kapow		<u>Drawing: Exploring tone, texture and proportion</u>		<u>Painting and mixed media: Light and dark</u>	<u>Sculpture: Interactive installation (Y5 Kapow)</u>	
DT	<u>Structures - Packaging</u>		<u>Food Technology – Cakes</u>			<u>Electrical Systems – Steady Hand Game</u>
History	<u>Victorians</u>		<u>Anglo Saxons</u>		<u>Vikings</u>	
Geography		<u>Earthquakes and Volcanoes</u>		<u>Rivers and the Water Cycle</u>		<u>The Americas</u>
Music	<u>Music</u> • Explore structure, texture and timbre. • Recognise notation • Play the glockenspiel using notes C, D, E, G and A. • Understand what a scale is. • Listen to music • Improvise and compose		<u>Music</u> • Explore structure, texture and timbre. • Recognise notation • Play the glockenspiel using notes C, D, E, G and A. • Understand what a scale is. • Listen to music • Improvise and compose		<u>Music</u> • Explore structure, texture and timbre. • Recognise notation • Play the glockenspiel using notes C, D, E, G and A. • Understand what a scale is. • Listen to music • Improvise and compose	
Spanish	<u>Me presento</u>	<u>La familia</u>	<u>En el cafeteria</u>	<u>¿Tienes una mascota?</u>	<u>La clase</u>	<u>Consolidation</u>



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Language Angels						
PE Rising Stars Champions	<u>Sport: Invaders (Football)</u> <u>Fitness: Fitness Frenzy</u>	<u>Sport: Nimble nets</u> <u>Pilates</u>	<u>Gymnastics:</u> <u>Fitness: Boot camp</u>	<u>Sport: Dance</u> <u>Fitness: Mighty movers (boxercise)</u>	<u>Sport: Striking and fielding (Cricket)</u> <u>Gymfit: Circuits</u>	<u>Sport: Young Olympians</u> <u>Sport: Striking and fielding (Rounders)</u>
RSHE Ten Ten	<u>Me my body my health</u> • What is puberty? • Changing Bodies • Discussion groups – optional	<u>Life Cycles</u> • A Time For Everything	<u>Personal Relationships</u> • Friends Family and Others • When things feel bad	<u>Keeping Safe</u> • Safe in my body • Drugs, alcohol, and tobacco • First Aid Heroes	<u>Living in the Wider World</u> • How do I love Others? <u>Keeping Safe</u> • Rights and Responsibilities • Classroom Shorts	<u>Living in the Wider World</u> • Money Matters • Classroom Shorts