
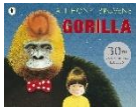



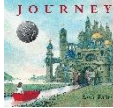
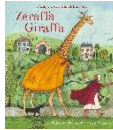








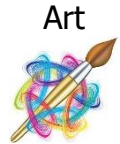






Curriculum Overview

Year 4 – Route B

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---|--|--|--|---|
| English  | Gorilla Narrative  | Leon and the Place Between Recount  | Escape from Pompeii Warning Narrative  | Koji's Island Amazing Islands Narrative-Adventure  | Journey Narrative  | Zeraffa Giraffa Information Persuasive Leaflet Narrative  |
| Maths  | Number and Place Value Addition and Subtraction | | Multiplication and Division Fractions Money Shape | | Shape – Geometry/Position and Direction Length Perimeter and Area Statistics Time Weight and Capacity | |
| RE  | Creation and Covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | Ends of the Earth | Dialogue and Encounter |
| Science  | Y4 Changes of state | Y4 Human Nutrition | Y3 Magnets and forces | | Y4 Electricity | Y3 Light and Shadows |
| Computing  | Y3: Digital Literacy/E-Safety – Using a Computer. | Y4: Computer Science – Scratch 'Nile Boat Race' game. | Y3: Computer Science – Scratch – Sound and Music. | Y4: Information Technology – Iron Man film scene. | Y4: Digital Literacy/E-Safety – Don't fall for fake. | Y4: Computer Science – Scratch Chatbot. |
| PE  | Tag Rugby Invasion Games (Teacher Choice) | Basketball/Netball Invasion Games (Teacher Choice) | Hockey Outdoor Adventurous Activity | Swimming Dance | Striking & Fielding (Rounders/Cricket) Athletics | Net & Wall (Tennis) Athletics |
| Geography  | | Rivers and the Water Cycle <i>How does the water go round and round?</i> | | The Americas <i>Can you come on the Great American Road Trip?</i> | | .Climate and Weather <i>Why is the climate important?</i> |
| History  | Egyptians <i>How much did the Ancient Egyptians achieve?</i> | | Crime and Punishment <i>How has crime and punishment changed over time?</i> | | Local History <i>How should we preserve our locality?</i> | |

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|---|---|---|---|---|--|--|
|  <p>Music</p> | <p>This little light of mine Pentatonic scale, Gospel music, Off-beat, Rhythm, Call and response</p> | <p>My fantasy football team Beat, Rhythm, Rondo, Rhythm notation</p> | <p>The doot doot song Chords, Structure, Ensemble playing and singing, Acoustic guitar, music</p> | <p>Fanfare for the common man Fanfare, Timbre, Dynamics Texture, Silence</p> | <p>Global pentatonic Pentatonic scale, Different musical traditions and cultures, Graphic/dot notation</p> | <p>Favourite song Chords, Structure, Ensemble singing and playing, Folk-rock styles</p> |
|  <p>Art</p> | | <p>Painting Artist Study - Claude Monet</p> | | <p>Printing/Collage Artist Study – Georgia O'Keeffe</p> | | <p>Drawing/Shadow</p> |
|  <p>Design and Technology</p> | <p>Design, Make and Evaluate Create a banner using images and hieroglyphics - sewing</p> | | <p>Design, Make and Evaluate Understand and use electrical systems in their products – an alarm</p> | | <p>Design, Make and Evaluate Create a castle - Apply their understanding of how to stiffen and reinforce more complex structures.</p> | |
|  <p>MFL</p> | <p>Welcome to School</p> | <p>My Town, Your Town</p> | <p>Family Tree and Faces</p> | <p>Face and Body Parts</p> | <p>Jungle Animals</p> | <p>The Weather</p> |
|  <p>RSE/PSHE</p> | <p>2.4.3: First Aid Heroes 2.4.2: Drugs, alcohol and tobacco</p> | <p>2.4.3: First Aid Heroes 2.4.2: Drugs, alcohol and tobacco</p> | <p>2.2.1 Family, Friends and Others 2.2.2 When Things Feel Bad</p> | <p>1.2.1 We don't have to be the same 1.2.2 Respecting our bodies</p> | <p>2.3.1 Sharing online 2.3.2 Chatting online</p> | <p>3.1.1 A community of Love 3.1.2 What is the church?</p> |
|  <p>P4C</p> | <p>Asking open questions Concept stretching. Introducing the language of critical and creative thinking. Asking open question, moving to philosophical Linking concepts Making links with real life Develop summarizing skills Can give counter examples</p> | | <p>Group questions into similar focus Looking for examples to support an idea. Identifying assumptions. Suggesting criteria Introducing critical thinking Able to group questions into similar focus Can suggest possible explanations</p> | | <p>Setting own P4C focus Setting own class P4C focus and reviewing progress. Can respond sensitively in a caring way to other children's comments Pupil feedback Knows the difference between statements and questions and responds appropriately Can give everyone a fair chance to speak Can agree or disagree in a friendly manner</p> | |

Additional information can be found on subject long term plans.