
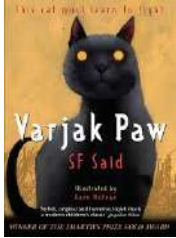


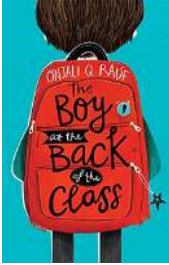


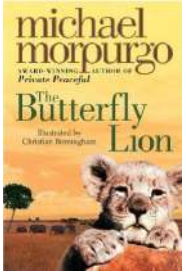
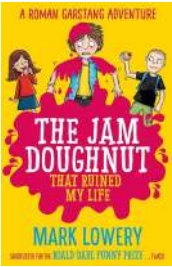
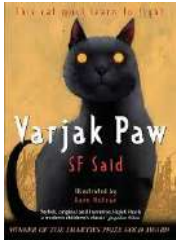

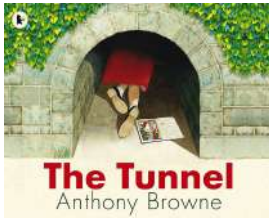
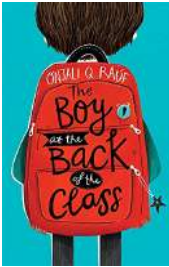

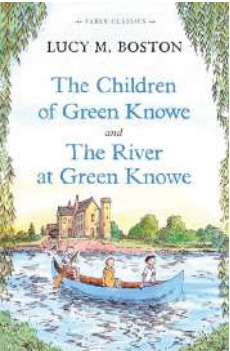


# Curriculum Overview

## Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 1
<b>Reading Text</b>	<p>The Miraculous Tale of Edward Tulane by Kate DiCamillo</p> 	<p>Varjak Paw by SF Said</p> 	<p>Milo imagines the world</p> <p>Last Stop on Market Street by Matt De la</p>  	<p>The Boy a the back of the class by Onjali Rauf</p> 	<p>The Red Kite by Shaun Tan</p> <p>Poetry - The Lost Words by Robert Macfarlane</p>  	<p>The Butterfly Lion by Michael Morpurgo</p> 
<b>Reading Skills</b>	<p>Inference skills Making predictions Vocabulary</p>	<p>Inference Retrieval - Skimming and scanning Explain Summarising</p>	<p>Prediction Vocabulary Inference Summarising/Sequencing</p>	<p>Visualise Vocabulary Inference Summarising Explain</p>	<p>Retrieval Visualise Inference Prediction</p>	<p>Visualise Inference Prediction</p>
<b>Read at 3</b>	 <p>The Jam Doughnut That Ruined My Life</p>	 <p>Varjak Paw</p>	 <p>The Red Tree</p>  <p>The Tunnel Anthony Browne</p>	 <p>The Boy At The Back Of The Class</p>	 <p>Woof!</p>	 <p>The Children Of Green Knowe</p>

			<b>The Tunnel</b>		 <b>The Butterfly Lion</b>	
<b>Writing Text</b>						
<b>The Write Stuff Unit</b>	<b>Charlie and the chocolate factory by Roald Dahl</b>  Still I Rise by Maya Angelou	<b>The journal of Illiona - A Young Slave by Richard Platt</b>  Sicily Holiday Brochure	Feast by Disney  Inviting an Author into School Letter	<b>Aladdin and the Enchanted Lamp by Phillip Pullman</b>	<b>The Lost Thing by Shaun Tan</b>  The Creature	<b>Float by Daniel Miyares</b>  The Plague
<b>Text Type/Genre</b>	Narrative: Story  Poetry	Non-fiction: Diary  Non-Fiction: Persuasive Writing	Narrative (Film Unit)  Non-Fiction: Persuasive Writing	Narrative: Traditional Tale	Narrative: Fantasy  Non-Fiction: Newspaper Report	Narrative: Story  Playscript
<b>Writing 1 + Grammar &amp; Punctuation</b>	<b>E1: Diary</b>	<b>E1: Narrative</b>	<b>E1: Formal letter</b>	<b>E1: Poetry</b>	<b>E1: Non-Chronological report</b>	<b>E1: Newspaper Report</b>
	E7: Capital letters/full stops, etc. E1: First person E6: Past tense	E4/G1: Fronted adverbials E5: Range of conjunctions E7: Possessive apostrophes	E7: Apostrophe - possession E2: Figurative Language E6: Past tense	E2: Figurative language G3: Similes, metaphors E3: Stanzas. prose	E1: Non-fiction devices E3: Paragraphs/sections E5: Complex sentences	E1: Standard/Spoken English E7/G4: Parenthesis, commas. E5: Conjunctions
<b>Writing 2 + Grammar &amp; Punctuation</b>	<b>E1: Narrative (descriptive)</b>	<b>E1: Non-Fiction</b>	<b>E1: Playscript</b>	<b>E1: Narrative (short)</b>	<b>E1: Narrative</b>	<b>E1: Instructional</b>
	E7/G2: Dialogue - inverted commas	E2/G3: Simile and metaphors - ambitious	E7: Brackets and colons E4: Prepositional and	E7/G2: Dialogue - inverted commas	E7/G2: Dialogue E2: Descriptive devices	E1: Imperative verbs E3: Paragraphs

	W2/E2: Expanded noun phrases	vocabulary E3: Paragraphs/stanzas	adverbial phrases	W2/E2: Expanded noun phrases	E4: Fronted adverbials	G3: Technical vocabulary
<b>Spelling</b>	<ul style="list-style-type: none"> <li>- review of Year 3 suffixes</li> <li>- review of Year 3 prefixes</li> <li>- words from the Year 3/4 word list</li> <li>- missing letters and possessive apostrophes</li> <li>- suffixes (vowel letters)</li> <li>- improving spelling in children's own writing</li> </ul>	<ul style="list-style-type: none"> <li>- -sion and -tion endings</li> <li>- -ssion endings</li> <li>- -ation suffix</li> <li>- -cian endings</li> <li>- words from the Year 3/4 word list</li> <li>- improving spelling in children's own writing</li> </ul>	<ul style="list-style-type: none"> <li>- review Autumn term spellings</li> <li>- reviewing Autumn term spelling</li> <li>- Year 3/4 word list</li> <li>- -ous endings</li> <li>- -ous endings</li> <li>- improving spelling in children's own writing</li> </ul>	<ul style="list-style-type: none"> <li>- /k/ sound spelled 'ch'</li> <li>- /s/ sound spelled 'c'</li> <li>- -ture endings</li> <li>- -sure and -ture endings</li> <li>- unstressed vowels</li> <li>- words from the Year 3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>- -que endings</li> <li>- /s/ sound spelled 'sc'</li> <li>- homophones and near homophones</li> <li>- homophones and near homophones</li> <li>- words with the prefixes un-, dis-, mis- and re-</li> <li>- reviewing words from the Year 3/4 word lists</li> </ul>	<ul style="list-style-type: none"> <li>- reviewing Spring term spelling</li> <li>- reviewing Spring term spelling</li> <li>- words from the Year 3/4 word list</li> <li>- /sh/ sound spelled 'ch'</li> <li>- -gue endings</li> <li>- improving spelling in children's own writing</li> </ul>
<b>Maths</b>	<p>To label, identify and find missing values on number lines up to 1,000.</p> <p>To explore and represent numbers beyond 1000</p> <p>To partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones</p> <p>To explore flexible partitioning of numbers up to 10000</p> <p>To add and subtract 1s, 10s, 100s and 1000s</p> <p>To add up to two 4 digit numbers</p> <p>To understand what area is</p> <p>To find the area of rectilinear shapes by counting squares</p> <p>To make rectilinear shapes using a</p>	<p>To compare and order numbers up to 10,000</p> <p>Subtract two 4 digit numbers</p> <p>Multiply three numbers</p> <p>Multiply &amp; divide by 10, 100</p> <p>To measure in KM and M</p> <p>To understand equivalent lengths</p> <p>To find perimeter by counting square lengths around rectangles and squares drawn on grids.</p> <p>To find the perimeter of a rectangle</p> <p>Compare and order mixed numbers</p> <p>Understand improper fractions</p> <p>Convert mixed numbers to improper fractions</p>	<p>To round numbers to the nearest 10/100/1000</p> <p>Informal written methods for multiplication</p> <p>Multiply a 2 digit number by a 1 digit number</p> <p>Multiply a 3 digit number by a 1 digit number</p> <p>Perimeter of rectilinear shapes</p> <p>Find missing lengths in rectilinear shapes</p> <p>Calculate perimeter of rectilinear shapes</p> <p>Equivalent fractions</p> <p>Add two or more fractions</p> <p>Add fractions and mixed numbers</p>	<p>Roman Numerals</p> <p>Years, months, weeks and days</p> <p>Perimeter of regular polygons</p> <p>Divide a 2 digit number by a 1 digit number</p> <p>Divide a 3 digit number by a 1 digit number</p> <p>Subtract two fractions</p> <p>Subtract from whole numbers</p> <p>Subtract from mixed numbers</p> <p>Tenths as fractions</p> <p>Tenths as decimals</p> <p>Divide a 1 digit number by 10</p> <p>Hours, minutes and seconds</p>	<p>Multiples of 3</p> <p>Multiply and divide by 6</p> <p>Multiply and divide by 9</p> <p>Multiply and divide by 7</p> <p>Divide a 2 digit number by 10</p> <p>Hundredths as fractions &amp; decimals</p> <p>Hundredths on a place value chart</p> <p>Divide a 1 or 2 digit number by 100</p> <p>Make a whole with tenths/hundredths</p> <p>Partition decimals</p> <p>Write money using decimals</p> <p>Convert between pounds and pence</p>	<p>7, 11, 12 times tables and division facts</p> <p>Flexibly partition decimals</p> <p>Compare &amp; order decimals</p> <p>Round to the nearest whole number</p> <p>Halve and quarters as decimals</p> <p>Compare amounts of money</p> <p>Estimate with money</p> <p>Calculate with money</p> <p>Solve problems with money</p> <p>Describe position using coordinates</p> <p>Plot coordinates</p> <p>Draw 2D shapes on a grid</p>

	<p>given number of squares</p> <p>To compare the areas of rectilinear shapes</p> <p>Multiply by 1 and 0</p> <p>Divide a number by 1 and itself</p> <p>Factor pairs</p> <p>To understand the whole</p> <p>Count beyond 1</p> <p>Partition a mixed number</p> <p>Number line with mixed numbers</p> <p>To find 1,10,100,1000 more or less than a number</p> <p>To label, identify and find missing values on number lines up to 10,000.</p>	<p>Convert improper fractions to mixed numbers</p> <p>Interpret charts</p> <p>Comparisons, sum and difference</p> <p>Interpret and draw line graphs</p>		<p>Convert between analogue and digital times</p> <p>Convert to the 24 hour clock</p> <p>Convert from the 24 hour clock</p>	<p>Understand angles as turns</p> <p>Identify angles</p> <p>Compare and order angles</p> <p>Triangles</p> <p>Quadrilaterals</p> <p>Polygons</p> <p>Lines of symmetry</p>	<p>Translate on a grid</p> <p>Describe translation on a grid</p> <p>Efficient multiplication</p>
<b>History</b>	Roman Britain		Anglo-Saxons and Scots			Vikings
<b>Geography</b>		Rivers		Migration	Natural Resources	
<b>Science</b> <a href="#">Plymouth Resources</a>	Animals including humans	Sound	States of matter	<b>Science Week</b>	Living things	Electricity
<b>Art</b>	<p>Art and design skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the</p>		<p>Exploring two of the formal elements of art</p> <p>Texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a</p>			<p>Every picture tells a story</p> <p>Develop children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening</p>

	famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'		famous and ancient geometric pattern.			in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored
<b>Design Technology</b>		Structures- Pavilions Pupils who are secure will be able to produce a range of free-standing frame structures of different shapes and sizes. They will also be designing a pavilion that is strong, stable and aesthetically pleasing. Once they have designed, they will select appropriate materials and construction techniques to create a stable, free-standing frame structure.		Making a slingshot car  Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis	Torches  In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.	
<b>PSHE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Changing Me	Relationships
<b>RE</b>	Buddhism- The Life of The Buddha	Christianity- Christmas	Buddhism- The 8-fold path	Christianity- Easter	Christianity- Prayer and Worship	Buddhism: The 8-fold path
<b>Computing</b>	Be an Inventor  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs;	Data Logging and the Microsoft Package  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	Become a Minecraft Pro  Solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals. Understand computer	Be a Coding Genius  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs;	Digital Art, photoshop and editing skills  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and	Be a Game Developer  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs;

	work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	evaluating and presenting data and information. Use technology safely, respectfully and responsibly.	networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
<b>French</b>	All aboard- travel	Pocket Money- manipulate numbers, introduce euros	Tell me a story- Simple adjective agreement	Our Sporting lives- Sports and healthy/ unhealthy eating.	What's the weather like?	The Carnival of the Animals
<b>PE Lesson 1</b>	Basketball	Hockey	Gymnastics	Tennis	Athletics	Yoga
<b>PE Lesson 2</b>	Football	Golf	Rounders	Dance	OAA	Fitness
<b>Music</b>	<b>Jazz</b> This unit aims to embed the musical features of jazz music such as swing time, improvisation, scatting and call and response. Pupils will be given opportunities to perform and improvise music using their voices, bodies and pitched instruments.	<b>Rivers</b> This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to	<b>Samba</b> This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups.	<b>Words, words, words</b> Pupils will explore the language of music through the inter-related dimensions of music. They will deepen their knowledge of the inter-related dimensions and extend their musical vocabulary.	<b>Ancient China</b> This unit focuses on pitch and reading and writing notation. Pupils learn about the pentatonic scale and harmonious sounds through composing, performing and singing tasks.	<b>Minimalism</b> This unit explores the musical style of minimalism. Pupils have the opportunity to listen and appraise works by key composers of the style. Pupils learn and apply their knowledge of the compositional devices used in minimalism through composition and performance activities.

		Offenbach, composing and singing.				
<b>Trips &amp; Experiences</b>	Roman visit	Watch a Ballet Watch a professional football match	Anglo Saxons Drama <a href="#">workshop</a> in school Visit a Buddhist Temple	Talk to an astronaut Visit a Planetarium Visit the airport	Go Ape in Black Park (CP)	
<b>100 Club</b>	Help at Home Week	Watch a Ballet Watch a professional football match	Take part in a public speaking event Recite a Poem Visit a Buddhist Temple Be a Minecraft Pro	Talk to an astronaut Visit a Planetarium Visit the airport Read with a younger child Be a coding genius	Walk through a forest Make a den Be a computer animator Skim a stone	Walk a dog Design and create a computer game