



Year 4 curriculum overview - Autumn 1

- Big write opportunities
- Oracy activity, i.e. presentation, debate, drama inc hot-seating

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Fiction/Non-fiction Model text: Temple Cat Text type: Historical narrative Theme: Story Writing target card focus: Capital letters and full stops used accurately to demarcate sentences. Write narratives with a clear beginning, middle and end with a coherent plot.			Fiction/Non-fiction Model text: Sandhores Text type: Narrative Theme: Using direct speech Writing target card focus: Capital letters and full stops used accurately to demarcate sentences. Punctuate direct speech accurately. Create more detailed settings in narratives to engage the reader. Use exclamation marks and question marks accurately and appropriately.		
Maths	Unit 1 - Place Value within 1000					Unit 2 - Addition and subtraction within 1000
Science	States of Matter					
	LO: To identify solids, liquids and gases and describe their properties. Vocabulary: Solid, Liquid, Gas Volume Properties	LO: To sort materials into solids, liquids and gases. Vocabulary: Pouring solid Oobleck Flow	LO: To explore how heating and cooling can change materials. Vocabulary: Melting Freezing Condensation Evaporation	LO: To use an equipment accurately. Vocabulary: Thermometer Temperature Degree Celsius (°C) Stopwatch, seconds Accurate	LO: To investigate how temperature affects the time it takes ice to melt. Vocabulary: melting point	



RE	Enquiry Question: What did God promise to his people?					
	What is a covenant? What was the promise God made to Noah? Vocabulary for term Salvation Saviour Covenant , Sign, Seal Promised Land Descendants Blessing,, Communion	What did God promise to Abraham and why was it so significant?	How did God's covenant with Moses create a community?	What did God's covenant with David mean for Israel?	What is the New Covenant that Jesus established and how does it affect his followers?	For Christians, how are God's promises fulfilled in Jesus? What might our learning about covenants mean for us?
History	Ancient Egyptians					
	Enquiry question: Why was Ancient Egypt so powerful and long-lasting?					
	Unit: When was Ancient Egypt? LO: To place Ancient Egypt on a timeline and understand when the civilisation existed. Vocabulary: Chronology Timeline BC AD Ancient Civilisation	Unit: Why was the River Nile so important? LO: To understand why the River Nile was important to Ancient Egypt. Vocabulary: River Nile Fertile Crops Irrigation, Trade	Unit: What did houses look like? LO: To understand what Ancient Egyptian houses can tell us about every day life and climate. Vocabulary: Mud brick Flat roof Courtyard Cellar Settlement Evidence	Unit: Why was the Pharaoh so important in Ancient Egypt? - hotseat LO: To understand why the Pharaoh was powerful and important. Vocabulary: Pharaoh , Pyramid Horus Ruler Power Afterlife, Tomb	Unit: How did Egyptians mummify bodies? LO: To understand the stages of mummification. Vocabulary: Mummification Mummy Embalmer Natron Canopic Jars	Unit: What did Ancient Egyptian achieve? LO: To understand the achievements of the Ancient Egypt. Vocabulary: Hieroglyphs Papyrus Calendar Invention Scribe



Computing	Unit: The Internet					
	LO: To describe how networks physically connect to other networks. Vocabulary: Internet Network Router Network security	LO: To recognise how networked devices make up the internet. Vocabulary: Network switch Server Wireless access point (WAP) Router	LO: To outline how websites can be shared via the World Wide Web (WWW). Vocabulary: Website Web page Web address Router Routing Web browser	LO: To describe how content can be added and accessed on the World Wide Web (WWW). Vocabulary: World Wide Web Internet Content Website Web page Links Files	LO: To recognise how the content of the WWW is created by people. Vocabulary: Website Use Content Download Sharing Ownership Permission	LO: To evaluate the consequences of unreliable content. Vocabulary: Information Sharing Accurate Honest Content Adverts
PSHE	Unit: Being Me In My World					
	LO: I know my attitudes and actions make a difference to the class team. Vocabulary: Included Excluded Welcome Valued Team Charter	LO: I understand who is in my school community, the roles they play, how I fit in and how I can contribute. Vocabulary: Role, Job description School Community Responsibility Respect and courtesy, Help Trusted Adult	LO: I understand how democracy works through the school council/in this school. Vocabulary: Rights Responsibilities Democracy Proud Self-respect Valued	LO: I understand that my actions affect myself and others. Vocabulary: Reward Consequence Democratic Proud Self-respect	LO: I understand how groups come together to make decisions. Vocabulary: Decisions Rights, Responsibilities Voting, Democracy Authority Role Contribution Observer Conflict Violence, Solution	LO: I understand how democracy and having a voice benefits the school community. Vocabulary: Decisions Choices Democracy UN Convention on Rights of the Child Wellbeing Healthy



Art/DT	Unit: Sonia Delaunay					
	LO: I know who Sonia Delaunay was and what influenced her artwork. Vocabulary: Portrait Abstract Influence Artist	LO: I can create abstract art using colour and shape like Sonia Delaunay. Vocabulary: Orphism Geometry Contrast Composition	LO: I can use colour and pattern to show movement in my artwork. Vocabulary: Rhythm Movement Pattern Repetition	LO: I can design a pattern for clothing inspired by Delaunay's work. Vocabulary: Textile Design Pattern Fabric	LO: I can create a final piece that uses Delaunay's colours, shapes, and style. Vocabulary: Colour wheel Circles Balance	LO: I can reflect on my own and others' work and explain what I've learned from Sonia Delaunay. Vocabulary: Evaluate Reflect Technique Influence
French	Unit: Revision of introductions, colours and family members.					
	LO: To say my name and identify my feelings. Vocabulary: Bonjour Je m'appelle Comment ça va? Ça va? Ça va bien/très bien pas/mal/très mal/comme ci comme ça.	LO: To identify colours in French. Vocabulary: Bleu Blanc Rouge Noir Vert Jaune Gris Orange Rose Violet Marron	LO: To revise numbers 1-10 and introduce/learn numbers 11-20. Vocabulary: Onze Douze Treize Quatorze Quinze Seize Dix-Sept Dix-huit Dix-neuf Vingt	LO: To revise numbers 1-10 and introduce/learn numbers 11-20. Vocabulary: Onze Douze Treize Quatorze Quinze Seize Dix-Sept Dix-huit Dix-neuf Vingt	LO: To identify family members. Vocabulary: J'ai = I have Ne pas = not Je n'ai pas = I have not Mon père Ma mère Ma soeur Mon frère Mon grand-père Ma grand-mère	LO: To draw and label family members. Vocabulary: J'ai = I have Ne pas = not Je n'ai pas = I have not Mon père Ma mère Ma soeur Mon frère Mon grand-père Ma grand-mère



PE	Outdoor Unit: Tag Rugby					
	LO: To play games with some fluency and accuracy, using a range of passing and receiving skills. To help my team keep possession of the ball. Vocabulary: Pass, target hands	LO: To play tag rugby games with some fluency and accuracy, using a range of skills: passing, receiving, and running with the ball. To use a variety of simple tactics and skills for attacking well and keeping possession of the ball as a team, and getting into positions to score tries. Vocabulary: Support Ball carrier Running into space	LO: To play tag rugby games with some fluency and accuracy, using a range of skills: passing, receiving, running with the ball and scoring tries. To use a variety of simple tactics and skills for attacking well, keeping possession of the ball as a team, and getting into positions to score tries; understand that they need to defend as well as attack; know the rules of tag rugby. Vocabulary: Backwards pass Try Straddle ball	LO: To play tag rugby games with some fluency and accuracy, using a range of skills: passing, receiving, tagging a player, running with the ball and scoring tries. To understand that they need to defend as well as attack; know the rules of tag rugby. Vocabulary: Tag Tag belt Defence	LO: To play tag rugby games with some fluency and accuracy, using a range of skills. To be able to run with the ball and score tries. To use a variety of simple tactics and skills for attacking well, keeping possession of the ball as a team, and getting into positions to score tries. Vocabulary: Score a try Run with the ball Support Ball carrier	LO: To play tag rugby games with some fluency and accuracy. To use a variety of simple tactics and skills for attacking well, keeping possession of the ball as a team, and getting into positions to score tries; understand that they need to defend as well as attack; know the rules of tag rugby. Vocabulary: Festival Defence Attack
Indoor Unit: Dance						
	LO: To copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. Vocabulary:travelling, levels and planes of movement. Hips, Groove, Shake, Spin, Point	LO: To copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	LO To combine skills such as travelling and turning, with some complexity and confidence.	LO: To combine skills such as travelling and turning, with some complexity and confidence.	LO: To Express an idea in an original way.	LO: To Express an idea in an original way.



Year 4 curriculum overview - Autumn 2

Subject	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Fiction/Non-fiction Model text: Cloud Tea Monkeys Text type: fiction Theme: Story Writing target card focus: Correctly demarcating sentences with capital letters and full stops. Using fronted adverbials with commas. Developing descriptive vocabulary.			Fiction/Non-fiction Model text: Newspapers Text type: non-fiction Theme: recount Writing target card focus: Using accurate punctuation. Writing in the past tense. Using time adverbials.		
	Maths	Unit 2 - Addition and subtraction	Unit 3 - Area		Unit 4 - Multiplication and Division	
Science	Unit 2 - States of Matter					
	LO: To investigate the water cycle Vocabulary: water cycle, condensation, evaporation, precipitation, condenses, atmosphere	LO: To plan an evaporation experiment Vocabulary: Plan, temperature, thermometer	LO: To observe an evaporation experiment Vocabulary: Petri dish, observe, data, measure	LO: To draw conclusions from an evaporation experiment Vocabulary: Conclusion		
RE	Enquiry Question: What did Jesus say about God's Kingdom and why is it good news?					
	What is the job of a ruler? Vocabulary: Kingdom, parable, ruler, prayer, justice, forgiveness, hope, service	What kind of a ruler is Jesus?	What is the Kingdom of God like?	What does Jesus teach about how people of his kingdom should live?	Is God's kingdom good news?	What is God's kingdom like?



Computing	Unit: Photo editing					
	LO: To explain that the composition of digital images can be changed Vocabulary: Image, edit, digital, crop, rotate, undo, save	LO: To explain that colours can be changed in digital images Vocabulary: Image, adjustments, effects, colours, hue, saturation, sepia, vignette	LO: To explain how cloning can be used in photo editing Vocabulary: Image, edit, retouch, clone	LO: To explain that images can be combined Vocabulary: Image, edit, select, copy, paste, combine	LO: To combine images for a purpose Vocabulary: Image, made up, real, composite, cut, copy, paste, alter, background, foreground	LO: To evaluate how changes can improve an image Vocabulary: Rotate, crop, zoom, clone, select, copy, paste, undo, font
PSHE	Unit: Celebrating differences					
	LO: To accept that everyone is different Vocabulary: Character Assumption Judgement Surprised Different Appearance Accept	LO: To include others when working and playing Vocabulary: Assumption Influence Appearance Opinion Attitude Judgement	LO: To know how to help if someone is being bullied Vocabulary: Bullying Friend Secret Deliberate On purpose Bystander Witness	LO: To try to solve problems Vocabulary: Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll	LO: To try to use kind words Vocabulary: Special Unique Different Characteristics Physical features	LO: To know how to give and receive compliments Vocabulary: Impression Changed Judgement Assumption Influence Special Different Accept



DT	Unit: Levers and linkages					
	LO: To explore mechanisms such as flaps, slides and levers Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief	LO: To generate realistic designs focussing on the needs of the user	LO: To select appropriate tools to cut, shape and join paper and card	LO: To understand the lever and linkage mechanism	LO: To select and use finishing techniques suitable for the product	LO: To evaluate against design criteria
French	Unit: Days of the week, months of the year, birthdays					
	LO: To say the days of the week Vocabulary: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	LO: To say the months of the year Vocabulary: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre	LO: To say the numbers 1-31 Vocabulary: vingt - trente	LO: To say when your birthday is Vocabulary: mon anniversaire	LO: To say your name, how old you are and when your birthday is Vocabulary: Je m'appelle, j'ai ... ans	LO: To assess learning
PE	Unit: Dance					
	LO: To be able to perform basic movements to music Vocabulary: groove, shake, spin, point	LO: To build a simple themed dance	LO: To combine movements within a group	LO: To practise and perform a group dance	LO: To add a start and finish to a group dance	LO: To evaluate performances of group dances