
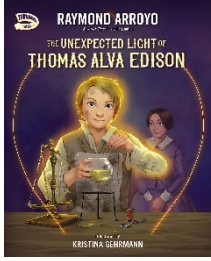
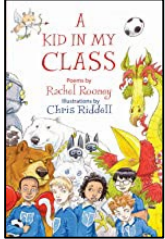

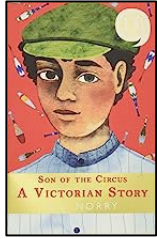



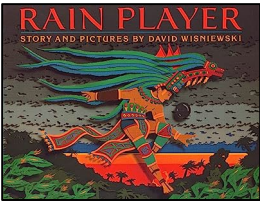
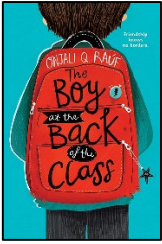



Curriculum Overview Year 4 Cycle B

Topic	Term 1 'Life in London' The Victorians		Term 2 'Home and Away' Stone Age to Iron Age		Term 3 'What a Wonderful World' Mayan civilisation	
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 4	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						
Text genre	Issues and dilemmas	Information/biography	Poetry (CLPE)	Information/instructions	Narrative	
Writing outcome(s)	NF: Letter F: Own story (reuse story plot)	Victorian Inventors		NF: Guided Walk around Whitechapel		
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Description Range of punctuation Vary sentence starter Commas and	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Description Range of punctuation Vary sentence starter Headings and	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	

	apostrophes	Headings and subheadings		subheadings Commas and apostrophes		
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) 	<p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p>		<p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. 		<ul style="list-style-type: none"> • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						

Year 4	Spring 1 – Home and Away			Spring 2 – Home and Away		
English Text	HAIKUS	Morgan: Viking visit model text				
Text genre	Poetry	Recount	Historical	Heritage	Playscripts	
Writing outcome(s)		NF: Stone Age Experience	F: Own invention story about going back to the Stone Age (should be dev from Y3)	NF: Speech to the village F: Prequel	Focus: Oracy Guided Reading: explore a range of playscripts	
Grammar	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Range of sentences Different sentence functions Correct verb tense Range of verb forms: simple, progressive, perfect Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how	

				Persuasive devices		
Spelling over the term (No Nonsense)	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p>	<p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p>		<p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						
Year 4	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text		States of Matter				
Text genre	Myths & Legends (Mayan)	Explanation		Issues and dilemmas	Newspaper (recount)	Poetry
Writing	Unit to be written	NF: Explanation text		NF: Persuasive speech	NF: Interview	

outcome(s)	(Trinity & Nic)	linked to states of matter (including fab facts)			NF: Newspaper appeal	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Vocabulary development Poetic language and devices
Spelling over the term (No Nonsense)	Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin) Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)	Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>) Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i>	Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list. Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term.	<ul style="list-style-type: none"> • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
Curriculum concept links						
Wider curriculum writing opportunities						

Suggested wider reading



Year Group 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths (from White Rose)</p>	<p>Place value (4-digit numbers, rounding, Roman numerals)</p> <p>Addition & subtraction (4-digit numbers, written methods)</p>	<p>Measurement: Area</p> <p>Assess and review week</p> <p>Multiplication & Division A (x3, x6, x7, x9, x11, x12)</p> <p>Consolidation</p>	<p>Multiplication & Division B: (factor pairs, multiply & divide by 10 and 100, multiply & divide 2d, 3d by 1d, written methods)</p> <p>Measurement: Length & Perimeter</p>	<p>Fractions (conversion, equivalence, add & subtract fractions)</p> <p>Assess and review week</p> <p>Decimals A (tenths, dividing numbers by 10, hundredths, dividing numbers by 100)</p>	<p>Decimals B (partitioning, comparing ordering, rounding)</p> <p>Money: convert, compare, estimate, calculate</p> <p>Time (conversion, analogue & digital, 24-hour clock)</p>	<p>Assess and review week</p> <p>Shape (angles, polygons, symmetry)</p> <p>Statistics (interpret charts & line graphs, draw line graphs)</p> <p>Position and direction (coordinates, drawing shapes on a grid, translation)</p>

<p>Geography</p> <p>Year 3&4</p>	<p><u>UK</u></p> <p>Where is the UK, countries, major cities, population. Physical & Human Geography of the UK Types of settlements in the UK. Impact of transport on human and physical geography.</p> <p>Name major cities in the UK and related facts</p>	<p><u>UK & Europe</u></p> <p>England & France</p> <p>Train journeys in England, channel tunnel to France – major cities, capital cities, compare population, top 5 industries, food, physical features and human, highest mountain, rivers, monuments.</p>	<p><u>South America</u></p> <p>Andes – Amazon Rainforest</p> <p>Locate on a map/globe</p> <p>Describe position and surrounding countries</p> <p>Geographical features & compare to the UK – human and Physical</p>
<p>Assessment</p> <p>Activity/Outcome</p>	<p>Oral presentation - Town planning for 2050 – If you were a town planner what would you suggest to the local council and why? What changes would improve the local area (based on what you recorded on our local walk) – include: amenities, population, growth, transport - mainly human features</p>	<p>Travel brochure – Visit France</p> <p>Include: physical and human landmarks, culture, architecture, a short description of the journey / proximity to England using key vocabulary (compass points/body of water) e.g. a short journey across the English Channel</p>	<p>Green screen video presenting on the layers of the rainforest- in the style of David Attenborough – include key vocabulary – including locational vocabulary relating to equator/tropics etc. - and key features of each layer e.g. describe the canopy and what animals are found there (flora and fauna). Can include a final message on caring for our planet/ rainforests / climate / impact.</p>
<p>Locational Knowledge</p>	<p>UK Cities</p> <p>https://www.geoguessr.com/seterra/en/vgp/3104</p>	<p>Europe - Countries</p> <p>https://www.geoguessr.com/seterra/en/vgp/3007</p>	<p>North and South America</p> <p>https://www.geoguessr.com/seterra/en/vgp/3015</p> <p>https://www.geoguessr.com/seterra/en/vgp/3016</p>
<p>Geographical Skills to run throughout each unit</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>			

History Year 3&4	<u>Local History</u> <u>Victorian London</u> – Rich v poor BHM – Mary Seacole BHM David Olusoga – pg 42, Black Victorians Describe events that happened in the past using specific dates Carry out research on a particular topic and present my findings Understand/explain how the past has shaped the present Use various sources to find answers to questions posed Form open questions	<u>British History</u> Stone Age to The iron Age Describe events that happened in the past Can talk/write about what life would have been like for early settlers Use various sources to find answers to questions posed Know how different groups went about their daily lives and compare their lifestyles. Carry out research on a particular topic and present my findings.	<u>World History</u> Mayan civilization c. AD 900; 900-1300 Use a timeline State how long ago things happened. Can talk/write about what life would have been like Understand/explain how the past has shaped the present. Know how different groups went about their daily lives and compare their lifestyles. Know how artefacts can help us build a better picture of the past. Begin to understand how and why decisions were made in the past. Carry out research on a particular topic and present my findings.
	Outcome (See Overview for NC objectives)	Diary entry – a day in the life of a Victorian child (workhouse)	Children create a timeline putting key events in the correct period, Stone, Bronze or Iron age.
Art	<u>Printing</u>	Drawing	Mayan Masks - 3D

	William Morris: Artist study		Cave drawings		Sketch up	
DT	<u>Toys</u> Victorian times Cam toys		<u>Sandwiches</u> Healthy Me Survey – google docs		<u>Light Houses - electricity</u>	
Computing	4.1 We are software developers Design, write and debug programs for a simple educational game Scratch		4.3 We are musicians Use a variety of software to create digital music Auxe/Garageband (iPad)		3.4 We are network engineers Understand computer networks, including the internet	
PHSE	Being Me in My world	Celebrating Difference	Dream Goals	Healthy Me	Relationships (See adapted overview doc)	Changing Me (See adapted overview doc)
PE (swimming)	Swimming	Swimming	Swimming	swimming	swimming	swimming
PE with coach	Fitness	Football	Gymnastics	Netball	Striking and fielding – focus rounders	Athletics

Spanish	Phonetics Fruits	I know how...	Vegetables	Presenting myself	In the classroom	At the cafe
Science	Electricity		All Living things and their habitats	Sound	States of matter	
RE	L2.3: Why is Jesus inspiring to some people?		L2.5 Why are festivals important to religious communities?		L2.9 What can we learn from religions about deciding what is right and wrong?	
Music	Rap and Poetry exploration. Music as either rhythm or Ambience.	London: Appraise, Learn and perform using instruments 'London is the Place for Me' –Lord Kitchener	3 and 4 to purchase play	Play Singing	Glockenspiel Stage.2 with music appreciation.	Reflect, Rewind and replay, mash up of all things we've explored throughout the year
Listening	Best-selling singles of all time UK	Raps (John Barnes)	Music from the 80s	Performance	Musicals	Instrument based songs
Trips	Ragged School: Museum of Childhood		Stone Age Workshop Church		Kew Gardens Science Mexican Restaurant	
Visitors			Dietician – workshop – Healthy Eating			