**Year 4 Curriculum Overview**

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| **Year 4** | | **Autumn** | | **Spring** | | **Summer** | |
| **Reading** | **Word reading** | NC Appendix 1 (NC p 35) | | | | | |
| **Comprehension** | Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non fiction texts and  reference books / text books and dictionaries (NC p 35/36) | | | | | |
| **Writing** | **Transcription** | Spelling programme (NC Appendix 1)  Spelling shed | | | | | |
| **Composition** | Writing: narrative and non-narrative (NC p 39) | | | | | |
| **VGP** | NC appendix 2 | | | | | |
| **Speaking and Listening** | | 12 statutory statements (NC p17) | | | | | |
| **Maths** | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages),  Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | | | | |
| **Science** | | Group and classify living things  Data collection  States of matter | | Sound  Deforestation  Digestive system | | Habitats  Food chains  Electricity | |
| **History** | | Anglo Saxons (800 AD) | | Vikings and 1066 | | Local History – Victorian Britain | |
| **Geography** | | * + Volcanoes and Earthquakes | | Rainforests (Deforestation) | | Settlements (Canada and UK) | |
| **Art and Design** | | Observational drawing (Artist - MC Escher)  Structures and shape  Simple perspective | | Viking Textiles (Artist – Historic examples)  Weaving focus  Look at how fabrics are made  Basic weaving skills  Group complementary colours | | Statues – Henry Moore – Artistic, Historical examples.  Modroc sculpture  Focus on figure and form | |
| **DT** | | Structures - Shell structures | | Mechanical Systems - Pneumatics | | Electrical Systems - Simple circuits and switches | |
| **Computing** | | Unit 4.2 Online Safety (4 weeks)  Unit 4.5 Logo (4 weeks)  Unit 4.6 Animation (3 weeks)  Unit 4.8 Hardware Investigators (2 weeks) | | Unit 4.3 Spreadsheets (5 weeks)  Unit 4.7 Effective Searching (3 weeks)  Unit 4.9 Making Music (4 weeks) | | Unit 4.4 Writing for Different Audiences (5 weeks)  Unit 4.1 Coding (6 weeks) | |
| **PE** | | Basketball  Gymnastics | | Dance Orienteering  Swimming | | Tennis  Athletics | |
| **German** | | Healthy Eating | | Healthy Eating and Stories | | Food and Drink (2) | |
| **Music** | | Mamma Mia | Glockenspiel 2 | Stop | Lean on Me | Blackbird | Reflect, Rewind and Replay |
| Charanga Musical School Programme (supported by Sandwell Music and Arts Service) | | | | | |
| **RE** | | What kind of world did Jesus want?  Values: What matters most to Humanists and Christians?  What is in the trinity? | | What is it like to be Jewish? Family, Synagogue, Celebration and Torah  Keeping the Five pillars of Islam: How do Muslim beliefs make a difference to their way of living? | | For Christians, what was the impact of Pentecost?  Why does the Prophet matter to Muslims? | |
| Statutory subject in all year groups.  Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | | | | |