Year 4 – Curriculum Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
Trips/visitors	Greek Visitor Roundhay walk	Myths Workshop at Royal Armouries	Leeds Playhouse India Day including dancing and cooking.	Residential Lineham Farm Mosque trip Science of Sound day Harewood walk	Murton Park Sunnybank Mills linked to weaving Leeds Discovery Centre Romans in Yorkshire	Recycling Centre Countryside Day Rodley Nature Reserve
Focus days/weeks:	Arts Week Black history Anti-Bullying Week Bikeability Pedestrian training		Equality Week National Online Safety Day International Women's Day World Book Day		Health Week Spanish Day	
Outdoor learning	States of Matter/Ancient Greeks		Sustainability and growing vegetables (HF)	Sustainability and growing vegetables (HF)	Sustainability and growing vegetables (HF) Habitats (Go Wild)	Sustainability and growing vegetables (HF)
English Reading	Greek Myths Who Let the Gods Out? By Maz Evans	The Lion, The Witch and The Wardrobe by C.S. Lewis	The Girl Who Stole an Elephant by Nasrani Farook	The Iron Man by Ted Hughes	Roman Quest by Caroline Lawrence	Varjak Paw by SF Said
English Writing	Narrative (Who let the Gods out?) Conversation piece (Who let the Gods out?) Poem (Recipe for a wolf)	Setting description (Lucy walking through the wardrobe) Instructions (How to steal Christmas)	Diary (My Magical Week) Discursive (Zoo)	Travel Guides (persuasive writing) Conversation (Iron Man)	Inform: informal letter (half term holidays) Narrative: Twisted Fairytale	Narrative: Alternative chapter (Varjak Paw) Non-Chronological Report (Environment)
Maths	Place value (Weeks 1-4) Addition and subtraction (Weeks 5-7)	Measurement: Area (Week 8) Multiplication and division (Weeks 9-11) CONSOLIDATION	Multiplication and Division (Weeks 1-3) Length and Perimeter (Weeks 4-5) Fractions (Week 6)	Fractions (Weeks 7-9) Decimals (Weeks 10-12)	Decimals (Weeks 1-2) Money (Weeks 3-4) Time (Weeks 5-6)	Shape (Weeks 8-9) Statistics (Weeks 10-11) Position and Direction (Weeks 11-12)

Science	Working Scientifically runs through all science topics				
	States of matter How and when do materials change state? *Changing states, Solids, liquids and gases, water cycle – evaporation and condensation*	**Electricity** How do we light a bulb? *Construct basic circuits* *Conductors and Insulators* *Safety and electricity in the home*	**Sound** How do we hear different sounds? *Sound and hearing, vibrations and volume and pitch* *Science of Sound Workshop.*	**Living things and their habitats** How can we identify different living things? *Habitats around the world, human impact on habitats, migration.*	**Animals, including humans** What happens to the food we eat? *Digestion, major organs and their functions, teeth and their functions, food chains*
History **Geography**	**What were the greatest achievements of the Ancient Greeks?** ***NC link:*** *-Study of Greek lives and achievements.* *-Achievements of early civilisations.* *The Ancient Greek civilisation.* *Archaeology.*		**Why should you visit India?** *World locational knowledge – locate India, its major cities and key physical and human features.* *Place knowledge* *Human and physical geography* *– describe and understand key aspects of desert biomes and types of settlement.*	**What was the impact of the Roman invasion on Britain?** ***NC link:*** *-Roman Empire and impact on Britain.* *-Fall of the Roman Western Empire.* *Archaeology* *The invasion attempts by the Roman Empire: the two unsuccessful ones and the successful one.* *Co-operation Vs resistance.* *Life in Roman Britain.*	**Can we save the world?** *Human and physical geography - describe and understand key aspects of climate change and land use.* *Geographical Skills and Fieldwork*
Computing	**Online Safety**	**Computing systems and networks – The Internet**	**Data and information – Data logging**	**Creating media – Photo editing**	**Programming A – Repetition in shapes**
PSHE The red flag demarcates lessons which link directly to safeguarding	**Mental Health and emotional well-being** Mental Health (non-scheme)	**Identity, Society and Equality** Democracy	**Keeping Safe and Managing Risk** Playing Safe 	**Drugs, Alcohol and Tobacco Education** Making choices	**Careers, Financial and Economic Wellbeing** Economic welling in the community (non-scheme) **Relationship and Sex education**  Growing up and changing	**Physical Health and Wellbeing** What is important to me?

Mindmate	Feelings –Intensity	Skills to maintain & keep positive relationships	Positive & negative effects on emotional wellbeing & mental health	Resisting Pressure	Know actions affect themselves & others	Coping with difficult situations
No Outsiders	To choose when to be assertive	To help someone accept difference	To be proud of who I am	To find common ground	To look after my mental health	To show acceptance
Preventative curriculum	Pol-Ed Lesson 1 – What is the law and why do we have it? Three houses	Oh Lila – Trusted adults & secrets	Pol-Ed Lesson 2 – How do we enforce the law? KSMR Behaviour and safety survey	Pants are private DATE Pol-Ed Lesson 3 – What do we mean by consent? In friendships	Pol-Ed Lesson 4 – How can we keep safe on the road? RSE – 2 lessons	Rory – alcohol and drugs
RE	**How are important events remembered?**	**What faiths are shared in our country?**	**How do the Five Pillars guide Muslims?**		**What do Christians believe about the old and new covenants?**	
PE	**AfPE** Football	**AfPE** Hockey	**AfPE** OAA	**AfPE** Tennis	**AfPE** Athletics	**iMoves** Dance Unit 2
	AfPE Handball	**iMoves** Gymnastics	**iMoves** Dance Unit 1	**Enrichment Unit** Commando Joe's	**AfPE** Cricket	**AfPE** Rounders
DT **Art**	**Drawing and clay (3D)** **Artist:** Grayson Perry **Project Outcome:** To create a coil pot in the style of Greek pottery. Children then etch an illustration that depicts a story into their pot.	**Electrical systems** **Project Outcome:** Design, make and evaluate a Christmas style light decoration that incorporates a hidden electric circuit with a switch.	**Drawing** **Artist:** Kathe Kollwitz **Project Outcome:** To create drawings of Indian elephants on a range of scales. Children will use charcoal and chalk pastels to create line and texture.	**Mechanical Systems** **Project Outcome:** Design, make and evaluate a moving book. The book must incorporate levers and linkages that use fixed and moving pivots.	**Textiles weaving** **Artist:** Agness Smallwood (Sunnybank mills) **Project Outcome:** To create a piece of fabric that considers colour and texture. Children use different materials to make a weave.	**Food project** **Project Outcome:** Design, make and evaluate a savoury hot dish that is made from local produce.
Music	**Rhythm Grids and The Interrelated Dimensions of Music** *Play and Perform/ Use Voices/ Improvise*		**"Learn to Play" – exploring the keyboard through playing chords – finding all 7 notes on the keyboard and playing chord progressions** *Listen/ Appraise/ Use instruments/ Play and Perform/ Notation*		**Pentatonic Music around the world/ Keyboard Composition.** **Class Song performance** *Listen and Appreciate/ Improvise and Compose/ Perform/ Use Voices*	

Spanish	Phonetics lessons 1&2 Greetings	Colours and numbers	Vegetables	Presenting Myself	Classroom	Family