

Year 4 Curriculum Overview 2015-2016

Autumn Term	Spring Term	Summer Term
Discovering India	Living Together	Imaginary Worlds
Special Days & Trips India Day Science Museum	Special Days & Trips V&A Museum Oatlands Park - Weather permitting	Special Days & Trips Residential Visit to Hooke Court St Mary's Church and Walton Baptist Church
Literacy	Literacy	Literacy
<p>Narrative (3 weeks) - writing a story ending for <i>Paradise Carpet</i> Jamila Gavin</p> <p>Instructions (1 week) - linked to India How to wear a sari?</p> <p>Explanation (3 weeks) - linked to the shirt machine/ magic carpet/ magic waistcoat</p> <p>Poetry (2 weeks)- Shakespeare Fortnight <i>A Midsummer Night's Dream</i></p> <p>Recount - Letter (2 weeks) based on <i>Letters from Father Christmas</i> J.R.R. Tolkien</p> <p>Creative/ Descriptive (2 weeks) - climbing the Christmas Letter (linked to drama)</p>	<p>Non-chronological report (3 weeks) - linked to history - Invaders & Settlers</p> <p>Playscript (2 weeks)- radio script - based on <i>Voices in the Park</i> Anthony Browne</p> <p>Poetry (2 weeks) - exploring form - linked <i>Kennings and Riddles - Anglo Saxons</i></p> <p>Narrative (3 weeks) - writing <i>Jack's untold story from The Tunnel</i> Anthony Browne</p>	<p>Persuasive (3 weeks) - Letter writing - linked to Olympics or about the importance of residential trips???</p> <p>Look at features 2 weeks - residential (1 week) - recap and write (1 week) -</p> <p>Recount - Diary entry (2 weeks) based on <i>The Brilliant World of Tom Gates</i> L. Pichon</p> <p>Creative/ descriptive (2 weeks) - Theseus & the Maze (Alan Gibbons)</p> <p>Non-chronological report (1 week)- Mythical beast factfile</p> <p>Narrative (3 weeks) - Myths (linked to history - Ancient Greece)</p>
Science	Science	Science
Forces (linked to explanation text) Properties and changes of materials (Keeping Warm - linked to FCLS)	Electricity (Circuits) States of matter	Animals, including humans (Keeping Healthy and Teeth, Eating and digestion) (linked to Olympic Athlete's diets)
Computing	Computing	Computing
<ul style="list-style-type: none"> Write more complex algorithms which 	<ul style="list-style-type: none"> Solve problems by decomposing them 	<ul style="list-style-type: none"> Write computer programs that use

<p>include repetition (eg. forever loops).</p> <ul style="list-style-type: none"> • Use logical reasoning to predict what computer programs are going to do. • Spot and fix errors in computer programs that others have written (debugging). • Solve problems by decomposing them into smaller parts (e.g from outside programming). • Understand the importance of using specific terms so my internet searches are efficient (e.g. using 'Ancient Greece' instead of 'Greece'). • Use a range of devices to use, create and manage digital content. • DIGITAL RESPONSIBILITY: Know and use correct and safe handling of school hardware (e.g. procedures for using and storing Chromebooks and ipads). • DIGITAL ETIQUETTE: Recognise what is acceptable and unacceptable behaviour when using technologies, online services and social media • Observe appropriate procedures when communicating with Google accounts, adapting the style to the recipient • To understand how to send a formal email (eg to a class teacher) (Y3) • To know the difference between formal and informal methods of communication on-line (Y3) • To understand that sharing of emails, texts and photos should only be done with the owner's permission. • To recognise and use appropriate ways of communicating online (eg. comments on others' works, blogs etc..). • DIGITAL SECURITY: Understand how to choose a secure password and the importance of keeping passwords private. 	<p>into smaller parts (e.g from outside programming).</p> <ul style="list-style-type: none"> • Understand the difference between the internet and the WWW. • Have a basic understanding how internet search engines work. • Understand the importance of using specific terms so my internet searches are efficient • Understand that there are many different search engines which work in different ways and that this will affect the search results I receive. • DIGITAL SECURITY: Identify a range of ways to report concerns about content and contact. • Google Skills Intermediate Level (see separate document). • Use a range of devices (e.g. Chromebooks, ipads, flip cameras) to use, create and manage digital content. Science assessment. • DIGITAL RESPECT: Recognise acceptable and unacceptable behaviour when communicating online. Use appropriate behaviour online using Google accounts. • DIGITAL SECURITY: Identify a range of ways to report concerns about content and contact. • DIGITAL RESPONSIBILITY: Understand that digital content is owned by individuals or companies and can generally only be used with permission. 	<p>selection (if...then loops).</p> <ul style="list-style-type: none"> • Google Skills Intermediate Level (see separate document). • Write more complex algorithms which include repetition (eg. forever loops). • Use a range of devices (e.g. Chromebooks, ipads, flip cameras) to use, create and manage digital content. Hooke Court filming and editing. • Microsoft skills. • DIGITAL SECURITY: Identify a range of ways to report concerns about content and contact. • DIGITAL RESPONSIBILITY: Understand that digital content is owned by individuals or companies and can generally only be used with permission. • DIGITAL ETIQUETTE: Recognise what is acceptable and unacceptable behaviour when using technologies, online services and social media.
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<ul style="list-style-type: none"> • DIGITAL RESPECT: Use appropriate behaviour online using Google accounts (Y4) • To recognise acceptable and unacceptable behaviour when communicating online. 		
Art & Design	Art & Design	Art & Design
Unit 3b - Investigating Pattern	Unit 3a - Portraying Relationships Unit 4b - Take a Seat linked to Voices in the Park - not for one of the characters but made out of materials you find in a park - camouflaged in a park like the images in the book?	
Design & Technology	Design & Technology	Design & Technology
Unit 6b - Waistcoats		Unit 3D - Photo frames (marble maze) Unit - Make a Healthy Pizza - linked to science
Geography	Geography	Geography
Unit 10 - Village in India with an enquiry based project.	Linked to Anglo Saxon settlements	
History	History	History
	Unit 6a - Roman Case Study Unit 6b - Anglo-Saxon Case Study Unit 6 - Viking - Enquiry	Unit 14/15 - Ancient Greeks with an enquiry based project
Music	Music	Music
<i>Whole Class Ukulele Tuition</i> or <i>Around the World</i> Pentatonic melodies and syncopated rhythms. Ch observe that the fundamental dimensions of music are the same all over the world.	<i>Whole Class Ukulele Tuition</i> or <i>Time</i> Music featuring clocks helps ch understand rhythm and syncopation. Singing/playing bell patterns, they study an orchestral piece and create their own.	<i>Whole Class Ukulele Tuition</i> or <i>Keeping Healthy</i> Body-popping and gospel-singing, sports themed unit. Ch build performances using new musical techniques. <i>Growth</i>

<i>Lower School Carol Concert</i>	<i>Communication</i> Ch create a news programme including theme music and school news headlines. Songs and raps.	Ch explore Ravel's Boléro, learn songs with instrumental accompaniments, and create a dance to build into a street performance.
PE	PE	PE
Indian Dance, Partner balances, Football, Badminton, Ball skills, Hockey, Circuit training	Throwing and catching skills, Football, Badminton, Ball skills, Hockey, Circuit training	Striking and Fielding skills, Rounders /scatterball Greek/Olympic Dance
PSHE & Citizenship	PSHE & Citizenship	PSHE & Citizenship
Class Bonding circle time friendship activities Rights Respecting activities (UNICEF - class charter created.) Citizenship - links to Global Awareness topic of India	Anti Bullying Week Activities (SEAL Unit).	Unit 4 Citizenship - People Who Help Us (The Local Police) Sex and Relationship Education - Growing up/Changes Moving On - SEAL Unit
Philosophy	Philosophy	Philosophy
Linked to Stories which raise dilemmas (Ferryboat man)		Linked to Ancient Greeks and Pandora's Box Linked to relationships
RE	RE	RE
What does it mean to be a Hindu? Christmas through art	Why is the Bible important? Easter	Christian Worship