

Year 4 Curriculum Overview 2016-2017

Autumn Term	Spring Term	Summer Term
Discovering India	Living Together	Imaginary Worlds
Special Days & Trips India Day	Special Days & Trips Invaders and Settlers Arts and Crafts Day Science Museum (Forces)	Special Days & Trips Residential Visit to Hooke Court St Mary's Church and Walton Baptist Church Tate Modern
Literacy	Literacy	Literacy
<p>Non-chronological report (2 week)- linked to Grandpa Chatterji</p> <p>Playscript (2 weeks)- linked to Jamila Gavin story - Grandpa Chatterji</p> <p>Narrative (3 weeks) - writing a story ending for <i>Paradise Carpet</i> Jamila Gavin</p> <p>Explanation (3 weeks) - linked to the shirt machine - wrapping a present/ making a toy FCL's</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>Recount - Diary entry (2 weeks) based on The Iron Man</p> <p>Non-chronological report (3 weeks) - linked to history/enquiry project - Romans (make a class topic book)</p> <p>Poetry (1.5 weeks) - <i>exploring form - linked to Riddles and Kennings</i></p> <p>Narrative (3.5 weeks) Caroline Lawrence</p>	<p>Creative/ descriptive (2 weeks) - Theseus & the Maze (Alan Gibbons)</p> <p>Non-chronological report (1 week)- Mythical beast factfile</p> <p>Instructions (1 week) - How to clean your teeth linked to science</p> <p>Poetry (1 week)- Magic Box linked to Greek Gods</p> <p>Narrative (3 weeks) - Myths (linked to history - Ancient Greece)</p> <p>Persuasive (3 weeks) - <i>Adverts - toothpaste</i></p>
Science	Science	Science
States of matter - (Water cycle) Properties and changes of materials (Keeping Warm - linked to FCLS)	Forces - (linking to explanation text) Electricity (Circuits)	Animals, including humans (Keeping Healthy and Teeth, Eating and digestion)

Computing	Computing	Computing
<ul style="list-style-type: none"> ● Write more complex algorithms which include repetition (eg. forever loops). ● 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 ● 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..). 	<ul style="list-style-type: none"> ● Solve problems by decomposing them into smaller parts (e.g from outside programming). ● 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 	<ul style="list-style-type: none"> ● Write computer programs that use selection (if...then loops). ● 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.

<ul style="list-style-type: none"> ● DIGITAL SECURITY: Understand how to choose a secure password and the importance of keeping passwords private. ● DIGITAL RESPECT: Use appropriate behaviour online using Google accounts (Y4) ● To recognise acceptable and unacceptable behaviour when communicating online. 	and can generally only be used with permission.	
Art & Design	Art & Design	Art & Design
Investigating Patterns - designing an	Anglo Saxon Arts and Crafts	Painting - Hundertwasser
Design & Technology	Design & Technology	Design & Technology
Waistcoats	Roman Food	Marble Mazes
Geography	Geography	Geography
Significant physical and human features about India .	Linked to Anglo Saxon settlements	
History	History	History
	Invaders and Settlers - Celts, Romans, Anglo Saxons and Vikings	Ancient Greeks
Music	Music	Music
<p><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.</p> <p><i>Lower School Carol Concert</i></p>	<p><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.</p> <p><i>Communication</i></p>	<p><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.</p> <p><i>Growth</i> Ch explore Ravel's Boléro, learn songs with instrumental accompaniments, and create a dance to build into a street performance.</p>

	Ch create a news programme including theme music and school news headlines. Songs and raps.	
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		Linked to Ancient Greeks and Pandora's Box
RE	RE	RE
What does it mean to be a Hindu? Christmas through art	Why is the Bible important? Easter	Christian Worship