



Carr Hill Community Primary School
Year 4 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Tine	Watch Me Grow	Summer of Sport
Topic	Dazzling Smiles	Exploring Islam	Volcanoes	World War 2- Evacuees	Human Life Cycle	Romans
English						
Writing						
Key Writing Purpose	Stories with historical contexts Instructions	Stories form different cultures Narrative- Diary in 1 st person Non-Chronological Report	Stories with historical context Report-Fact file	Stories with historical contexts Narrative Letter- writing to persuade	Traditional Tale Explanation Text	Stories base on a familiar characters Recount- Non-Fiction- Leaflet
Core Texts	<ul style="list-style-type: none">Stone Age Boy by Satoshi KitamuraHow to Bath a Woolly Mammoth by Michelle Robinson & Kate Hindley	<ul style="list-style-type: none">Malala’s Magic Pencil by Mala YousafzaiThe Proudest Blue by Ibithaj MuhammadIn my Mosque by M.O Yuksel	<ul style="list-style-type: none">Escape from Pompeii Christina BalitVolcanoes by Nick Pearce	<ul style="list-style-type: none">The Lion and the Unicorn by Shirley HughesHow to help Hedgehogs and protect Polar Bears by Jess French	<ul style="list-style-type: none">Little Red Riding Hood, The Wolf, Grandma and the Woodcutter By John FidlerLife on Earth-Human Body by Heather Alexander	<ul style="list-style-type: none">Into the Forest by Anthony BrowneSo, you think You’ve Got it Bad? A Kids life in Ancient Rome by Cahe Strathie
Shape/Calligram Poetry	Critical Review- Overheard on a Saltmarsh by Harold Monro		Poet Study: Joseph Coelho		Poetry Form: Kennings	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 4 Curriculum					
Reading						
Decoding	<div>*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</div> <div><ul style="list-style-type: none">read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</div>					
Comprehension	<ul style="list-style-type: none">Checking that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.Predict what might happen from details stated.Identify main ideas (and summarise these in a few sentences) from reading more than one paragraph.Participate in discussion about books that have been read, taking turns and listening to others in the class. Increase familiarity with a wide range of books, Inc. fairy stories, myths and legends, and retelling some orally.	<ul style="list-style-type: none">Read books that are structured in different ways and reading for a range of purposes.Use dictionaries to check the meaning of words that they have read. -Read a text and then pose questions to improve their understanding.Draw inferences such as inferring characters’ feelings and thoughts from their actions and what they say. Discussing words and phrases that capture the reader’s interest and imagination	<ul style="list-style-type: none">Predict what might happen from details stated.Participate in discussion about books that have been read, taking turns and listening to others in the class.Identify themes and conventions in a wide range of books.Read books that are structured in different ways and reading for a range of purposes.Use dictionaries to check the meaning of words that they have read.Read a text and then pose questions to improve their understanding.Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and what they say and begin to justify inferences with evidence from the text	<ul style="list-style-type: none">Read a text and then pose questions to improve their understanding.Participate in discussion about books that have been read, taking turns and listening to others in the class.Discussing words and phrases that capture the reader’s interest and imagination.Retrieve and record information from non-fiction. Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none">Predict what might happen from details stated.Participate in discussion about books that have been read, taking turns and listening to others in the class.Identify how structure and presentation contribute to meaning. Retrieve and record information from non-fiction.	<ul style="list-style-type: none">Read a text and then pose questions to improve their understanding.Identify how language, structure, and presentation contribute to meaning.Prepare poems and play scripts to read aloud and perform through intonation, tone, volume and action.Recognise different forms of poetry (for example free verse, shape poems and performance poetry)).
Class Teaching	Small group and 1-1 reading and 3 x reading Plus sessions to develop the full range of the KS2 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none">Place ValueAddition and SubtractionLength and PerimeterProperties of Shape	<ul style="list-style-type: none">Addition and SubtractionProperties of ShapeMultiplication and DivisionPosition and Direction	<ul style="list-style-type: none">Place ValueMultiplication and DivisionAreaFractions	<ul style="list-style-type: none">Multiplication and DivisionFractionsDecimalsTime	<ul style="list-style-type: none">Place ValueDecimalsMoneyDecimals	<ul style="list-style-type: none">DecimalsMultiplication and DivisionTimeStatisticsAddition and Subtraction



Carr Hill Community Primary School

Year 4 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Science and Technologies						
Science	<p>Biology</p> <p>Animals, Including Humans – teeth, digestion</p> <ul style="list-style-type: none">Describe the simple functions of the basic parts of the digestive system in humans. Y4Identify the different types of teeth in humans and their simple functions. Y4	<p>Physics</p> <p>Light</p> <ul style="list-style-type: none">Recognise that they need light in order to see things, and that dark is the absence of light. Y3Notice that light is reflected from surfaces. Y3Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Y3Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Y3Find patterns in the way that the size of shadows change. Y3	<p>Chemistry</p> <p>Rocks</p> <ul style="list-style-type: none">Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Y3Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Y3Recognise that soils are made from rocks and organic matter. Y3	<p>Physics</p> <p>Electricity</p> <ul style="list-style-type: none">Identify common appliances that run on electricity. Y4Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Y4Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Y4Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Y4Recognise some common conductors and insulators, and associate metals with being good conductors. Y4	<p>Biology</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none">Recognise that living things can be grouped in a variety of ways. Y4Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Y4Recognise that environments can change and that this can sometimes pose dangers to living things. Y4	<p>Biology</p> <p>Animals, including Humans – food chains_</p> <ul style="list-style-type: none">Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. Y3
Computing Teach Computing	<p>Computer Systems and Networks- Connecting computers</p> <ul style="list-style-type: none">To describe how networks physically connect to other networksTo recognise how networked devices make up the internetTo outline how websites can be shared via the World Wide Web (WWW)To describe how content can be added and accessed on the World Wide WebTo recognise how the content of the WWW is created by peopleTo evaluate the consequences of unreliable content	<p>Creating Media- Audio Editing</p> <ul style="list-style-type: none">To identify that sound can be digitally recordedTo use a digital device to record soundTo explain that a digital recording is stored as a fileTo explain that audio can be changed through editingTo show that different types of audio can be combined and played togetherTo evaluate editing choices mad	<p>Programming A - Repetition in Shapes</p> <ul style="list-style-type: none">To identify that accuracy in programming is importantTo create a program in a text-based languageTo explain what ‘repeat’ meansTo modify a count-controlled loop to produce a given outcomeTo decompose a task into small stepsTo create a program that uses count-controlled loops to produce a given outcome	<p>Data and Information - Data Logging</p> <ul style="list-style-type: none">To explain that data gathered over time can be used to answer questionsTo use a digital device to collect data automaticallyTo explain that a data logger collects ‘data points’ from sensors over timeTo use data collected over a long duration to find informationTo identify the data needed to answer questionsTo use collected data to answer questions	<p>Creating Media - Photo Editing</p> <ul style="list-style-type: none">To explain that digital images can be changedTo change the composition of an imageTo describe how images can be changed for different usesTo make good choices when selecting different toolsTo recognise that not all images are realTo evaluate how changes can improve an image	<p>Programming B - Repetition in Games</p> <ul style="list-style-type: none">To develop the use of count-controlled loops in a different programming environmentTo explain that in programming there are infinite loops and count controlled loopsTo develop a design that includes two or more loops which run at the same timeTo modify an infinite loop in a given programTo design a project that includes repetitionTo create a project that includes repetition
Design Technology	<p>Mechanisms- Pneumatics</p> <ul style="list-style-type: none">Select most appropriate tools / techniquesexplain alterations to product after checking itgrow in confidence about trying new / different ideas.use levers and linkages to create movementuse pneumatics to create movement		<p>Cooking and Nutrition-Sandwiches and Wraps</p> <ul style="list-style-type: none">Explain how to be safe/hygienicthink about presenting product in interesting/ attractive waysunderstand ingredients can be fresh, pre-cooked or processedbegin to understand about food being grown, reared or caught in the UK or wider worlddescribe eat well plate and how a healthy diet=variety / balance of food and drinksexplain importance of food and drink for active, healthy bodiesprepare and cook some dishes safely and hygienicallyuse some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking		<p>Structures- Shell structures</p> <ul style="list-style-type: none">Measure carefully to avoid mistakeattempt to make product strongcontinue working on product even if original didn’t work *make a strong, stiff structure	



Carr Hill Community Primary School
Year 4 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Humanities						
Geography	<u>Exploring Islam</u> <i>Longitude and latitude_</i> <u>Locational Knowledge</u> <ul style="list-style-type: none">Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		<u>Volcanoes</u> <i>Volcanoes/ earthquakes and tectonic plates.</i> <i>Pompeii Disaster – Looking at Italy on world map.</i> <u>Physical Geography</u> <ul style="list-style-type: none">Pupils should be taught to describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		<u>Watch Me Grow</u> <i>Land use patterns focus - How have they changed over time?</i> <u>Locational Knowledge</u> <ul style="list-style-type: none">Pupils should be taught about land-use patterns; and understand how some of these aspects have changed over time. <u>Fieldwork Mapping skills</u> <ul style="list-style-type: none"><i>Ordnance Survey maps</i><i>Compass work</i><i>Grid references</i> Pupils should be taught to <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worlduse 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.	
History	An introduction to the Stone Age <ul style="list-style-type: none">Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.		WW2 – Evacuees <ul style="list-style-type: none">Pupils should be taught about world war 2 and the impact this had and any changes to the local environment.		Roman Empire and it’s impact <ul style="list-style-type: none">Pupils should be taught about the Roman Empire and its impact on Britain.	
Religious Education	Structure of the Bible, including celebrations <ul style="list-style-type: none">To understand the structure and content in the bibleTo search in a bible for key stories / genres.To Learn about stories from different genres in the bibleTo explain some of the religious practices during the celebration of Christmas.	What is Islam? <ul style="list-style-type: none">To understand the key teachings of Islam including the Shahadah and the nature of Allah through 99 names.To be able to explain the teaching of Islam through studying the Prophet Muhammad.To be able to consider Christian and Islamic stories of creation.	Stories about Jesus <ul style="list-style-type: none">To understand the stories involving the miracles of Jesus.To be able to retell a story from the bible such as ‘The Stilling of the Storm’ and ‘The Healing of a Paralysed Man’	St Peter and Denial <ul style="list-style-type: none">To explain the story of Peter and his denial.To be able to explain why the disciples including Peter acted the way he did.To identify the religious symbol of the cockerel in relation to Peter’s story	Important Figures in the Islamic Faith <ul style="list-style-type: none">To explore key religious figures connected through different religions such as Ibrahim, Dawud and Musa.To be able to explain why religious figures may have acted as they did.To understand some aspects of Muhammad’d life and the receiving of the Qur’an	The Values within the Qur’an <ul style="list-style-type: none">To present the key teachings and beliefs of Islam.To refer to religious figures and values in the Qur’an.To explain how the mosque is used in the teaching of the Qur’an
PSHE	VIP <ul style="list-style-type: none">discuss how our attitudes impact new friendships being madecreate a plan for being an anonymous friend over the course of a weekreflect on the different characters in the dares story and discuss the different outcomes for each characterwork together to create a role play about positive resolution techniquescreate a poster with ideas to help someone who is being bullied	Think Positive <ul style="list-style-type: none">understand that having a positive attitude is good for our mental healthunderstand the causes of negative thoughtsidentify ways to cope with negative thoughtsunderstand the impact certain changes can have on people and how it can affect them emotionallyidentify some mindfulness techniques and discuss which they like to useidentify strategies to cope with uncomfortable emotions	One World <ul style="list-style-type: none">give reasons for similarities and differences between people’s livesdetail if they feel something is fair or notgive reasons for their own opinionsrecognise how their actions impact on people in different countriesdiscuss climate change in terms of what it is and its effectsexplain how organisations help people in need	Safety First <ul style="list-style-type: none">appreciate what being responsible means and name some of their responsibilitiesgive examples of a range of risky or dangerous situationsappreciate that doing something risky may lead to dangerdescribe where pressure to do things can come from; identify people who can help us in an emergencyidentify safety precautions that can be taken on and near roadsexplain some of the ways in which drugs, cigarettes and alcohol affect the human bodyknow how to use mobile devices and the Internet responsiblyunderstand why certain information should never be shared onlineidentify behaviour that constitutes cyberbullying.	Growing Up explain what the male and female reproductive body parts are for <ul style="list-style-type: none">discuss ways in which people can deal with or overcome emotions experienced during puberty<ul style="list-style-type: none">show respect for the differences between different familiesdescribe the different types of relationships that exist, without prejudice<ul style="list-style-type: none">show an awareness of myths surrounding pregnancy and birthdescribe the conception and birth of a baby, using some scientific vocabulary.	Respecting Rights explain what makes human rights universal <ul style="list-style-type: none">understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Childexplain what democracy is and how this relates to rules and human rightsknow that human rights are not dependent on responsibilitiesexplain what it means to respect the rights of others and understand why this is importantunderstand how stereotypes can inhibit people’s human rights being met



Carr Hill Community Primary School
Year 4 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Arts						
Art & Design	<u>Textiles</u> Artist: Anna Barbea and Shelia Hicks <ul style="list-style-type: none">Match the tool to the material.Combine skills more readily.Choose collage or textiles as a means of extending work already achieved.Refine and alter ideas and explain choices using an art vocabulary.Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.Experiments with paste resist with some independence	<u>Painting</u> Artist: Gillian Ayres <ul style="list-style-type: none">Make and match colours with increasing accuracy.Use more specific colour language e.g. tint, tone, shade, hue.Choose paints and implements appropriately.Plan and create different effects and textures with paint according to what they need for the task.Show increasing independence and creativity with the painting process.		<u>Drawing</u> Artist: Georgia O’Keefe <ul style="list-style-type: none">Make informed choices in drawing inc. paper and media.Alter and refine drawings and describe changes using art vocabulary.Collect images and information independently in a sketchbook.Use research to inspire drawings from memory and imagination.Explore relationships between line and tone, pattern and shape, line and texture.		
Music	Charanga Musical School Scheme of Work					
	Mama Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind & Replay
PE	Games Invasion (Football) Core Task 1 <ul style="list-style-type: none">Pupils use different techniques to pass the ball.Pupils move into different positions to receive the ball.Pupils move to try to intercept the ball.Pupils show consistency, control and speed.Pupils have simple plans that they know they can make work.Pupils explain tactics they have used. Swimming Circuit Training <ul style="list-style-type: none">Pupils describe how the body reacts at different times and how this affects performance.Pupils explain why exercise is good for your health.Pupils know some reasons for warming up and cooling down.	Games Invasion (Rugby) Core Task 1 <ul style="list-style-type: none">Pupils use different techniques to pass the ball.Pupils move into different positions to receive the ball.Pupils move to try to intercept the ball.Pupils show consistency, control and speed.Pupils have simple plans that they know they can make work.Pupils explain tactics they have used. Swimming Gymnastics -Core Task 5 <ul style="list-style-type: none">Pupils can perform actions and balances with control.Pupils perform body shapes and agilities with control.Pupils include changes of speed and level in a sequence.Pupils plan, perform and repeat longer sequences.Pupils adapt their own movements to include a partner in a sequence.Pupils describe possible improvements to their own and others’ performances.	Games Invasion (Hockey) Core Task 3 4 or 5 <ul style="list-style-type: none">Pupils use different techniques to pass the ball.Pupils move into different positions to receive the ball.Pupils move to try to intercept the ball.Pupils show consistency, control and speed.Pupils have simple plans that they know they can make work.Pupils explain tactics they have used Swimming Gymnastics-Core Task 8 <ul style="list-style-type: none">Pupils can perform actions and balances with control.Pupils perform body shapes and agilities with control.Pupils include changes of speed and level in a sequence.Pupils plan, perform and repeat longer sequences.Pupils adapt their own movements to include a partner in a sequence.Pupils describe possible improvements to their own and others’ performances.	Games Net and Wall Core Task 2 & 3 <ul style="list-style-type: none">Pupils use a range of techniques to throw/hit the ball.Pupils move to try and intercept the ball.Pupils feed the ball to their partner.Pupils use a racket to hit the ball over the net.Pupils try to use tactics to beat their opponent.Pupils create a scoring system Swimming Dance-Core Task 4 <ul style="list-style-type: none">Pupils respond imaginatively to a range of stimuli.Pupils copy and explore ideas, with some originality.Pupils show good body control and fluency.Pupils refine, repeat and remember dance phrases.Pupils work well with a partner and in a group.Pupils talk about their own and others’ performances.	Athletics Athletics Core Tasks 4 and 5 Running <ul style="list-style-type: none">Pupils run smoothly at different speeds.Pupils hand over a baton, quiot, beanbag smoothly.Pupils make the most of their team’s strengths.Pupils choose and sustain an appropriate running pace.Pupils demonstrate a good running technique.Pupils say what they, and others, have done well and what they need to improve. Swimming Games Striking and Fielding -Core Task 2 & 3 <ul style="list-style-type: none">Pupils hit the ball hard and accurately into a space.Pupils use different throwing techniques.Pupils use different retrieving techniques.Pupils vary their play.Pupils decide on the best position for fielders.Pupils discuss how to improve their performance.	Athletics Athletics Core Tasks 4 and 5 Jumping <ul style="list-style-type: none">Pupils confidently jump with control, coordination and balance.Pupils bend their knees and use their arms to propel themselves Throwing <ul style="list-style-type: none">Pupils confidently use appropriate techniques for sling, push and pull throws.Pupils confidently throw a range of equipment consistently and accurately at a target. Swimming OAA -Core Tasks 3, 4 and 5 <ul style="list-style-type: none">Pupils plan their ideas together.Pupils confidently orientate a map.Pupils confidently mark controls in the correct positions on a map.Pupils find their way back to a starting point.Pupils review what went well.Pupils identify areas for improvement
	MFL	All Around Town <ul style="list-style-type: none">locate some of France’s key cities;say in French what amenities or features are found in their own town;use multiples of ten and number operations to do simple calculations;vary sentences about asking and giving simple addresses;use a bilingual dictionary with increasing confidence to translate French-English and vice versa.	On the Move <ul style="list-style-type: none">use the correct article to precede a noun according to gender;use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun;give and respond to simple movement/direction instructions;give simple directions by substituting vocabulary as necessary;follow simple directions to find a place on a map	Going Shopping <ul style="list-style-type: none">Choose the correct form when changing le to du; la to de la and les to desUse adjectives (colours) and place them after the noun.	Where in the World <ul style="list-style-type: none">understand that because a continent is always feminine the preposition ‘en’ is always used for ‘in’;use the correct masculine/feminine preposition.	What’s the Time <ul style="list-style-type: none">say and write a sentence to tell the time (o’clock and half past).
Curriculum Enhancements						
Educational Visits	Dentist Visit	Mosque Cinema- Into Film Festival	Centre for Life- Volcano Workshop	Beamish	Discovery Museum	Gibside Hancock Museum ?