



Carr Hill Community Primary School
Year 4 Curriculum Overview Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Time	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	Suspense Writing Instructions	Narrative- Diary Writing Instructions	Narrative- Letter Writing Non- Chronological Report Recount	Stories with Historical Contexts Discussion/ Chronological Report- Biography	Fairy Stories Discussion/ Chronological Report- Biography	Mystery Story Report- Leaflet
Core Texts	<ul style="list-style-type: none">After the Fall by Dan SantatThe Worries by Jion Sheibani	<ul style="list-style-type: none">The Tin Forest by Helen WardMonsters An Owners Guide By Johnathan Emmett	<ul style="list-style-type: none">Letters To Africa by Ifeoma Onyefulu and/orMeerkat Mail by Emily GravettJourney Through Kenya by Liz Gogerly & Rob HuntMama Panya’s Pancakes by Mary & Rich Chamberlin	<ul style="list-style-type: none">Egyptian Cinderella by Shirley ClimoThe Story of Tutankhamun by Patricia Cleveland-Peck	<ul style="list-style-type: none">The Happy Prince from the fairy tale by Oscar Wilde by Jane RayThe Extraordinary Life of Malala Yousafzai by Hiba Noor Khan	<ul style="list-style-type: none">The Tunnel by Anthony Browne
Shape/Calligram Poetry	Critical Review- The Lion and Albert by Marriott Edgar Lion by Ann Bonner		Poet Study: Jack Prelutsky		Poetry Form: List Poems/Reversos	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 4 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none">*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meetread further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
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



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Science and Technologies						
Science	Chemistry States of Matter <ul style="list-style-type: none">Compare and group materials together, according to whether they are solids, liquids or gases. Y4Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Y4Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Y4	Physics Sound <ul style="list-style-type: none">Identify how sounds are made, associating some of them with something vibrating. Y4Recognise that vibrations from sounds travel through a medium to the ear. Y4Find patterns between the pitch of a sound and features of the object that produced it. Y4Find patterns between the volume of a sound and the strength of the vibrations that produced it. Y4Recognise that sounds get fainter as the distance from the sound source increases. Y4	Biology Food Chains <ul style="list-style-type: none">Construct and interpret a variety of food chains, identifying producers, prey and predators. Y4	Physics Forces and Magnets <ul style="list-style-type: none">Compare how things move on different surfaces. Y3Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Y3Observe how magnets attract or repel each other and attract some materials and not others. Y3Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Y3Describe magnets as having two poles. Y3Predict whether two magnets will attract or repel each other, depending on which poles are facing. Y3	Biology Plants <ul style="list-style-type: none">Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. Y3Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Y3Investigate the way in which water is transported within plants. Y3Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Y3	Biology Animals, including Humans – Skeleton and Muscles <ul style="list-style-type: none">Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Y3
Computing Teach Computing	Computer Systems and Networks- Connecting computers <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	Creating Media- Audio Editing <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	Programming A - Repetition in Shapes <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	Data and Information - Data Logging <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	Creating Media - Photo Editing <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	Programming B - Repetition in Games <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	Cooking and Nutrition -Anglo Saxon Recipe <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		Textiles – 2D to 3D product (purse/wallet) <ul style="list-style-type: none">Think about user when choosing textilesthink about how to make product strongbegin to devise a templateexplain how to join things in a different wayunderstand that a simple fabric shape can be used to make a 3D textiles project		Electrical Systems- Building a circuit <ul style="list-style-type: none">Use number of components in circuit. Program a computer to control product. .	



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Humanities						
Geography			<p><u>Travel the World – Africa</u> <i>Climate Zones / biomes</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle <p><u>Physical Geography</u></p> <p>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.</p>		<p><u>Plants</u> <i>Topographical features – hills, mountains, coasts</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none">Describe and understand key aspects of physical geography: hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation.Describe and understand key aspects of human geography: Settlements, land use, trade, distribution of natural resources (energy, water and food).	<p><u>Bridges – Place study – North East England</u> <i>Topographical features – Rivers and the water cycle</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <p><u>Physical Geography</u></p> <ul style="list-style-type: none">Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a <u>region of the United Kingdom</u>, a region in a European country, and a region within North or South America.
History	<p>Anglo Saxons</p> <ul style="list-style-type: none">Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots.		<p>The First Railways</p> <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.a significant turning point in British history, for example, the first railways		<p>Egyptians</p> <ul style="list-style-type: none">Pupils should be taught about the achievements of the earliest civilizations; including Ancient Egypt	
Religious Education	<p>Judaism Beliefs and Practices</p> <ul style="list-style-type: none">How special is the relationship Jews have with God?	<p>Christianity Christmas</p> <p>What is the most significant part of the nativity story for Christians today?</p>	<p>Judaism Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Christianity Easter</p> <p>Is forgiveness always possible for Christians?</p>	<p>Islam Community and Belonging</p> <p>Does going to a Mosque give Muslims a sense of belonging?</p>	<p>Christianity Prayer and Worship</p> <p>Do people need to go to church to show they are Christians?</p>
PSHE	<p>Be Yourself</p> <ul style="list-style-type: none">Explain how to communicate their feelings in different situations;Create a role play to show different ways to manage uncomfortable feelingsDiscuss which situations would make people flight or flee and whyCreate resolutions to different tricky situationsIdentify the feelings involved in making a mistake and understand how to make amends	<p>TEAM</p> <ul style="list-style-type: none">talk about changes people may go through and what feelings or emotions these changes may bring;list some helpful behaviours that support teamwork;understand how different behaviours affect the whole team;talk about different emotions our teammates may experience;discuss ways we can resolve disputes within a team;talk about how fulfilling our responsibilities benefits our team.	<p>Diverse Britain</p> <ul style="list-style-type: none">describe what it is like to live in Britain;talk about what democracy is;talk about what rules and laws are;talk about what liberty means;describe a diverse society;describe what being British means to them	<p>Aiming High</p> <ul style="list-style-type: none">discuss their star qualities;identify what a positive learning attitude is;talk about jobs they can do when they grow up;discuss what skills and interests are needed for different jobs;talk about hopes they have for the future; <p>discuss what they are looking forward to about next year.</p>	<p>It’s My Body</p> <ul style="list-style-type: none">understand the importance of sleep, exercise and healthy eating.discuss what happens to muscles when we exercise them.understand they can choose what happens to their body and know when a ‘secret’ should be shared.explain that too much sugar is bad for health.know the difference between medicine and harmful drugs and chemicals.explain how germs travel and spread disease.identify ways to protect their bodies from ill health.	<p>Money Matters</p> <ul style="list-style-type: none">discuss where money comes fromtalk about reasons why people go to workdiscuss payment resources we can i=use to spend moneyconsider why and how people might borrow money <p>explain wats we can keep track of what we spend</p>



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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 ?