



# Curriculum Overview 2020/21

## Year 4



### English

In English, our children will continue to work on spelling patterns with an increased focus on the Year3/4 spelling lists. Our children will work on sentence structure and the correct use of apostrophes and commas to punctuate their sentences.

We will focus on creativity and use of different writing styles; looking at settings, language style, and character within their writing. We will study a full range of different genres of writing such as poetry, information texts and play scripts. Where possible our English lessons will link to the wider curriculum theme.

### Reading

Reading is key this year and we have dedicated time for focused reading lessons at least three times each week. As a school we will continue to use the reading VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise) to help the children build sound comprehension skills. We will also have a class novel that teachers will read every day to the class. Something to excite and engage everyone in the wonder of a book!

### Maths

There is an expectation that by the end of Year 4 all times tables are known and learnt fluently. Anything you can do to help that knowledge go in and stay in would be fantastic! We will begin to extend our knowledge of the number system to include decimal numbers and fractions. Across the year we will also compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

## Wider Curriculum



### Autumn Term

*Geographical Enquiry Theme*

### Explore South America

Why? Key questions for us to investigate	1. Why does the rainforest have so many different animals?
	2. How do our shopping choices affect the rainforest?
	3. Why is the Amazon important to the trade of South American countries and how has this changed over time?
	4. How does deforestation impact locally and globally?
	5. How does temperature affect the water cycle?

Geography	Investigation of South America including the Amazon Rainforest  <b>Physical geography</b> – rivers <b>Human geography</b> – trade links (palm oil) and deforestation	Science	<b>Living Things and Habitats</b> <ul style="list-style-type: none"> <li>Classification keys</li> <li>Environmental changes</li> </ul> <b>States of Matter</b> <ul style="list-style-type: none"> <li>Gases, liquids and solids</li> <li>Evaporation and condensation in the water cycle</li> </ul>
PSHE	Citizenship <ul style="list-style-type: none"> <li>Rights, Rules and Responsibilities</li> </ul> Myself and My Relationships <ul style="list-style-type: none"> <li>Family and Friends</li> <li>Anti-bullying</li> </ul>	French	<ul style="list-style-type: none"> <li>Les legumes</li> <li>En famille</li> </ul>
RE	<ul style="list-style-type: none"> <li>Why do some people think that life is a journey and what significant experiences mark this?</li> <li>What does it mean to be a Hindu in Britain today?</li> </ul>	PE	<ul style="list-style-type: none"> <li>Outdoor Adventurous Activity</li> <li>Net and wall games</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Marvellous Me</li> <li>Mindful Me</li> </ul>	Computing	<ul style="list-style-type: none"> <li>Digital Literacy (E-safety)</li> <li>Information technology – Collect, organise and interrogate data</li> <li>Espresso Coding – Introduction to Variables</li> </ul>



# Spring Term

Historical Enquiry Theme

# Discover Anglo Saxons vs Vikings

<b>Why?</b> Key questions for us to investigate	1. Why did Anglo Saxons choose to settle where they did?
	2. How well did the Anglo Saxons and Vikings get on?
	3. Would you prefer to be an Anglo Saxon or a Viking? Why?
	4. How did the Viking impact on our lives today?
	5. How can I hear you talking?

History	Britain's settlement by the Anglo Saxons  Viking and Anglo Saxon struggle for the Kingdom of England  Edward the Confessor and his death in 1066	PSHE	Economic Wellbeing <ul style="list-style-type: none"> <li>Financial Capability</li> </ul> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Drug Education</li> <li>Personal Safety</li> </ul>
Science	Sound <ul style="list-style-type: none"> <li>How we hear</li> <li>Pitch</li> <li>Volume</li> </ul>	French	<ul style="list-style-type: none"> <li>Au café</li> <li>En classe</li> </ul>
RE	<ul style="list-style-type: none"> <li>Why do people pray?</li> <li>Why is Jesus inspiring to some people?</li> </ul>	Computing	Information Technology <ul style="list-style-type: none"> <li>Animation</li> <li>Keyboard skills</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Community Me</li> <li>Challenge Me</li> </ul>	PE	<ul style="list-style-type: none"> <li>Invasion Games</li> <li>Dance</li> </ul>



# Summer Term

Creative Art and Design Theme

# Create Structures

<b>Why?</b> Key questions for us to investigate	1. How do artists make buildings look 3D?
	2. How do artists show structures in different ways?
	3. How could we design a sustainable city?
	4. Why do skyscrapers not fall over in the wind?
	5. Why does it take over 3 days to digest a Big Mac?

Art	Comparison of architectural paintings Use of perspective drawing	Science	Electricity <ul style="list-style-type: none"> <li>Simple series circuits</li> <li>Common insulators and conductors.</li> </ul> Animals Including Humans <ul style="list-style-type: none"> <li>The functions of the basic parts of the digestive system.</li> <li>Food chains</li> <li>Teeth</li> </ul>
Design Technology	Design of a sustainable city Recycling, sustainability, reusable energy	French	<ul style="list-style-type: none"> <li>As-tu un animal?</li> <li>Boucle d'or et les trois ours</li> </ul>
Music	Hot Shots (throughout the year)	RE	What do different people believe about God?
PSHE	Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Sex and Relationships Education</li> </ul> Myself and My Relationships <ul style="list-style-type: none"> <li>Managing Change</li> </ul>	Computing	<ul style="list-style-type: none"> <li>Espresso Coding – repetition and loops</li> <li>Digital Safety</li> </ul>
PE	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Gymnastics</li> </ul>		
Wellbeing	<ul style="list-style-type: none"> <li>Independent Me</li> <li>Others and Me</li> </ul>		