**Yearly Curriculum Overview 2024-2025**

Year group:- Year 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**  | **Autumn 2,**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **TOPICS** | Romans - HistoryAnimals including Humans - Science | Science – Sound | Geography – Local area studyScience – Working scientifically | History – An aspect of British/local history since 1066.Science - Electricity | Geography – RiversScience – States of matter | Science – Living things and their habitats. |
| **Driver Question** | **I wonder….What did the Romans ever do for us?** | **I wonder…. How does music make you feel?** | **I wonder….Why are you proud to live in Long Eaton?** | **I wonder….How has life changed in the UK in the last 100 years?** | **I wonder….Why are most of the world’s cities located by rivers?** | **I wonder….Why do some animals become extinct?** |
| **English** | Text types/ themesRoman Diary – Richard PlattEnd writing outcome:Non-Chronological Reports (Diary)Newspaper Reports  | Text types/ themesThe Day I Fell into a Fairytale by Ben MillerEnd writing outcome:InstructionsAlternative endings to stories | Text types/ themesThe Land of Roar by Jenny McLachlan End writing outcome:Stories with an Imaginary WorldPersuasive Leaflets | Text types/ themesThe Land of Roar by Jenny McLachlan End writing outcome:BiographiesLetters | Text types/ themesWind in the Willows – Kenneth Graham End writing outcome:Explanation TextPoetry | Text types/ themesThe Akimbo Adventures by Alexander McCall SmithEnd writing outcome:Persuasive writingdebates |
| **Maths** | Place valueRecap Numbers to 1,000Recap 100s, 10s and 1s (1)Recap Number line to 1,000Round to the nearest 10Round to the nearest 100Count in 1,000s1,000s, 100s, 10s and 1sPartitioningThe number line to 10,000Recap Find 1, 10, 100 more or less1,000 more or lessCompare 4-digit numbersOrder numbersRound to the nearest 1,000Count in 25sNegative numbersRoman numerals | Addition and subtraction Add and subtract 1s, 10s, 100s and 1,000sRecap Add two 3-digit numbers - not crossing 10 or 100Add two 4-digit numbers - no exchangeRecap Add two 3-digit numbers - crossing 10 or 100Add two 4-digit numbers - one exchangeAdd two 4-digit numbers - more than one exchangeRecap Subtract a 3-digit number from a 3-digit number - no exchangeSubtract two 4-digit numbers - no exchangeRecap Subtract a 3-digit number from a 3-digit number - exchangeSubtract two 4-digit numbers - one exchangeSubtract two 4-digit numbers - more than one exchangeEfficient subtractionEstimate answersChecking strategies | Length and perimeter Recap Equivalent lengths - m and cmRecap Equivalent lengths - mm and cmKilometresRecap Add lengthsRecap Subtract lengthsRecap Measure perimeterPerimeter on a gridPerimeter of a rectanglePerimeter of rectilinear shapes | Multiplication and division Multiply by 10 and 100 Divide by 10 and 100 Multiply by 1 and 0 Divide by 1 and itself Recap Multiply and divide by 3Recap The 3 times-table Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts | Multiplication and division 11 and 12 times-tableMultiply 3 numbersFactor pairsEfficient multiplicationWritten methodsRecap Multiply 2-digits by 1-digitMultiply 2-digits by 1-digitMultiply 3-digits by 1-digitRecap Divide 2-digits by 1-digit (2)Divide 2-digits by 1-digit (1)Recap Divide 2-digits by 1-digit (3)Divide 2-digits by 1-digit (2)Divide 3-digits by 1-digitCorrespondence problems | AreaWhat is area?Counting squaresMaking shapesComparing area | FractionsRecap Unit and non-unit fractionsWhat is a fraction?Recap TenthsRecap Count in tenthsRecap Equivalent fractions (1)Equivalent fractions (1)Fractions greater than 1Count in fractionsRecap Add fractionsAdd 2 or more fractionsRecap Subtract fractionsSubtract 2 fractionsSubtract from whole amountsRecap Fractions of a set of objects (1)Calculate fractions of a quantityProblem solving - calculate quantities | Decimals Recognise tenths and hundredthsTenths as decimalsTenths on a place value gridTenths on a number lineDivide 1-digit by 10Divide 2-digits by 10HundredthsHundredths as decimalsHundredths on a place value gridDivide 1 or 2-digits by 100 | Decimals Recap Bonds to 10 and 100 Make a wholeWrite decimalsCompare decimalsOrder decimalsRound decimalsHalves and quarters | Money Pounds and penceOrdering moneyEstimating moneyRecap Convert pounds and penceRecap Add moneyRecap Subtract moneyRecap Give changeFour operations | TimeRecap Telling the time to 5 minutesRecap Telling the time to the minuteRecap Using a.m. and p.m.Recap 24-hour clockHours, minutes and secondsYears, months, weeks and daysAnalogue to digital - 12 hour Analogue to digital - 24 hour | Statistics Interpret chartsComparison, sum and differenceIntroducing line graphsLine graphs | Property of shape Recap Turns and anglesRecap Right angles in shapesRecap Compare anglesIdentify anglesCompare and order anglesRecap Recognise and describe 2-D shapesTrianglesQuadrilateralsRecap Horizontal and VerticalLines of symmetryComplete a symmetric figure | Position and directionDescribe positionDraw on a gridMove on a gridDescribe movement on a grid |
| **Science** | UnitAnimals including HumansDriversWhat happens to the food we eat?(The Incredible Book Eating Boy)Key ConceptBasic parts of the Digestive System, Teeth, Healthy Diet, Food Chains. | UnitSoundDriversHow do we hear?Key ConceptBasic parts of the ear, how sound is made, pitch, volume, vibrations. | UnitWorking ScientificallyDriversHow can we test our scientific questions?Key ConceptSetting up practical enquiries, comparative and fair tests.Using results to draw conclusions. | UnitElectricityDriversHow can we make electricity travel?Key ConceptIdentifying and naming components.Recognise how a switch works.Recognise common conductors and insulators.  | UnitStates of matterDriversWhat state is it and why does it matter?Key ConceptCompare and group materials based on whether they are solids, liquids or gases. Changing state – link to temperature. Evaporation and condensation – link to water cycle.  | UnitLiving Things and Their Habitats.DriversWhy do some animals become extinct?Key ConceptGrouping of living things.Use of classification keys to identify living things.Environmental change and impact on living things.  |
| **Geography** |  |  | UnitLocal area studyWhy are you proud to live in Long Eaton?DriversWhy is Long Eaton a town and not a city?What attracts people to live in Long Eaton/How could we improve the area?Key conceptsName and locate the main counties and cities of the UK with a focus in/around the East Midlands. Identify key topographical features (coasts, rivers etc)Human geographyIncluding types of settlements in modern Britain: villages, towns, cities – focus on local area. (Links to past through Romans topic).Begin to use the eight points of a compass. Use four-figure grid references, symbols and keys (including OS maps).Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans.Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America or AustraliaIdentifying the physical and human features of a locality.Map work – use of symbols and co-ordinates.  |  | UnitRiversWhy are most of the world’s cities located by rivers?DriversWhy do people settle near rivers?What is the journey of a raindrop?Have you ever shared a drink with a dinosaur?Key conceptsMake links between physical and human geography e.g. why many world cities are located by rivers.Describe and understand key aspects of:Physical geography, including climate zones, biomes and vegetation belts and the water cycle.On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.Water cycleCourse of a riverSettlementsWater safety. |  |
| **History** | UnitThe Roman Empire and its impact on Britain.DriverWhat did the Romans ever do for us?ConceptRoman life, Inventions, Empire and impact of invasion on Britain, Boudicca’s revolt, collapse of the empire.  |  |  | UnitAn aspect of British/local history since 1066.DriverHow has life changed in the UK in the last 100 years?ConceptSignificant events in the last 100 years.Changes of the last 100 years (home, school, technology, leisure)TimelinesUse of artefacts to learn about the past. |  |  |
| **RE** | UnitHindusDriverWhat does it mean to be a Hindu in Britain today?QuestionsHow do Hindus express their faith?Why is Mahatma Gandhi a Hindu hero?What is it like to be a Hindu in Britain today?Concept How do Hindus express their faith?Discuss links between the actions of Hindus when helping others and compare to other faiths and beliefs.  | UnitChristiansDriverWhat does it mean to be a Christian in Britain today?QuestionsHow do Christians show their faith in Britain today?How and why do different Christians celebrate Holy Communion?How do Christians make a difference in their local community? Why do people stand up against injustice because of their religion?Concept Discuss links between the actions of Christians when helping others and compare to other faiths and beliefs.Suggest why being a Christian in Britain today can be a good thing and reasons why it can be hard. | UnitChristiansDriverWhy is Jesus inspiring to some people?QuestionsWhat does ‘inspiring’ mean? Who is inspiring?Was Jesus inspiring because of his actions?What did Jesus teach? Was he a good/inspiring teacher?Is Jesus still important today and who to?Concept Make connections between some of Jesus’s teachings and the way Christians live today.Identify the most important parts of Easter for Christians and describe why they are important. | UnitMuslimsDriverWhy are festivals important to religious communities (Eid focus)?QuestionsWhat things do we celebrate?Why do Muslims celebrate at the end of Ramadan?What can we learn from celebrations and festivals?Concept Identify similarities and differences in the way festivals are celebrated within and between religions.Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. | UnitChristians, Jewish people and non-religious people e.g humanist.DriverWhat can we learn from religions about deciding what is right and wrong?QuestionsWhat rules are important? What important messages are in the ten commandments?What does Christianity say about how to live a good life?How can people decide what is right and wrong without God’s help?Concept Rules for living from different religions and how they might help believers make difficult decisions.Why is it sometimes hard to be ‘good’? | UnitChristians and HindusDriverWhy do some people think that life is like a journey and what significant experiences mark this?QuestionsWhat does a journey mean to us?What is the significance of Baptism to Christians?How do Jewish people mark becoming an adult?Why do some people choose to get married?Concept Describe what happens in Christian and Hindu ceremonies of commitment and say what these rituals mean. |
| **PSHE** | UnitBeing meCore themesAppreciate the range of identities in the UK.Identifying what being part of a community means | UnitBeing SafeCore themesUnderstanding that increased independence brings increased responsibility to keep themselves safe.  | UnitMoney MattersCore themesExploring how to manage money | UnitDrug EducationCore themesDistinguishing between safe and harmful and to know that some substances can be harmful if misused. | UnitGrowing upCore themesChanges that happen as we grow older.Naming body parts.Right to protect our bodies. | UnitChangesCore themesDevelop an understanding the change can cause conflicting emotions.Acknowledging, exploring and identifying how to manage change positively. |
| **Art** | Key artistAntoni GaudiMain skill/techniqueMosaics**Collage**Can they use ceramic mosaic to produce a piece of art?• Can they combine visual and tactile qualities?**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeMake a Roman mosaic. | Key artistAntoni GaudiMain skill/techniqueDigital Art **Use of IT**Can they present a collection of their work on a slide show?• Can they create a piece of art work which includes the integration of digital images they have taken?• Can they combine graphics and text based on their research?**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeCreate a piece of digital art. | Key artistBanksyMain skill/techniqueGraffiti Art**Drawing**Can they begin to show facial expressions and body language in their sketches?• Can they identify and draw simple objects, and use marks and lines to produce texture?• Can they organise line, tone, shape and colour to represent figures and forms in movement?• Can they show reflections?• Can they explain why they have chosen specific materials to draw with?**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeTo design and make their own stencil to create a piece of art. | Key artistVariousMain skill/techniqueHistory of art study**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeHow has art changed over the last 100 years. | Key artistVincent Van GoghMain skill/techniquesketching and shading – still art and reflection**Drawing**Can they begin to show facial expressions and body language in their sketches?• Can they identify and draw simple objects, and use marks and lines to produce texture?• Can they organise line, tone, shape and colour to represent figures and forms in movement?• Can they show reflections?• Can they explain why they have chosen specific materials to draw with?**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeTo develop sketching and shading skills.  | Key artistVincent Van GoghMain skill/techniquesketching and shading – still art and reflection**Drawing**Can they begin to show facial expressions and body language in their sketches?• Can they identify and draw simple objects, and use marks and lines to produce texture?• Can they organise line, tone, shape and colour to represent figures and forms in movement?• Can they show reflections?• Can they explain why they have chosen specific materials to draw with?**Knowledge**Can they experiment with different styles which artists have used?• Can they explain art from other periods of history?End outcomeTo develop sketching and shading skills.  |
| **Art** | **Sketch books**Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?• Can they produce a montage all about themselves?• Do they use their sketch books to adapt and improve their original ideas?• Do they keep notes about the purpose of their work in their sketch books? |
| **Music** | Music express- SoundConcept: Exploring Sounds | Christmas Activities – Singing/performance  | Music Express – RecyclingConcept: Structure | Music Express – In the PastConcept: Notation | Music Express – PoetryConcept: Performance | Music express- Environment Concept : Composition |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D&T** |  | Cooking and Nutrition What is your favourite kind of pizza?To design, make and evaluate a pizza |  | MechanismsHow can we catch a thief? Link to pressure pad activity. | MaterialsHow can we transport our class pets safely across the river?To design and make a boat/raft to transport an object safely down a river. |  |
| **Computing** | Unit Computing Systems and the Internet* Connecting networks
* What is the Internet made of?
* Sharing information
* What is a website?
* Who owns the web?
* Can I believe what I read?
 | Unit Creating media – Audio editing* Digital recording
* Recording sounds
* Creating a podcast
* Editing digital recordings
* Combining audio
* Evaluating podcasts
 | UnitProgramming A – Repetition in shapes* Programming a screen turtle
* Programming letters
* Patterns and repeats
* Using loops to create shapes
* Breaking things down
* Creating a program
 | Unit Creating media -Photo editing* Changing digital images
* Changing the composition of images
* Changing images for different uses
* Retouching images
* Fake images
* Making and evaluating a publication
 | Unit Data and Information -Data Logging* Answering questions
* Data collection
* Logging
* Analysing data
* Data for answers
* Answering my question
 | Unit Programming B – Repetition in games* Using loops to create shapes
* Different loops
* Animate your game
* Modifying a game
* Designing a game
* Creating our games
 |
| **PE** | Invasion GamesSmall sided games/Rules/competition | Gymnastics sequences / Dance / Routine | Alternative Sports | Orienteering / Team building | Striking/fielding games | Athletics |
| **Spanish** | Early Start Online Units: Have you got a pet?Colours | Early Start Online Unit:Months of the year | Early Start Online Unit: Numbers 13 -31  | Early Start Online Unit: When is your birthday? | Early Start Online Units:Days of the weekWhat is the date today? | Early Start Online Unit:What is the weather today? |
| **Parent event** | Maths times tables meeting | Christmas production | Long Eaton Sculpture Competition. | Pressure pad challenge | Homework project to make a river course and showcase event. | Sports day |
| **Learning Skills** | Steps2Summit: Mount Denali |  |  |  |  |  |
| **WWF** | Tiger/LeopardWWF Lesson |  |  |