**Yearly Curriculum Overview 2024-2025**

Year group:- Year 4

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|  | **Autumn 1** | | **Autumn 2,** | | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | **Summer 2** | | |
| **TOPICS** | Romans - History  Animals including Humans - Science | | Science – Sound | | | Geography – Local area study  Science – Working scientifically | | | History – An aspect of British/local history since 1066.  Science - Electricity | | Geography – Rivers  Science – 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/ themes  Roman Diary – Richard Platt  End writing outcome:  Non-Chronological Reports (Diary)  Newspaper Reports | | Text types/ themes  The Day I Fell into a Fairytale by Ben Miller End writing outcome:  Instructions  Alternative endings to stories | | | Text types/ themes  The Land of Roar by Jenny McLachlan  End writing outcome:  Stories with an Imaginary World  Persuasive Leaflets | | | Text types/ themes  The Land of Roar by Jenny McLachlan  End writing outcome:  Biographies  Letters | | Text types/ themes  Wind in the Willows – Kenneth Graham  End writing outcome:  Explanation Text  Poetry | | | Text types/ themes  The Akimbo Adventures by Alexander McCall Smith  End writing outcome:  Persuasive writing  debates | | |
| **Maths** | Place value  Recap Numbers to 1,000  Recap 100s, 10s and 1s (1)  Recap Number line to 1,000  Round to the nearest 10  Round to the nearest 100  Count in 1,000s  1,000s, 100s, 10s and 1s  Partitioning  The number line to 10,000  Recap Find 1, 10, 100 more or less  1,000 more or less  Compare 4-digit numbers  Order numbers  Round to the nearest 1,000  Count in 25s  Negative numbers  Roman numerals | Addition and subtraction  Add and subtract 1s, 10s, 100s and 1,000s  Recap Add two 3-digit numbers - not crossing 10 or 100  Add two 4-digit numbers - no exchange  Recap Add two 3-digit numbers - crossing 10 or 100  Add two 4-digit numbers - one exchange  Add two 4-digit numbers - more than one exchange  Recap Subtract a 3-digit number from a 3-digit number - no exchange  Subtract two 4-digit numbers - no exchange  Recap Subtract a 3-digit number from a 3-digit number - exchange  Subtract two 4-digit numbers - one exchange  Subtract two 4-digit numbers - more than one exchange  Efficient subtraction  Estimate answers  Checking strategies | Length and perimeter  Recap Equivalent lengths - m and cm  Recap Equivalent lengths - mm and cm  Kilometres  Recap Add lengths  Recap Subtract lengths  Recap Measure perimeter  Perimeter on a grid  Perimeter of a rectangle  Perimeter 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 3  Recap 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-table  Multiply 3 numbers  Factor pairs  Efficient multiplication  Written methods  Recap Multiply 2-digits by 1-digit  Multiply 2-digits by 1-digit  Multiply 3-digits by 1-digit  Recap 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-digit  Correspondence problems | | Area  What is area?  Counting squares  Making shapes  Comparing area | Fractions  Recap Unit and non-unit fractions  What is a fraction?  Recap Tenths  Recap Count in tenths  Recap Equivalent fractions (1)  Equivalent fractions (1)  Fractions greater than 1  Count in fractions  Recap Add fractions  Add 2 or more fractions  Recap Subtract fractions  Subtract 2 fractions  Subtract from whole amounts  Recap Fractions of a set of objects (1)  Calculate fractions of a quantity  Problem solving - calculate quantities | | Decimals  Recognise tenths and hundredths  Tenths as decimals  Tenths on a place value grid  Tenths on a number line  Divide 1-digit by 10  Divide 2-digits by 10  Hundredths  Hundredths as decimals  Hundredths on a place value grid  Divide 1 or 2-digits by 100 | Decimals  Recap Bonds to 10 and 100  Make a whole  Write decimals  Compare decimals  Order decimals  Round decimals  Halves and quarters | Money  Pounds and pence  Ordering money  Estimating money  Recap Convert pounds and pence  Recap Add money  Recap Subtract money  Recap Give change  Four operations | Time  Recap Telling the time to 5 minutes  Recap Telling the time to the minute  Recap Using a.m. and p.m.  Recap 24-hour clock  Hours, minutes and seconds  Years, months, weeks and days  Analogue to digital - 12 hour  Analogue to digital - 24 hour | Statistics  Interpret charts  Comparison, sum and difference  Introducing line graphs  Line graphs | Property of shape  Recap Turns and angles  Recap Right angles in shapes  Recap Compare angles  Identify angles  Compare and order angles  Recap Recognise and describe 2-D shapes  Triangles  Quadrilaterals  Recap Horizontal and Vertical  Lines of symmetry  Complete a symmetric figure | Position and direction  Describe position  Draw on a grid  Move on a grid  Describe movement on a grid |
| **Science** | Unit  Animals including Humans  Drivers  What happens to the food we eat?  (The Incredible Book Eating Boy)  Key Concept  Basic parts of the Digestive System, Teeth, Healthy Diet, Food Chains. | | Unit  Sound  Drivers  How do we hear?  Key Concept  Basic parts of the ear, how sound is made, pitch, volume, vibrations. | | | Unit  Working Scientifically  Drivers  How can we test our scientific questions?  Key Concept  Setting up practical enquiries, comparative and fair tests.  Using results to draw conclusions. | | | Unit  Electricity  Drivers  How can we make electricity travel?  Key Concept  Identifying and naming components.  Recognise how a switch works.  Recognise common conductors and insulators. | | Unit  States of matter  Drivers  What state is it and why does it matter?  Key Concept  Compare and group materials based on whether they are solids, liquids or gases.  Changing state – link to temperature.  Evaporation and condensation – link to water cycle. | | | Unit  Living Things and Their Habitats.  Drivers  Why do some animals become extinct?  Key Concept  Grouping of living things.  Use of classification keys to identify living things.  Environmental change and impact on living things. | | |
| **Geography** |  | |  | | | Unit  Local area study  Why are you proud to live in Long Eaton?  Drivers  Why is Long Eaton a town and not a city?  What attracts people to live in Long Eaton/How could we improve the area?  Key concepts  Name 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 geography  Including 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 Australia  Identifying the physical and human features of a locality.  Map work – use of symbols and co-ordinates. | | |  | | Unit  Rivers  Why are most of the world’s cities located by rivers?  Drivers  Why do people settle near rivers?  What is the journey of a raindrop?  Have you ever shared a drink with a dinosaur?  Key concepts  Make 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 cycle  Course of a river  Settlements  Water safety. | | |  | | |
| **History** | Unit  The Roman Empire and its impact on Britain.  Driver  What did the Romans ever do for us?  Concept  Roman life, Inventions, Empire and impact of invasion on Britain, Boudicca’s revolt, collapse of the empire. | |  | | |  | | | Unit  An aspect of British/local history since 1066.  Driver  How has life changed in the UK in the last 100 years?  Concept  Significant events in the last 100 years.  Changes of the last 100 years (home, school, technology, leisure)  Timelines  Use of artefacts to learn about the past. | |  | | |  | | |
| **RE** | Unit  Hindus  Driver  What does it mean to be a Hindu in Britain today?  Questions  How 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. | | Unit  Christians  Driver  What does it mean to be a Christian in Britain today?  Questions  How 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. | | | Unit  Christians  Driver  Why is Jesus inspiring to some people?  Questions  What 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. | | | Unit  Muslims  Driver  Why are festivals important to religious communities (Eid focus)?  Questions  What 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. | | Unit  Christians, Jewish people and non-religious people e.g humanist.  Driver  What can we learn from religions about deciding what is right and wrong?  Questions  What 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’? | | | Unit  Christians and Hindus  Driver  Why do some people think that life is like a journey and what significant experiences mark this?  Questions  What 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** | Unit  Being me  Core themes  Appreciate the range of identities in the UK.  Identifying what being part of a community means | | Unit  Being Safe  Core themes  Understanding that increased independence brings increased responsibility to keep themselves safe. | | | Unit  Money Matters  Core themes  Exploring how to manage money | | | Unit  Drug Education  Core themes  Distinguishing between safe and harmful and to know that some substances can be harmful if misused. | | Unit  Growing up  Core themes  Changes that happen as we grow older.  Naming body parts.  Right to protect our bodies. | | | Unit  Changes  Core themes  Develop an understanding the change can cause conflicting emotions.  Acknowledging, exploring and identifying how to manage change positively. | | |
| **Art** | Key artist  Antoni Gaudi  Main skill/technique  Mosaics  **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 outcome  Make a Roman mosaic. | | Key artist  Antoni Gaudi  Main skill/technique  Digital 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 outcome  Create a piece of digital art. | | | Key artist  Banksy  Main skill/technique  Graffiti 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 outcome  To design and make their own stencil to create a piece of art. | | | Key artist  Various  Main skill/technique  History of art study  **Knowledge**  Can they experiment with different styles which artists have used?  • Can they explain art from other periods of history?  End outcome  How has art changed over the last 100 years. | | Key artist  Vincent Van Gogh  Main skill/technique  sketching 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 outcome  To develop sketching and shading skills. | | | Key artist  Vincent Van Gogh  Main skill/technique  sketching 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 outcome  To 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- Sound  Concept: Exploring Sounds | | Christmas Activities – Singing/performance | | | Music Express – Recycling  Concept: Structure | | | Music Express – In the Past  Concept: Notation | | Music Express – Poetry  Concept: Performance | | | Music express- Environment  Concept : Composition | | |

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| **D&T** |  | Cooking and Nutrition  What is your favourite kind of pizza?  To design, make and evaluate a pizza |  | Mechanisms  How can we catch a thief?  Link to pressure pad activity. | Materials  How 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 | Unit  Programming 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 Games  Small 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 week  What 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/Leopard  WWF Lesson | |  | |  | |