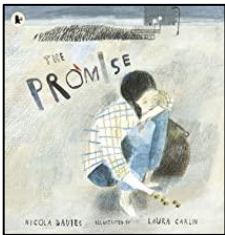
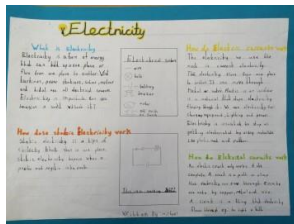
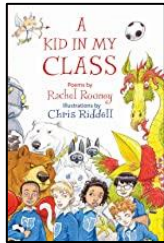
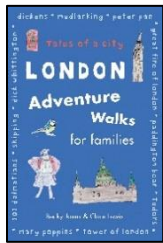
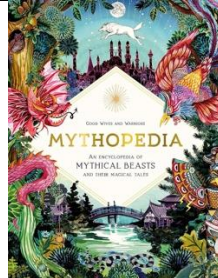
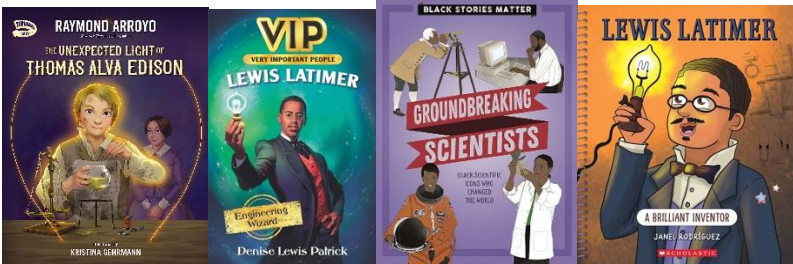
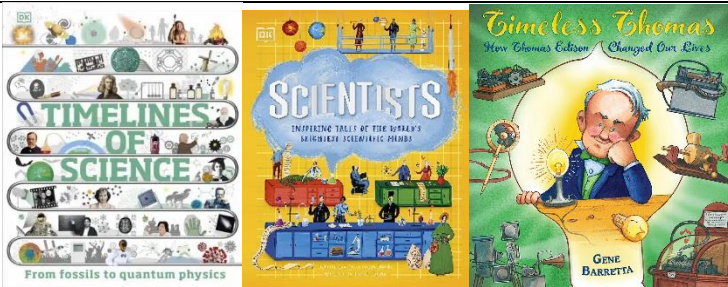
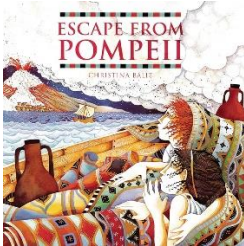
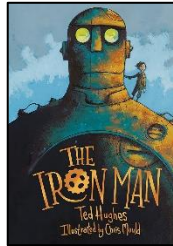
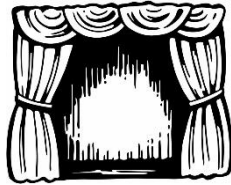
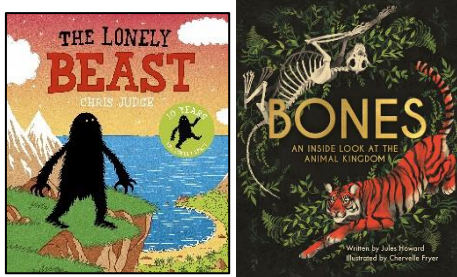


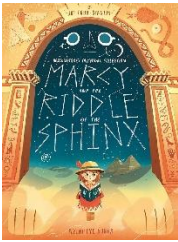
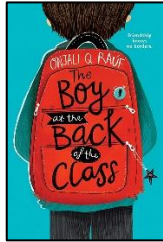
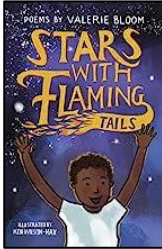
Curriculum Overview Year 4 Cycle A

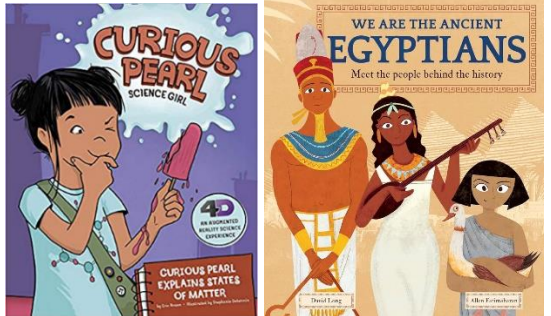
Topic		Term 1 Totally Thames- The Victorians		Term 2 Raiders and Invaders- The Romans		Going Global	
Key Concepts		Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 4		Autumn 1 – Totally Thames			Autumn 2 – Totally Thames		
English Text							
Text genre		Familiar setting / Issues and dilemmas	Information	Poetry (CLPE)	Information/instructions	Myths & legends	
Writing outcome(s)		NF: Letter F: Own story (reuse story plot)	NF: Non-Chronological report - Electricity (linked to Science)		NF: Guided Walk – Exploring the Tower of London	NF: Fact-file on mythical Thames beast F: Mythical beast of the Thames	Publishing
Grammar		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Description Range of punctuation	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Paragraphs Description Range of punctuation Vary sentence starter	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Paragraphs Noun phrases expanded through modification Description Range of punctuation	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Noun phrases expanded through modification	

	Vary sentence starter Commas and apostrophes	Headings and subheadings Commas and apostrophes		Vary sentence starter Headings and subheadings Commas and apostrophes	Range of punctuation Vary sentence starters	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3)	Word endings: Words ending /ure/ (<i>treasure, measure</i>) Prefixes and Suffixes • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Homophones <i>peace/piece, main/mane, fair/fare</i>		Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>) Proofreading Teach proofreading strategies Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term.	- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) - Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	
Curriculum concept links						
Wider curriculum writing opportunities	Biography – Scientists/Inventors (Thomas J Edison & Lewis Latimer – link to Black History Month)					
Suggested wider reading						

						
Year 4	Spring 1 – Raiders, Traders and Invaders			Spring 2 – Raiders, Traders and Invaders		
English Text		 ROMANS WORKSHOP				
Text genre	Poetry - HAIKU	Recount	Historical narrative	Heritage	Playscripts	
Writing outcome(s)	Class anthology of haiku (seasonal themes)	NF: Roman Experience	F: Setting descriptions, thought bubbles F: Dialogue NF: Diaries, letters, Newspaper report	NF: Speech to the village F: Prequel NF: Newspaper report	Focus: Oracy Guided Reading: explore a range of playscripts	Publishing
Grammar	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Range of sentences Different sentence functions Correct verb tense Range of verb forms: simple, progressive, perfect Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how	

				Persuasive devices		
Spelling over the term (No Nonsense)	Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu' Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /jən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)	Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones <i>scene/seen, male/mail, bawl/ball</i> Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals	Proofreading Model how to use various strategies in proof-reading, including using a dictionary. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term.	- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) - Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.		
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						
Year 4	Summer 1 – Going Global			Summer 2 – Going Global		

English Text						
Text genre	Adventure	Explanation – States of Matter / Changing States (linked to Science)		Issues and dilemmas (CLPE)	Poetry (CLPE)	
Writing outcome(s)	F: Character description NF: Response to job advert in role F: First or third person recount of rescue	NF: Explanation text linked to states of matter (including fab facts)	Publishing	NF: Diary entry Oracy: Debate NF: Discussion NF: Letters NF: Postcard written to a child in the world / letter to PM/MP F: Epilogue - from Ahmet's POV	Own poem	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Vocabulary development Poetic language and devices	

Spelling over the term (No Nonsense)	Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin) Word endings Endings that sound like /ʒən/ spelt '-sion' (division, confusion)	Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem	Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term.	- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) - Learn words from personal lists.		
Curriculum concept links						
Wider curriculum writing opportunities	NF: Explanation - How and Why the Egyptians Mummified Their Dead					
Suggested wider reading						
Year Group 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value (4 weeks)	Geometry: Shape (2 weeks)	Number: Multiplication and division	Number: Fractions	Number: Decimals	Measurement: Time

Number

Place value
FREE TRIAL

VIEW

Recap- Y3 Geometry:
Shape

Number: Addition and subtraction (3 weeks)

Number

Addition and subtraction

VIEW

Geometry

Position and direction

VIEW

Geometry: Position & direction (1 week)

Making Connections
Geometry:
Recap & apply previous shape knowledge

Geometry

Shape

VIEW

Making Connections
D&T

Making thrones (analysing different chairs)

Measurement:
Area (1 week) apply shape knowledge through area

Measurement

Area

VIEW

Number:
Multiplication and division (3 weeks)

Number

Multiplication and division A

VIEW

Assess and Review

Number

Multiplication and division B

VIEW

Measurement:
Length and perimeter

Measurement

Length and perimeter

VIEW

Making Connections
Geometry:
Recap & apply previous shape knowledge

Making Connections
Art – recap area, length & perimeter, shape

Number

Fractions

VIEW

Number: Decimals

Number

Decimals A

VIEW

Making Connections
D&T – Roman Shields
Recap Shape & fractions

Assess and Review

Number

Decimals B

VIEW

Computing
We are software developers (Scratch)

Measurement: Money

Measurement

Money

VIEW

Making Connections
D&T
Making sandwiches

Measurement

Time

VIEW

Making Connections
Geography – Egypt & Mexico - timezones

Statistics

Statistics

VIEW

Making Connections
Computing

						We are software developers – Scratch - using axes + link back to Position & Direction Geography - Using graphs to compare weather & climate – Egypt & Mexico Assess and Review
Science	Electricity		Sound	All Living things and their habitats	States of matter Making connections -Y3 Mass & Capacity (Maths)	
Geography Year 3&4	<u>The Thames and another European Capital with a river</u> Water cycle – life of a river, The Thames, source to mouth Other rivers in the UK		<u>UK & Europe</u> Scotland v Italy Label maps with major cities and physical features Compare the physical features, including climate of both, similarities & differences.		<u>Africa (Egypt) v UK</u> Weather – compare & contrast key features of Egypt's geography including Biomes Longitude and latitude Compare Egypt to a country on the same latitude	

	Rivers in Europe – longest, widest, fastest flowing etc. Locate on a map. Compare city to London. Physical and human aspects	‘Read’ physical maps and describe. Understand volcanoes	
	Geographical Skills to run throughout each unit use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use 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		
Assessment Activity/Outcome	Poster/mind map – to show understanding why people live around rivers Challenge – include positive and negative reasons	Travel brochure – Visit Rome Include: physical and human landmarks, culture, architecture, a short description of the journey / proximity to England / location in Europe using key vocabulary (compass points) May include links to history e.g. Ancient Roman landmarks	Quiz Write a quiz with a selection of questions based on the physical and human features of same latitude -Egypt and Mexico Include key physical landmarks Include human features Multiples choice
Locational Knowledge	Term 1 European Rivers https://www.geoguessr.com/seterra/en/vgp/3135	Italy (major cities) https://www.geoguessr.com/seterra/en/vgp/3393 UK/Scotland (major cities) https://www.geoguessr.com/seterra/en/vgp/3104	Africa https://www.geoguessr.com/seterra/en/vgp/3163

History Year 3&4	<u>Local History Thames</u> Royal Buildings BHM – Statues & the slave trade Describe events that happened in the past using specific dates Carry out research on a particular topic and present my findings Understand/explain how the past has shaped the present	<u>British History</u> The Roman Empire and Its impact on Britain BH David Olusoga – Black & British pg 8 & 9 – The Romans Describe events that happened in the past Can talk/write about what life would have been like for early settlers Use various sources to find answers to questions posed Know how different groups went about their daily lives and compare their lifestyles. Carry out research on a particular topic and present my findings.	<u>World History</u> Ancient Egyptians Use a timeline State how long-ago things happened. Can talk/write about what life would have been like Understand/explain how the past has shaped the present. Know how different groups went about their daily lives and compare their lifestyles. Know how artefacts can help us build a better picture of the past. Begin to understand how and why decisions were made in the past. Carry out research on a particular topic and present my findings.
Assessment Activities/Outcome	Create an E book - The Tower of London – the history of it, location, when and why it was built, what it was used for, what it is used for now etc. Include facts learnt on trip.	Diary entry – a day in the life of... Roman citizen SC – you must mention at least 3 of the things you have found out about e.g. what did you eat for lunch, how was work today, what are you doing for leisure at the weekend?	A poster showing ‘life in Ancient Egypt’ – including: food, work, society, clothes, religion, etc. Challenge: include ‘lift-the-flap’ modern Egypt comparisons

Art	<u>Landscapes/Seascapes</u> Outcome: Painting Look at the work of different Landscape artists. Experiment with water colours, blending, bleeding etc. Outcome: Landscape in the style of...	<u>Collage</u> – relate to Roman Mosaics Know what a mosaic is and how they are created. Experiment and create own based on The Romans Outcome Mosaic	<u>Egyptian Art</u> Outcome - 3D Canopic jars (clay or mod roc) How and why did the Egyptians create canopic jars? What were they made of and what significance did the designs have? Create own Sketch up – 3D
Corridor Displays	Humanities	STEM	Art
DT	<u>Chairs</u> Game of thrones What makes a good chair? What is essential? Design and make a throne fit for ...	<u>Roman shield</u> And /or brooches Why did the romans create designs and decorate their shields? Did the designs mean anything? Design and make own shield.	<u>FOOD TECH</u> Sandwiches What is the most popular sandwich in the UK? What does a good sandwich consist of. Experiment with different breads and different fillings. Make own lunch. <u>Create a survey – google docs</u>

Computing	3.4 We are network engineers Understand computer networks, including the internet Making connections: Science – Electricity *Use microbits?		4.3 We are musicians Use a variety of software to create digital music Auxy/Garageband (iPad) Making connections: Science – Sound		4.1 We are software developers Design, write and debug programs for a simple educational game Scratch Making connections: Maths - Recap: Position & Direction	
PHSE	Being Me in My world	Celebrating Difference	Dream Goals	Healthy Me	Relationships (See adapted overview doc)	Changing Me (See adapted overview doc)
PE	Swimming	Swimming	swimming	swimming	swimming	Swimming
PE coach	Football	Gymnastics	Netball	Striking and fielding	Athletics	Fitness
Spanish	Phonetics Seasons	Vegetables	Presenting myself	My Family	In the classroom	At the cafe
RE	L2.3: Why is Jesus inspiring to some people?		L2.5 Why are festivals important to religious communities?		L2.9 What can we learn from religions about deciding what is right and wrong?	
Music	Rap and Poetry exploration. Music as	London: Waterloo Sunset, Kinks Learn and perform	Recorders Stage.1/2 Part.1 of unit	<u>Play</u> Singing/performance	<u>Glockenspiel</u> Stage.2 Part.1 of unit 1,3,4,5	Reflect, Rewind and replay, instrument’s and songs we’ve

	either rhythm or Ambience. 1,2,3	1,3,5	1,3,4,5	1,3,4		explored throughout the year 1,2,3,4,5
Listening	Songs about London	Children’s Film Soundtracks	Music from the 70s	Performance	Country	Instrument based songs
Trips	Walk in Local Area Tower of London Kensington Palace Little angel Theatre Clifford Chance – Concert		British Museum – What did the Romans use as money?		British Museum – Ancient Egyptian Victoria Park – Treat Whitechapel Art Gallery - P4C, oracy / art	
Visitors			Digital Music workshop? (STEAM)			