

# YEAR 4 CURRICULUM OVERVIEW

## COMMUNICATION

### Music

- \* Use voice & instruments with increasing accuracy.
- \* Improvise & compose music.
- \* Listen to music with attention to detail.
- \* Appreciate wide range of live & recorded music.
- \* Begin to develop understanding of music history.

### Drama

- \* Create, adapt and sustain different roles, experimenting with movement, expression and voice.
- \* Create and present scripted or improvised drama, beginning to take account of audience and atmosphere.
- \* Respond to the experience of drama.
- \* Give and accept constructive comments.

### Speaking & Listening

- \* Engage in meaningful discussions.
- \* Listen to and learn a wide range of vocabulary.
- \* Identify vocabulary that enriches and enlivens stories.
- \* Speak to small and larger audiences regularly.
- \* Practise and rehearse sentences and stories.
- \* Listen to & tell stories to internalise the structure.
- \* Articulate & justify opinions.
- \* Speak audibly in Standard English.
- \* Gain, maintain & monitor interest of listeners.

### Non-Fiction Writing

- \* Write instructions, recounts, explanations, non-chronological reports,
- \* Write persuasively, formally and in a journalistic style.
- \* Write arguments and write biographies.

### Dance

- \* Create short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
- \* Express my ideas, thoughts and feelings through work

### Poetry Writing

- \* Learn by heart and perform a significant poem.
- \* Write poems that convey an image.

### Reading

- \* Retell some stories orally.
- \* Discuss words & phrases that capture the imagination.
- \* Identify themes & conventions.
- \* Recognise a variety of forms of poetry.
- \* Read and listen to a wide range of styles of text.
- \* Take part in conversations about books.
- \* Learn a wide range of poetry by heart.
- \* Look at books with a different alphabet to English.
- \* Read and listen to whole books.

### Art

- \* Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- \* Develop and share ideas in a sketchbook and in finished products
- \* Develop a mastery of an increasing range of techniques.
- \* Learn about great artists, architects and designers in history.
- \* Give and accept constructive comments about own and other people's work.

### Fiction Writing

- \* Write stories that contain mythical, legendary or historical characters or events.
- \* Write stories of adventure.
- \* Write letters.
- \* Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

### Physical Wellbeing

- \* Developing an understanding of the human body.
- \* Learn to assess and manage risk, to protect and to reduce the potential for harm when possible.
- \* Know and demonstrate how to keep safe and how to respond in a range of emergency situations.
- \* Know and demonstrate how to travel safely.
- \* Be aware of the role physical activity plays in keeping us healthy.
- \* Explore how physical activity contributes to health & wellbeing.

### Physical Education

- \* Use running, jumping, catching and throwing in isolation and in combination.
- \* Play competitive games, modified as appropriate.
- \* Develop flexibility & control.
- \* Compare performances to achieve personal bests.

## HEALTH & WELLBEING

### Mental & Emotional Wellbeing

- \* Express feelings clearly and develop the ability to talk about them.
- \* Begin to know we all experience a variety of thoughts and emotions that affect us.
- \* Understand how to access support.
- \* Understand that feelings and reactions can change.
- \* Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
- \* Understand the importance of mental wellbeing and how this can be improved.
- \* Explore and develop skills and strategies to support themselves.
- \* Learn how to give support.

### Social Wellbeing

- \* Explore entitled rights, exercise these appropriately and accept responsibilities.
- \* Show respect for the rights of others.
- \* Contribute to making the school community one which values individuals equally and is inclusive.
- \* Use and value opportunities to improve and manage learning.
- \* Represent class, school and/or wider community to develop self-worth and confidence.
- \* Contribute to bringing about positive change in the school and wider community.
- \* Value the opportunities given to make friends and be part of a group in a range of situations.

### Relationships Education\*\*

- \* Caring friendships
- \* Respectful relationships & Online relationships
- \* Experiences and situations
- \* Changing adolescent body

\*\*STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM

## GLOBAL UNDERSTANDING

### British Values

- \* Increasingly understand, across the curriculum: Democracy; The Rule of Law; Individual Liberty; Mutual Respect & Tolerance

### RE

- \* Study Christianity & Islam.
- \* Study other religions of interest to pupils.

### History

- \* Use primary & secondary sources selectively to research past events.
- \* Interpret historical evidence from a range of periods to help to build a picture of Britain's heritage and my sense of chronology.
- \* Investigate a historical theme to discover how past events or the actions of individuals or groups have shaped a society.
- \* Compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
- \* Explore why people & events from a particular time in the past were important.

### Languages

- \* Listen & engage: Ask & answer questions.
- \* Appreciate stories, songs, poems & rhymes.
- \* Speak in sentences using broadening vocab & pronunciation.
- \* Show understanding of words & phrases.

### Geography

- \* Further investigate countries of the world, with a focus on key physical & human features.
- \* Describe the physical processes of a natural disaster and discuss its impact on people and the landscape.
- \* Extend a mental map and sense of place.
- \* Use fieldwork to observe, measure & record.
- \* Describe & understand key aspects of physical and human geography.
- \* Use 8 points of compass, symbols & keys.
- \* Interpret information from different types of maps and am beginning to locate key features within UK, Europe or the wider world.

### Science - Chemistry

- \* Changes of state
- \* The water cycle

### Design & Technology

- \* Use research & criteria to develop products which are fit for purpose.
- \* Use annotated sketches and prototypes to explain ideas.
- \* Evaluate existing products and improve own work.
- \* Use mechanical systems in own work.

## S.T.E.M

### Computing

- \* Access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
- \* Use search facilities of electronic sources to access and retrieve information.
- \* Use logical reasoning.
- \* Understand computer networks.
- \* Use internet safely and appropriately.
- \* Collect and present data appropriately.

### Science - Biology

- \* Classify living things
- \* Digestive system & teeth
- \* Food chains

### Working Scientifically

- \* Ask relevant questions.
- \* Set up simple, practical enquiries/tests.
- \* Make accurate measurements using standard units.
- \* Gather, record, classify and present data
- \* Record & report on findings.
- \* Use results to draw simple conclusions.
- \* Identify differences, similarities or changes.
- \* Use straightforward, scientific evidence to answer questions or to support their findings.

### Science - Physics

- \* Sound as vibrations
- \* Electricity: simple circuits & conductors

## KEY SKILLS

### Reading:

- \* Secure decoding of unfamiliar words
- \* Read for a range of purposes
- \* Retrieve & record information
- \* Make inferences & justify predictions
- \* Identify & summarise ideas
- \* Use libraries and classification

### Writing:

- \* Correctly spell common homophones
- \* Increase regularity of handwriting
- \* Plan writing based on familiar forms
- \* Organise writing into paragraphs
- \* Use simple organisational devices
- \* Proof-read for spelling & punctuation errors
- \* Use & punctuate direct speech
- \* Use commas after front adverbials

- \* Evaluate own and others' writing
- \* Read own writing aloud
- \* Use wider range of conjunctions
- \* Use perfect tense appropriately
- \* Select pronouns and nouns for clarity

### Maths - Number/Calculation:

- \* Know all tables to 12 x 12
- \* Secure place value to 1000
- \* Use negative whole numbers
- \* Round numbers to nearest 10, 100, 1000
- \* Use Roman numerals to 100 (C)
- \* Column addition & subtraction up 4 digits
- \* Multiply & divide mentally
- \* Use standard short multiplication

### Maths - Geometry & Measures:

- \* Compare 2-d shapes, including quadrilaterals & triangles
- \* Find area by counting squares
- \* Calculate rectangle perimeters
- \* Estimate & calculate measures
- \* Identify acute, obtuse & right angles
- \* Identify symmetry
- \* Use first quadrant coordinates
- \* Introduce simple translations

### Maths - Data

- \* Use bar charts, pictograms & line graphs
- ### Maths - Fractions
- \* Recognise tenths & hundredths
  - \* Identify equivalent fractions
  - \* Add & subtract fractions with common denominators
  - \* Recognise common equivalents
  - \* Round decimals to whole numbers
  - \* Solve money problems