

Curriculum Overview

Year Group: 4

Academic Year: 2023/2024

Term(s)		1	2	3	4	5	6
Overarching Theme		Ancient Britain: How did the Anglo-Saxons and Vikings change Britain?		The wider world: How is the world around us changing?			Ancient civilisations: Why was the Greek civilisation significant in history?
Key events:			Viking day	School trip – BBC Earth Experience Puberty talk	CAT testing Fairtrade week Book week Science day	DT day	Multiplication tables check Olympics/Greek day
Key texts		Anglo Saxon boy/ Beowulf	The saga of Erik the Viking	The song of the Dolphin boy	The Explorer	The Indian in the cupboard	Who let the Gods out?
English	Reading	Beowulf Non-chronological reports	Erik the Viking Diary entries	Little people, big dreams: David Attenborough Ocean poetry	The explorer Persuasive texts – save the Amazon	Travel guides Native American myths and legends	Who let the gods out? Instructions Playscripts
	Writing	Non-chronological report – Digestive system Poetry	Narrative – historical fiction Diary entry	Biography Poetry	Narrative – adventure story (Plus a piece of work from either fairtrade or book week)	Non-chronological report – The Native American People. Narrative – Folk tales	Instructional texts Playscripts
	Spelling (Spelling Shed)	Spelling shed weeks 1-7	Spelling shed weeks 8-14	Spelling shed weeks 15-20	Spelling shed weeks 21-26	Spelling shed weeks 27-32	Spelling shed weeks 33-36 and revision.
	Grammar	Core punctuation – capital letters, full stops,	Using long and short sentences.	Using a range of long and short sentences.	Using a range of long and short sentences.	Using a range of long and short sentences.	Using a range of long and short sentences.

		<p>exclamation and question marks, commas.</p> <p>Common and proper nouns</p> <p>Using long and short sentences.</p> <p>Using similes and metaphors.</p> <p>Writing compound sentences.</p> <p>Using subordinate clauses.</p> <p>Using prepositions.</p>	<p>Use of simple and embellished simple sentences.</p> <p>Use of compound sentences and subordinate conjunctions.</p> <p>Using MAPOS to write effectively.</p> <p>Using 'ed' and 'ing' clauses.</p> <p>Using dialogue and direct speech.</p> <p>Using prepositions.</p> <p>Comparatives and superlatives.</p> <p>Writing in the correct tense.</p> <p>Appropriate use of nouns and pronouns to avoid repetition.</p> <p>Use of timed conjunctions.</p>	<p>Use of similes.</p> <p>Using commas in writing.</p> <p>Use of simple and embellished simple sentences.</p> <p>Using compound and complex sentences.</p> <p>Using main and subordinate clauses.</p> <p>Using 'ed', 'ing', and 'ly' clauses.</p> <p>Use of fronted adverbials in sentences.</p> <p>Use of conditionals.</p> <p>Using comparatives and superlatives.</p> <p>Using plurals and possessive-s.</p> <p>Use of apostrophes for plural possession.</p>	<p>Using MAPOS to describe.</p> <p>Use of commas in writing.</p> <p>Using compound and complex sentences.</p> <p>Using main and subordinate clauses.</p> <p>Using fronted adverbials in sentences.</p> <p>Using 'ed', 'ing', and 'ly' clauses.</p> <p>Using the rule of 3 for action.</p> <p>Repetition to persuade.</p> <p>Dialogue and using direct speech.</p> <p>Writing in the correct tense.</p> <p>Use of prepositions.</p> <p>Use of conditionals, comparatives and superlatives.</p>	<p>Use of MAPOS to describe.</p> <p>Using compound and complex sentences.</p> <p>Using main and subordinate clauses.</p> <p>Using 'ed', 'ing' and 'ly' clauses.</p> <p>Using the rule of 3 for action.</p> <p>Repetition to persuade</p> <p>Using dialogue and direct speech.</p> <p>Use of prepositions.</p> <p>Use of conditionals, comparatives and superlatives.</p> <p>Use of plurals and apostrophes for possession.</p> <p>Use of commas in writing.</p> <p>Using fronted adverbials in sentences.</p>	<p>Use of MAPOS to describe.</p> <p>Using compound and complex sentences.</p> <p>Using main and subordinate clauses.</p> <p>Using 'ed', 'ing' and 'ly' clauses.</p> <p>Using the rule of 3 for action.</p> <p>Repetition to persuade</p> <p>Using dialogue and direct speech.</p> <p>Use of prepositions.</p> <p>Use of conditionals, comparatives and superlatives.</p> <p>Use of plurals and apostrophes for possession.</p> <p>Use of commas in writing.</p> <p>Using fronted adverbials in sentences.</p>
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					Using plurals and apostrophes for possession.		Use of imperative verbs and timed conjunctions. Use of brackets.	
Maths (White Rose)		Place value Addition and subtraction	Length and perimeter Multiplication and division	Multiplication and division area	Fractions Decimals	Decimals Money Time	Statistics Properties of shape Position and direction	
Art		Printing		Painting	Drawing and sketching		Sculpture	
DT			Joins and structures Textiles - weaving				Mechanisms and circuits	Food and nutrition
Geography (Connected geography)				How can we save our oceans?	How and why is our local area changing? Where will our USA road trip Take us?			
History		How did the Anglo-Saxons change Britain?	How did the Vikings change Britain?				Why was the Ancient Greek civilisation so important?	
Spanish (Language Angels)		I am learning and presenting myself	My family	In the classroom	At the cafe	What is the weather?	The Olympics	
Music (Charanga)		Recorders Harvest How does music bring us together?	Recorders Christmas How does music connect us with our past?	Recorders How does music improve our world?	Recorders How does music teach us about our community?	Recorders How does music shape our way of life?	Recorders How does music connect us with the environment?	

							BBC music – Heroes of troy
PSHE (SCARF)		Me and my relationships	Valuing difference	Growing and changing	Keeping myself safe	Rights and responsibilities	Being my best
PE (Getset4PE)		Multi skills Tri-Golf	Tag rugby Yoga	OAA Dance	Tennis Gymnastics	Basketball Dodgeball	Athletics Rounders
RE (Discovery RE)		Is it possible for everyone to be happy?	What is the most significant part of the nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible for Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
Science (Switched on science)		Topic 4: Teeth and eating	Topic 2: Living things	Topic 1: What's that sound?	Topic 3: Looking at states	Topic 5: Power it up	Topic 6: The big build
Computing (Teach computing)		Computing systems and networks – the internet	Creating media – photo editing	Data and information – data logging	Creating media – audio editing	Programming A – repetition in shapes.	Programming B – repetition in games
Online Safety (Project evolve)		Managing online information	Online bullying/ Online relationships	Privacy and security	Copyright and ownership	Health, wellbeing and lifestyle / Self-image and identity	Online reputations