



Eversfield Preparatory School

Year 4 Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour



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Year 4 Annual Overview 2023-24

Year 4	English	Mathematics	Science	History	Geography	Digital Literacy
Michaelmas 1	Recount texts Stories with imaginary settings	Place value Place value - decimals Written addition and subtraction Written addition and subtraction (problems and inverse) 2D shape Time	Animals, including humans	Anglo-Saxons	Settlement	We are co-authors: writing a Wiki
Michaelmas 2	Stories with a historical setting	Mental multiplication incl. 6x and 9x tables Mental division Written multiplication Length incl. perimeter Statistics	States of matter	The Vikings	Mapping skills-OS and GIS	We are meteorologists: presenting the weather
Lent 1	Stories from other cultures Explanation/instruction texts	Place value Roman numerals Counting incl. negative numbers Fractions and decimals Position and direction Area Multiplication (statistics, measures, money)	Electricity	Medieval Britain	Environmental issues-building in the local area	We are artists: programming loops to create digital art
Lent 2	Stories from other cultures Poetry: Creating images	Mental multiplication and written division incl. 7x and 11x tables Place value Written multiplication 2D shape and position Addition and subtraction (statistics)	Sound		An Indian village	We are statisticians: data graphing and analysis
Summer 1	Persuasive texts/writing Drama scripts	Counting and sequences (statistics) Fractions and decimals (measures) Fractions and written division Measures volume/capacity and mass Position and area Multiplication facts incl. 12x table and time	Living things and their habitats	Ancient Egypt	Contrasting UK locality – Snowdon Mapping skills – cities and countries	We are musicians: producing digital music through programming
Summer 2	Drama scripts Narrative skills	Place value Statistics Addition and subtraction (statistics) Multiplication and division Shape				We are photographers: an introduction to digital imaging

Year 4	Religion and Philosophy	PSHE	Games	PE	Art and Design	Music	MFL
Michaelmas 1	Giving thanks	Settling in/ setting goals	Rugby or hockey	Outdoor and adventurous games	Art: drawing skills – da Vinci the Bear and Dürer the Rhino	Exploring notation: fusions	Spanish: weather
Michaelmas 2	Journeys	Support networks		Gymnastics	Art: design skills Textiles: sewing – appliqué	Exploring structure: the symphony	
Lent 1	Special places	Being happy	Football or netball	Athletics skills	Art: painting skills	Exploring tonality: pentatonic scales	French: numbers and greetings
Lent 2	Easter	Diverse Britain		Swimming	Art : medieval portraits	Exploring feelings: creating a mood	French: clothing
Summer 1	Hinduism: strength	Rules	Athletics and Cricket	Swimming	Art: Zentangles Bridget Riley and Op art	Exploring keyboards: the overture	French: countries and languages
Summer 2		Being healthy	Cricket		DT: packaging and boxes	Exploring patterns: minimalism	

Year 4 Michaelmas Term Curriculum Design 2023-24

Subject	Topic		Termly Objectives
ENGLISH	Reading and comprehension		Example Texts: <ul style="list-style-type: none"> • <i>Journey</i> – Aaron Becker • <i>Attack Of The Vikings</i> – Tony Bradman • examples of news and biographical recounts texts
			<ul style="list-style-type: none"> • listen to and follow stories that are beyond personal reading level • describe characters’ feelings, thoughts and motives and give reasons for opinions • list the key points in a short text • explore themes in a story and make links between themes across a range of texts • discuss complex narrative plots • pull together clues from action, dialogue and description to infer meaning • summarise the main ideas drawn from more than one paragraph • explore how a story’s setting impacts upon character and plot • recap the 5 Ws and identify these in a text
	Writing - composition	Narratives Stories with a historical setting Stories with imaginary settings	<ul style="list-style-type: none"> • choose words and phrases that both engage the reader and support the purpose • include details to add interest • consider the needs of the reader and provide background information • demonstrate empathy with a character • suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader • use imperative verbs and sequenced points when writing instructions • use paragraphs for a change in action, setting and time
Non-fiction Recounts		<ul style="list-style-type: none"> • write using Standard English forms • attempt some appropriate stylistic features when writing in a given genre • use headings, sub-headings, labels, captions and other devices • use the passive voice • plan writing based on examples of a similar style • organise clear, relevant paragraphs around a topic or theme 	

		<ul style="list-style-type: none"> write a clear introduction, followed by logical points, drawing to a defined conclusion
	Poetry	
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> consolidate work done in Form 3 use and punctuate direct speech accurately use commas after fronted adverbials identify determiners in sentences
	Writing - handwriting and presentation	<ul style="list-style-type: none"> write consistently using pen regular handwriting practice sessions use the diagonal and horizontal strokes that are needed to join letters
	Speaking and listening	<ul style="list-style-type: none"> ask relevant questions to find information and extend understanding articulate answers and give opinions, giving reasons make predictions, express or describe something imaginary and explore an idea comment on how the reader's or writer's context makes a difference to the social, cultural or historical setting take an active part in role-play, performances, presentations and discussions read aloud own writing clearly and using appropriate intonation
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> read and write numbers to at least 10 000 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) find 0.1, 1, 10, 100 or 1000 more or less than a given number order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations, including the number line round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
	Number - addition and subtraction	<ul style="list-style-type: none"> partition numbers in different ways (for example, $2.3 = 2 + 0.3$ and $2.3 = 1 + 1.3$) add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate

		<ul style="list-style-type: none"> • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • select a mental strategy appropriate for the numbers involved in the calculation • estimate and use inverse operations to check answers to a calculation • partition numbers in different ways (for example, $2.3 = 2 + 0.3$ and $2.3 = 1 + 1.3$) • add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
	Number - multiplication and division	<ul style="list-style-type: none"> • recall multiplication and division facts for the 6 times table and 9 times table • use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • use partitioning to double or halve any number, including decimals to one decimal place • select a mental strategy appropriate for the numbers involved in the calculation • use place value, known and derived facts to divide mentally, including dividing by 1 • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including remainders), integer scaling problems and harder correspondence problems such as which n objects are connected to m objects
	Number - fractions including decimals	<ul style="list-style-type: none"> • read and write numbers with up to two decimal places • identify the value of each digit to two decimal places • count up or down in hundredths • round decimals with one decimal place to the nearest whole number

		<ul style="list-style-type: none"> recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten recognise that one hundred 1p coins are equivalent to £1 and that each coin is $\frac{1}{10}$ of £1 write amounts of money using decimal notation order and compare numbers with the same number of decimal places up to two decimal places
	Measurements	<ul style="list-style-type: none"> read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures estimate, compare and calculate different lengths measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres convert between different units of measure (e.g. kilometre to metre; hour to minute)
	Geometry - properties of shapes	<ul style="list-style-type: none"> identify horizontal and vertical lines and pairs of perpendicular and parallel lines identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2D shapes presented in different orientations use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
	Statistics	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
SCIENCE	Animals including humans	<ul style="list-style-type: none"> label the parts of the digestive system name the different types of teeth and explain their function describe how to keep teeth healthy make links between diet and types of teeth in animals write food chains and webs, using scientific terms such as producer predict the effects of removing parts of a food chain

		<ul style="list-style-type: none"> describe ways in which energy is lost through food chains
	States of matter	<ul style="list-style-type: none"> group solids and liquids according to physical characteristics know the particle arrangements of the three states of matter link physical properties to particle arrangements plan a test, taking account of variables to control accurately measure temperature describe changes in solids or liquids as they are heated/cooled define melting, freezing, evaporation and condensation use knowledge of the above changes to make predictions evaluate experiments, suggesting improvements
HISTORY	Anglo-Saxons and Vikings Chronological awareness	<ul style="list-style-type: none"> order historical events chronologically explain how the Anglo-Saxons and Vikings have shaped this nation
	Depth and range of historical knowledge	<ul style="list-style-type: none"> identify who the Anglo Saxons were and where and where they came from explain why the Anglo Saxons came over to Britain and the kingdoms they created compare past events of the Anglo-Saxons and Vikings to say how it has influenced life today
	Understanding historical enquiry	<ul style="list-style-type: none"> use artefacts to research about the archaeological discoveries ask a variety of questions about to further understanding of the topic e.g. Viking raids, settlement in Britain, how the Vikings lived, the life of Alfred the Great
	Understanding historical interpretations	<ul style="list-style-type: none"> investigate and use the evidence available to make an interpretation
GEOGRAPHY	Settlement	<ul style="list-style-type: none"> begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments improve and maintain an environment
	Mapping skills – OS and GIS	<ul style="list-style-type: none"> locate features using Ordnance Survey maps use a key to identify features on a map use digital maps to locate features
DIGITAL LITERACY	We are co-authors - writing a Wiki Skills	<ul style="list-style-type: none"> learn how to stay safe on social networking sites use Microsoft SharePoint to create wiki use the internet to research a topic edit and proof read their own work review and edit peers work

	Knowledge awareness	<ul style="list-style-type: none"> • know what the e-Safety rules are for Computing • know what social networking is • understand what a wiki is
	We are meteorologists - presenting the weather Skills	<ul style="list-style-type: none"> • research meteorological data • log data in a table • analyse data and create graphs • plan and write a script for a weather presentation
	Knowledge awareness	<ul style="list-style-type: none"> • understand meteorological terms • identify appropriate presenting styles
RELIGION AND PHILOSOPHY	Giving thanks	<ul style="list-style-type: none"> • learn about the importance of giving thanks and being thankful • explore the beliefs about creation and Harvest in Christianity, Judaism and the Aboriginal culture • learn about the work of charitable organisations • develop their thinking and communication skills and tackle big questions • ask open questions, moving onto philosophical ones • link concepts and make links with real life • develop summarising skills • identify and use the 4C thinking skills and use language developed from them
	Journeys	<ul style="list-style-type: none"> • develop an understanding of religious journeys, pilgrimage or search of moral or spiritual significance in Christianity • reflect on how it can be a metaphorical journey into someone's own beliefs • ask open questions, moving onto philosophical ones • link concepts and make links with real life • develop summarising skills • identify and use the 4C thinking skills and use language developed from them
PSHE	Settling in	<ul style="list-style-type: none"> • know why we have rules and set class rules • describe what the school code means to you • use a variety of strategies to solve problems • demonstrate collaboration and leadership • know the features of a good friendship • know how to deal with unkindness • know how to identify bullying and what to do about it
	Support networks	<ul style="list-style-type: none"> • explore our differences

		<ul style="list-style-type: none"> • describe what contributes to your personal identity and recognise individuality • draw a support network, identifying people we can turn to for help • explain scenarios when you might turn to friends • know strategies that you could use if a friend turns to you with a problem
GAMES	Rugby Skill development	<ul style="list-style-type: none"> • learn how to tackle (cheek to cheek, rings of steel, drive with the legs) • passing with accuracy to a target under pressure • offloading the ball in the tackle
	Knowledge and understanding	<ul style="list-style-type: none"> • understand the rules for 7v7 contact rugby • specifically understand the off side rule
	Applying tactics	<ul style="list-style-type: none"> • defensive line (flat) • attacking line (staggered) • using the side lines to aid defence
	Hockey Skill development	<ul style="list-style-type: none"> • develop a sweep stroke • develop goalkeeping • improve the accuracy of shooting • improve the ability to stop the ball
	Knowledge and understanding	<ul style="list-style-type: none"> • know how to defend against an opponent • know the rules to play a small sided game (7v7) • short corners
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward • look for space • team shape (height, width, depth) • short corners
PE	Outdoor and adventurous games	<ul style="list-style-type: none"> • work as part of a team • taking a leadership role • problem solving • map reading
	Gymnastics	<ul style="list-style-type: none"> • jump using correct technique and posture • vaulting • balance on hands • headstands • display the correct technique, when performing teddy bear and forward rolls

ART AND DESIGN	Drawing skills – da Vinci the Bear Dürer the rhino	<ul style="list-style-type: none"> to develop skills in recording from secondary sources to develop understanding of tone to develop skills in mark making to develop understanding of texture to produce an outcome based on da Vinci the bear to produce an outcome based on Dürer the rhino to present work in a sketchbook to evaluate and express opinions
	Design skills – sewing appliqué	<ul style="list-style-type: none"> to know what appliqué is to be able to thread a needle to know how to do a running stitch and an over stitch to be able to use scissors safely to use own design to produce an applique outcome to evaluate and suggest improvements
MUSIC	Exploring notation - <i>Fusions</i> Composing	An exploration of what is meant by fusion, culminating in a performance of a piece entitled <i>Fusions</i>
	Performing	<ul style="list-style-type: none"> introduce the keyboard and note patterns learn and perform one or more parts of <i>Fusions</i>
	Appraising	<ul style="list-style-type: none"> listen to <i>Fusions</i> and write descriptive or appropriate musical words in response create a structure using varied objects and link this to the concept of structure in music
	Exploring structure - the symphony Composing	An exploration of symphonic form, culminating in the composition of a movement which includes simple melodic lines, accompaniment patterns and a sense of structure <ul style="list-style-type: none"> compose simple melodic lines, ostinato and drone accompaniments using given pentatonic scales organise ideas into a simple movement structure
	Performing	<ul style="list-style-type: none"> perform the class symphony in three movements reflecting three groups
	Appraising	<ul style="list-style-type: none"> watch <i>George meets the Orchestra</i> and discuss the instruments and sounds heard
MFL	Spanish – weather	<ul style="list-style-type: none"> name 6 types of weather sing a song about the weather in Spanish link several questions and answers together to take part in short conversations from memory
		<ul style="list-style-type: none"> learn the compass points

		<ul style="list-style-type: none">• name at least 5 countries that speak Spanish• create and deliver a presentation about the weather in different countries in Spanish• talk about how Christmas is celebrated in Spain
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Year 4 Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • Stories from the Silk Road – Cherry Gilchrist • <i>Before I Met Dudley</i> – Roger McGough • A selection of poetry linked by subject
		<ul style="list-style-type: none"> • read, talk about and express a familiarity with a range of fairy stories, myths and traditional tales; re-tell some well-known examples • make predictions, using evidence from the text and my knowledge of wider reading • recognise some different forms and structures of poetry • explore the effects of figurative language – simile, metaphor, onomatopoeia • recognise the use and effect of patterned language in text • explain how historical and cultural elements and beliefs are reflected in the themes, plots and characters of the stories studied • locate information using skimming and scanning • identify the features of a creation myth • compare, contrast and evaluate
	Writing - composition	Narratives Stories from other cultures
	Non-fiction	<ul style="list-style-type: none"> • understand the use of formal structures and Standard English

		Explanation/instruction texts	<ul style="list-style-type: none"> differentiate between the past simple, past continuous and past perfect tenses employ the passive voice when explaining processes structure paragraphs logically and cohesively explain how illustrations, diagrams, bullet points, headings and other presentational devices help the reader across evaluate the effectiveness of presentational devices create own explanation text using the stylistic and presentational features studied
		Poetry Creating images	<ul style="list-style-type: none"> employ figurative language effectively, crafting similes and metaphors explain how writers use figurative language to achieve specific effects devise own similes and metaphors for natural phenomena create own poems, demonstrating a grasp of rhythmic and rhyming techniques and stanzas
		Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> identify correctly verbs, nouns, adjectives, adverbs prepositions and conjunctions use a range of different conjunctions to build sentences with more than one clause identify and use the possessive apostrophe in their own writing to indicate possession, including with plural nouns identify and use determiners in sentences identify and use pronouns in sentences, including possessive pronouns investigate key and challenging vocabulary, using a dictionary
		Writing - handwriting and presentation	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined use appropriate presentational and layout devices when writing poetry and explanation texts
		Speaking and listening	<ul style="list-style-type: none"> orally perform some stories using appropriate intonation and expression learn off by heart and orally perform a selection of poems comment on how the reader's or writer's context makes a difference to the social, cultural or historical setting

MATHEMATICS	Number - place value	<ul style="list-style-type: none"> • discuss poetry conventions and techniques using the appropriate technical terminology
	Number - addition and subtraction	<ul style="list-style-type: none"> • read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value • count in multiples of 6, 8, 25 and 1000 • count backwards through zero to include negative numbers • order temperatures including those below 0°C • describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations, including the number line • find 0.1, 1, 10, 100 or 1000 more or less than a given number • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers
	Number - multiplication and division	<ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <ul style="list-style-type: none"> • recall multiplication and division facts for the 7 times table and 11 times table • use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> - multiplying by 0 and 1;

		<ul style="list-style-type: none"> - dividing by 1; - multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations • use partitioning to double or halve any number, including decimals to one decimal place • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • select a mental strategy appropriate for the numbers involved in the calculation • continue to understand division as sharing and grouping and use each appropriately • divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • count in multiples of 7 • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including remainders), integer scaling problems and harder correspondence problems such as which n objects are connected to m objects
	<p>Number - fractions including decimals</p>	<ul style="list-style-type: none"> • understand that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$) • add and subtract fractions with the same denominator • recognise and show, using diagrams, families of common equivalent fractions • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$

		<ul style="list-style-type: none"> • count on and back in steps of unit fractions • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • solve simple measure and money problems involving fractions and decimals to decimal places
	Measurements	<ul style="list-style-type: none"> • understand that area is a measure of surface within a given boundary • find the area of rectilinear shapes by counting squares
	Geometry - properties and position of shapes	<ul style="list-style-type: none"> • describe positions on a 2D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon • complete a simple symmetric figure with respect to a specific line of symmetry • use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2D shapes presented in different orientations
	Statistics	<ul style="list-style-type: none"> • interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
SCIENCE	Electricity	<ul style="list-style-type: none"> • draw circuit diagrams using symbols • construct series circuits from diagrams • construct a simple parallel circuit • group materials according to electrical conductivity • show how switches work by making one • predict and test the effect of changing the number of circuit components in both series and parallel circuits

		<ul style="list-style-type: none"> • apply circuits knowledge by making an electrical game • investigate the power generated by solar cell under different conditions
	Sound	<ul style="list-style-type: none"> • know that sound is produced by vibration • model how sound travels through particles • demonstrate practically how to change volume and pitch • apply knowledge of pitch to design and make a musical instrument • plan an experiment into sound muffling • evaluate experiments, suggesting improvements • label the main parts of the ear • describe uses of sound such as echolocation
HISTORY	Medieval Britain Chronological awareness	<ul style="list-style-type: none"> • place events from Medieval Britain on a time line • understand more complex terms e.g. BC/AD
	Depth and range of historical knowledge	<ul style="list-style-type: none"> • use a variety of sources develop knowledge about life in Medieval times and how it compares to today
	Understanding historical enquiry	<ul style="list-style-type: none"> • use evidence to build up a picture of a past event • ask a variety of questions to further own understanding of the topic, for example: <ul style="list-style-type: none"> - life in Medieval England and how this changed - challengers for the English throne - the Battle of Hastings and William the Conqueror - the role of a Medieval Castle - attacking and defending castles – how they were built to survive an attack - the Domesday survey - the Feudal System - Bayeux Tapestry
	Understanding historical interpretations	<ul style="list-style-type: none"> • investigate and use the evidence available to make an interpretation
GEOGRAPHY	Environmental issues - building in the local area	<ul style="list-style-type: none"> • know about characteristics of the local area • recognise how people try to improve and keep environments • identify brown field sites within the West Midlands and investigate the advantages and disadvantages of developing them • use skills and evidence to answer a range of geographical questions

		<ul style="list-style-type: none"> begin to investigate answers and use the correct vocabulary to share findings
	An Indian village	<ul style="list-style-type: none"> locate cities and key features in India and identify the surrounding seas and oceans locate countries in Asia using an atlas begin to describe and compare features of different locations and offer explanations for the locations and some of these features identify different climatic zones within India contrast different features of rural and urban environments in India identify similarities and differences between places
DIGITAL LITERACY	We are artists - programming loops to create digital art Skills	<ul style="list-style-type: none"> program an on screen turtle to draw a shape write programs that will command a turtle to draw varying shapes and patterns learn to use the repeat instruction and predict what will happen learn that sequences of instructions can be named and edited (create a function)
	Knowledge awareness	<ul style="list-style-type: none"> reaffirm coding terminology
	We are statisticians - data graphing and analysis Skills	<ul style="list-style-type: none"> correctly enter formulae in excel solve problems using a spreadsheet use formula to find multiple answers to the same problem create a table with differing formula across the rows and down the columns
	Knowledge awareness	<ul style="list-style-type: none"> understand what excel can be used for understand key vocabulary (cells, formula) understand how to create a budget
RELIGION AND PHILOSOPHY	Special places	<ul style="list-style-type: none"> identify, discuss and explore reasons why different places that may be special to individuals, families or others in the community compare and contrast the similarities and differences when worshipping in a Christian Church, a Sikh Gurdwara or a Jewish Synagogue use critical thinking into enquiries by: identifying the 'big ideas' in a stimulus and asking questions related to these, then drawing upon evidence and their own experiences to support their ideas and suggest reasoned conclusions

		<ul style="list-style-type: none"> • groups questions into similar focus • use the 4C thinking skills and use language developed from them
	Easter	<ul style="list-style-type: none"> • reflect on the main events and concepts of the Easter story in Christianity • express the themes of the story through the creative arts • use critical thinking into enquiries by: identifying the 'big ideas' in a stimulus and asking questions related to these, then drawing upon evidence and their own experiences to support their ideas and suggest reasoned conclusions • groups questions into similar focus • use the 4C thinking skills and use language developed from them
PSHE	Being happy	<ul style="list-style-type: none"> • explain how happiness feels • explore how we can tell a person's feelings from face/body language • develop a positive self-image • identify outside influences on our happiness • identify strategies to use if we are feeling unhappy
	Diverse Britain	<ul style="list-style-type: none"> • know what being British means • describe what it is like to live in Britain • identify the rights of British people and compare these to some other countries (democracy, individual liberty) • know what a diverse society is and the benefits of living in one
GAMES	Football Skill development	<ul style="list-style-type: none"> • improve the control of the ball from the air • pass the ball with greater accuracy whilst moving, using both feet • improve the accuracy of shooting
	Knowledge and understanding	<ul style="list-style-type: none"> • know what a defensive stance is • know the rules for a 6v6 game
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward • look for space • look for team mates in a better field position • team shape (height, width, depth) • use pressure/ cover in defence
	Netball Skill development	<ul style="list-style-type: none"> • work on being able to change direction quickly • improve passing and catching whilst moving • improve shooting

		<ul style="list-style-type: none"> defending under the post
	Knowledge and understanding	<ul style="list-style-type: none"> Hi5 netball rules know the roles and positions on the court
	Applying tactics	<ul style="list-style-type: none"> moving in-front of a player to intercept the ball when defending change direction to create space
PE	Athletics skills	<ul style="list-style-type: none"> develop high jump technique (scissors and Fosbury flop jump) develop long jump technique develop bull nosed javelin throw refine sprinting technique
	Swimming	<ul style="list-style-type: none"> refine breaststroke arms and legs breaststroke timing – arms, legs and breathing diving from the side surface dives – feet first hand stands in the water
ART AND DESIGN	Painting skills	<ul style="list-style-type: none"> to know how to use a paintbrush correctly to know how to mix secondary colours to understand a colour wheel to know warm and cold colours to present a final outcome to evaluate work
	Medieval portraits	<ul style="list-style-type: none"> to understand the context of portraiture to know the rules of facial proportion to present research about medieval portraits/trip to Ashmolean Museum in a sketchbook to present a final outcome based on the work of medieval portrait artists to reflect and improve work as it progresses
MUSIC	Exploring tonality - pentatonic scales	An exploration of pentatonic scales, culminating in a performance of a piece of music from China, <i>The Last Emperor</i>
	Composing Performing	<ul style="list-style-type: none"> perform simple pentatonic patterns and accompaniments together learn and perform melodic, ostinato and drone parts using a score of <i>The Last Emperor</i>

	Appraising	<ul style="list-style-type: none"> • watch a short ppt presentation about music from China with listening examples and discuss • revise existing treble clef notation knowledge and use this to complete note names on <i>The Last Emperor</i> music score
	Exploring Feelings - creating a mood Composing	An exploration of how music can be used to create a mood, culminating in the composition of a short piece of mood music <ul style="list-style-type: none"> • compose a piece of music to reflect two contrasting moods • use of musical elements to demonstrate understanding to demonstrate understanding
	Performing	<ul style="list-style-type: none"> • group performances of mood music compositions
	Appraising	<ul style="list-style-type: none"> • listen to a short musical clip, describe how it creates different moods and feelings and discuss • revise musical elements – rhythm, pitch, tempo, duration, dynamics, texture, timbre and silence • use of composing boxes to record ideas
MFL	French – numbers and greetings	<ul style="list-style-type: none"> • count to 40 in French • take part in extended conversations to talk about themselves in French • write several sentences about themselves with minimal support
	French – clothing	<ul style="list-style-type: none"> • name 6 items of clothing • name at least 6 colours • use ‘je porte’ to talk about what they are wearing • understand that adjectives normally come after the noun • develop an awareness of adjective agreements • understand the story <i>je m’habille et je te croque</i> • create a comic strip about clothing

Year 4 Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>The Angel Of Nitshill Road</i> – Anne Fine • <i>The Tempest</i> 	
		<ul style="list-style-type: none"> • investigate characters and their motivations • summarise the main events • character study of principle characters 	
	Writing - composition	Narratives <i>Drama scripts</i>	<ul style="list-style-type: none"> • demonstrate empathy for characters • write own play script using correct layout and conventions • compose convincing, dramatic dialogue that reveals characters' emotions and relationships • write detailed and descriptive stage directions in the correct tense and person
		Non-fiction <i>Persuasive writing</i>	<ul style="list-style-type: none"> • use rhetorical devices – rule of three, repetition, rhetorical questioning, statistical evidence – in own writing • use presentational devices – illustrations, captions, headings/subheadings, bullet points, bold text etc. – to organise and enhance persuasive texts • employ emotive language to persuade
		Poetry	
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • recognise and use a variety of tenses consistently and with control • identify and use the possessive apostrophe in their own writing to indicate possession, including with plural nouns • identify and use determiners in sentences • identify and use pronouns in sentences, including possessive pronouns • recognise and understand a greater variety of affixes – what they mean and how they are used • use colons in a play script • use brackets for additional information (e.g. embedded stage directions) • build up awareness of Shakespearean language (e.g. thee, thy etc) 	
	Writing - handwriting and presentation	<ul style="list-style-type: none"> • use appropriate layout and conventions for a play script 	
Speaking and listening	<ul style="list-style-type: none"> • take an active part in role-play, performances, presentations and discussions 		

Compassion Aspiration Respect Endeavour

MATHEMATICS		<ul style="list-style-type: none"> • speak aloud, using intelligible English to an audience
	Number - place value	<ul style="list-style-type: none"> • count in multiples of 6, 7, 8, 25 and 1000 • count backwards through zero to include negative numbers • count up and down in hundredths • describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps
	Number - multiplication and division	<ul style="list-style-type: none"> • recall multiplication and division facts for the 12 times table • describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps • read, write and convert time between analogue and digital 12 and 24-hour clocks
	Number - fractions including decimals	<ul style="list-style-type: none"> • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ • find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • convert between different units of measure • round decimals with one decimal place to the nearest whole number • order and compare numbers with the same number of decimal places up to two decimal places • solve simple measure problems involving fractions and decimals to two decimal places • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
	Measurements	<ul style="list-style-type: none"> • estimate, compare and calculate different measures • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures
	Geometry - properties of shapes	<ul style="list-style-type: none"> • complete a simple symmetric figure with respect to a specific line of symmetry • describe movements between positions as translations of a given unit to the left/right and up/down • describe positions on a 2D grid as coordinates in the first quadrant

		<ul style="list-style-type: none"> • plot specified points and draw sides to complete a given polygon • find the area of rectilinear shapes by counting squares
SCIENCE	Living things and their habitats	<ul style="list-style-type: none"> • recall the 7 life processes • group animals into classes of vertebrates • group animals into classes of invertebrates • use keys to identify living things • collect mini-beasts skillfully • investigate the most suitable habitat for an animal • investigate the human impact on natural habitats
HISTORY	Ancient Egyptians Chronological awareness	<ul style="list-style-type: none"> • place events from Ancient Egypt on a time line • understand and use more complex terms e.g. BC/AD
	Depth and range of historical knowledge	<ul style="list-style-type: none"> • locate Egypt on a map and recognise its famous landmarks • research using a range of sources about life and events in Ancient Egypt (e.g. the river Nile, hieroglyphics, Rosetta stone, pharaohs the way Egypt was ruled, society and its structure, clothing, food, art, entertainment, gods, pyramids, the significance of mummification and the role religion played in Ancient Egyptian lives)
	Understanding historical enquiry	<ul style="list-style-type: none"> • ask a variety of questions to develop knowledge about Ancient Egyptian lives and society • use a range of sources to develop evidence about Ancient Egyptian times
	Understanding historical interpretations	<ul style="list-style-type: none"> • evaluate the usefulness of different sources • investigate and use the evidence available to make an interpretation
GEOGRAPHY	Contrasting UK locality	<ul style="list-style-type: none"> • know about the local area and begin to appreciate the importance of wider geographical places in understanding location • begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments • begin to describe and compare features of different locations and offer explanations for the locations of some of these features • describe the human and physical features of Snowdon • map the height and shape of mountains using contour lines
	Mapping skills – cities and countries	<ul style="list-style-type: none"> • label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them

DIGITAL LITERACY	We are musicians - producing digital music Skills	<ul style="list-style-type: none"> • create a short piece of music • change tempo, pitch and loop a piece of music • understand how to layer digital music
	Knowledge awareness	<ul style="list-style-type: none"> • understand the difference between the melody and bass line • know how digital music is created and edited
	We are photographers: an introduction to digital imaging Skills	<ul style="list-style-type: none"> • take photographs using common framing techniques • upload and organize photographs into folders on the school network • use basic photo editing software on an iPad • carry out basic image functions in various desktop programs (crop/move/resize etc.)
	Knowledge awareness	<ul style="list-style-type: none"> • understand what makes a good photograph • understand how resources can be shared across a network
RELIGION AND PHILOSOPHY	Hinduism - strength	<ul style="list-style-type: none"> • look at different aspects of the religion and how the Hindu community expresses its faith such as the Hindu concept of God, Hindu deities, the story and characteristics of Ganesha, the purpose of the Hindu home shrine and the ways in which Hindus prepare for worship • explore what it means to be a “strong” person in different situations that we may face and how family, friends or religion may support us • set own 4C focus and review progress with pupil feedback • know the difference between statements and questions and respond appropriately • use the 4C thinking skills and use language developed from them
PSHE	Rules	<ul style="list-style-type: none"> • understand why we have rules and laws in our country • explain what democracy is • explain how laws are made and who makes them • know the role that the public have in making laws
	Being healthy	<ul style="list-style-type: none"> • know the benefits of sun exposure and the risks of over-exposure • know the benefits of good sleep and how to form good sleep habits • know how and why to have good personal hygiene • understand the types of loss that can be experienced and how to deal with different types of loss or change (e.g. bereavement/ divorce/ pet dying) • know what constitutes healthy online behaviour
GAMES	Athletics Skill development	<ul style="list-style-type: none"> • improve technique in long jump • develop high jumping skills using either a scissor or Fosbury flop technique

		<ul style="list-style-type: none"> improve the skills for throwing a bull nosed javelin
	Knowledge and understanding	<ul style="list-style-type: none"> know how to start a race understand that you need to finish in the top 2 or 3 to qualify for the final
	Cricket Skill development	<ul style="list-style-type: none"> consistently hit a moving ball using front foot drive begin to develop a hook shot, using a tee and then a bouncing ball further develop seam bowling learn the basic stance for wicket keeping
	Knowledge and understanding	<ul style="list-style-type: none"> know the correct way to field a ball understand the rules for pairs cricket
	Applying tactics	<ul style="list-style-type: none"> make decisions on which end to throw to, to run players out
PE	Swimming	<ul style="list-style-type: none"> refine backstroke arms and legs body position in the water push and glide
	Swimming	<ul style="list-style-type: none"> refine front crawl legs and arms breathing on the front body position in the water on front crawl dolphin leg kick
ART AND DESIGN	Zentangles Op art (Bridget Riley)	<ul style="list-style-type: none"> understand the word contrast and how to create this in art work know what a Zentangle is successfully complete a Zentangle piece of work in black and white develop a Zentangle using colour, taking account complementary colours
	DT packaging	<ul style="list-style-type: none"> design the outside of a box to show contrast and pattern (Zentangles) know what a net is and identify the shapes decorate the net with your original design know how to construct a cube
MUSIC	Exploring keyboards - the overture Composing	An exploration of the keyboard, culminating in a performance of the theme from <i>EastEnders</i>
	Performing	<ul style="list-style-type: none"> learn and perform the melodic and accompaniment lines to the <i>EastEnders</i> theme tune
	Appraising	<ul style="list-style-type: none"> identify note patterns on a keyboard and complete a keyboard chart identify melodic and accompaniment lines using a notated score

	Exploring patterns - minimalism Composing	An exploration of minimalism, culminating in the composition of a piece of music in minimalistic style <ul style="list-style-type: none"> • compose and perform in minimalistic style using simple motifs • show evidence of note addition, note subtraction and retrograde motif patterns
	Performing	<ul style="list-style-type: none"> • perform minimalist compositions
	Appraising	<ul style="list-style-type: none"> • listen to and identify the features of a piece of music in minimalist style • identify a motif • Identify note addition, note subtraction and retrograde motifs from listening examples
MFL	French – countries and languages	<ul style="list-style-type: none"> • learn the names of at least 6 countries in French • say where you are from and which languages you speak • name 6 forms of transport and use the verb ‘aller’ to talk about how you travel • find out how many French speakers there are in the world and where French is spoken • understand that there are different variations of the language, and that some words may have different meanings in other French-speaking countries • choose a French-speaking country and discover key facts about their culture • create a presentation to share your findings with the class