


## Year 4 Curriculum Overview

|  | Spring Term   |  |
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|   | Ancient Greece  |  |
| Experiences/Visitors  | Making Greek flatbreads and Greek salad   | Dance at the Dome<br>World book day library visit<br>Ancient Greek Day<br>Class assembly   |
| Language  | <ul style="list-style-type: none"> <li>English:</li> <li>Reading: VIPERS, Mark of the cyclops: justice, enslaved, lyre, tunic, imposter, burdened, apprentice, politics, quay, caravan, gruesome, noble, divine, perspires, exile, cascade, lavish, coiffure, sanctuary</li> <li>Maths: Addend, subtrahend, factor, product, multiplicative, divisible, commutative</li> <li>Science: Data logger, Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</li> <li>History: Established, Empirical, complex, Parthenon, Columns, Legends, Goddesses, Aristocrat, Mythology, Column,</li> <li>Art/DT: Hygienic, edible, seasonal, harvested, grown, reared, caught, frozen, tinned, processed</li> <li>Music: Instrumental families, instrument, wind, string, percussion, brass, genres, composers</li> <li>Computing: Internet, network, router, security, switch, server, website, web page, web address, web browser, World Wide Web, content, links, files, use</li> <li>PSHE: Displaced. Excluded, Role, Refugee, Discrimination, Persecution, Election</li> <li>PE: Tagging, Backward, Dodging, freeze frames, Starting position, poses</li> <li>RE: ministry, welfare, Old Testament, New Testament, Sermon, Blessing, Beatitudes Forgiveness</li> </ul> | <ul style="list-style-type: none"> <li>English: stanza, alliteration, poetic devices, metaphor, couplet, simile</li> <li>Reading: Mark of the cyclops: offering, silhouetted, oblivion, society, coincidence, livid, awning, papyrus, currying favour, haughty, jovial</li> <li>Maths: difference, adjustment, partition, redistribution, tenths</li> <li>Science: teeth, incisor, canine, molar, premolars, Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, producer, predator, prey, food chain</li> <li>History: Democracy, Philosophy, Empire, Marathon, Olympics, Citizen, Alphabet, Tragedy</li> <li>Art/DT: Textiles Aesthetics, seam, embroidery, running/ back/blanket/cross stitch Mechanisms</li> <li>Linear, rotary, oscillating</li> <li>Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground Representational Natural Swirling Stippled Transparent Horizon</li> <li>Music: octave, melody, solo, ensemble</li> <li>Computing: audio, microphone, speaker, headphones, input device, output device, sound, podcast, trim, align, layer, import, record, playback, selection, load, save, export, MP3</li> <li>PSHE: Cool, Trigger, Regulate, Upstander, United, Jealousy</li> <li>PE: Backhand, Targets, Ready position, Opponent, Rally</li> <li>Shielding ball</li> <li>RE: Lent, Holy Communion, last supper, Holy week, resurrection, disciples, Judas, Suffering crucified</li> </ul> |
| English   | <ul style="list-style-type: none"> <li>Narrative - Theseus and the Minotaur</li> <li>'How to make an Indus Valley clay seal' instructions</li> </ul> <p>5w. I can create detailed settings, characters and plot in my narrative writing using:</p> <ul style="list-style-type: none"> <li><b>expanded noun phrase</b></li> <li><b>adverbials.</b></li> </ul> <p>14b. I know that <b>fronted adverbials</b> are at the start of a sentence and describe where, when and how.</p> <p>15b. I can use <b>co-ordinating conjunctions</b> to join two <b>main clauses</b> together. I know that <b>co-ordinating conjunctions</b> do not begin a sentence. For, and, nor, but, or, yet, so.</p> <p>*14w. I can use <b>fronted adverbials</b> and correctly punctuate it. - e.g. Later that day, As soon as he could., In the winter, Outside my house,</p> <p>18w. I can use <b>adverbs</b> to modify <i>how much or how often</i> - After the trip, I was <u>totally</u> exhausted. We go to the cinema <u>occasionally</u>.</p> <p>2b. I can 'magpie' vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively.</p> <p>3b. I can use paragraphs in my writing, although they may not always elaborate the main</p>                                | <ul style="list-style-type: none"> <li>Greek Poetry</li> </ul> <p>2b. I can 'magpie' vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively.</p> <p>1b. I can increase the legibility, consistency and quality of my handwriting. 10b. I can assess the effectiveness and edit my own and others' writing (after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g., modifying a verb, precise nouns, subject and verb agreement.</p> <p>1w. I can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (fluency)</p> <p>7w. I can participate in discussions about the books and poems that I have read, taking turns and listening to others. (E)</p> <p>8w. I can explain how vocabulary, structure and presentation add to the meaning of a text. (E)</p> <p>9w. I can recognise and discuss different types of poetry e.g., free verse and narrative poetry. (E)</p>  |

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|                | <p>idea.</p> <p>4b. I am beginning to understand the purpose of research.</p> <p>5b. I can use precise nouns in an <b>expanded noun phrase</b> to add detail to my writing (narrative and non-narrative).</p> <p>2w. I can use the structure, vocabulary and grammar of similar writing (narrative and non-narrative / formal and informal) to help me plan and write for a specific audience and purpose.</p>  |   |
| <b>Reading</b> | <p><b>Guided Reading</b><br/>Mark of the cyclops - VIPERS<br/><b>Fluency:</b><br/>Poem: Various poems by Joseph Coelho</p> <p>3b. I can quickly and accurately use a dictionary to check the meaning of words. (V)</p> <p>4b. I can work out what a character in a book is feeling by the actions they take and can explain how I know. (I)</p> <p>5b. I can discuss my predictions about what might happen from clues in the text. (P)</p> <p>6b. I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others, in my own words. (E)</p> <p>7b. I can check what I have read and that I have understood it by telling someone else what has happened. (E)</p> <p>8b. I can show that I enjoy reading lots of different types of books and for different reasons. (E)</p> <p>9b. I can retrieve facts from fiction and non-fiction texts (R)</p> <p>10b. I can ask and answer relevant questions to improve my understanding of a text. (R)</p> <p>11b. I can identify and summarise the main ideas from more than one paragraph. (S)</p>   | <p><b>Guided Reading</b><br/>Mark of the cyclops VIPERS<br/><b>Fluency:</b> A range of poems including:<br/>Poem: King's breakfast - AA Milne<br/>The magic box - Kit Wright<br/>Greek poems - The minotaur and Ode to the Gods</p> <p>1w. I can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (fluency)</p> <p>7w. I can participate in discussions about the books and poems that I have read, taking turns and listening to others. (E)</p> <p>8w. I can explain how vocabulary, structure and presentation add to the meaning of a text. (E)</p> <p>9w. I can recognise and discuss different types of poetry e.g. free verse and narrative poetry. (E)</p>  |
| <b>Maths</b>   | <p><b>Place value:</b><br/>Decimal tenths, hundredths, times tables.</p> <p><b>Multiplication:</b><br/>I can secure my knowledge of the times tables<br/>I can make generalisations and solve multi-step problems within the times tables<br/>. I can make generalisations and solve multi-step problems with the times tables</p>  | <p><b>Multiplication:</b><br/>I can secure my knowledge of the times tables<br/>I can make generalisations and solve multi-step problems within the times tables<br/>I can make generalisations and solve multi-step problems with the times tables<br/>I can secure my understanding of the links between the times table<br/>I can explore the relationship between dividing by 10 and 100<br/>I can use multiplying and dividing by 10 to derive related facts (e.g. <math>3 \times 4 = 12</math> so <math>3 \times 40 = 120</math>). I can use partitioning and the distributive law to solve TO X O and HTO X O<br/>I can use short multiplication (TO X O and HTO X O)<br/>I can understand remainders within the context of division problems<br/>I can understand the links between the dividend, divisor and remainder and use this to solve problems. I can use partitioning to solve TO ÷ O and HTO ÷ O I can use the short division algorithm to solve TO ÷ O and HTO ÷ O</p>   |
| <b>Science</b> | <p><b>States of matter</b><br/><b>Big Question</b> - How do solids, liquids and gases appear in the world around us?<br/><b>States of matter</b></p> <ul style="list-style-type: none"> <li>I know if an object is a solid, liquid or gas</li> <li>I know that some materials change state when they are heated or cooled,</li> </ul> <p>I understand the part played by evaporation and condensation in the water cycle</p> <p>I know the rate of evaporation is affected by temperature</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>measure or research the temperature at which freezing/evaporation happens in degrees Celsius (°C)</li> </ul> <p><b>setting up simple practical enquiries,</b></p> <ul style="list-style-type: none"> <li>comparative and fair tests</li> </ul> <p>Make predictions and give a reason using simple scientific vocabulary.<br/>Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.</p> <ul style="list-style-type: none"> <li><b>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</b></li> </ul> | <p><b>Animals including humans</b><br/><b>Big Question</b> - How do humans and animals eat and get energy?</p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> <p>I can identify the producer, predator and prey in a variety of food chains<br/>I can create a food chain that has a producer, predator and prey. <b>Skills:</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul> <p>Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g., displays, oral or written explanations).</p> <ul style="list-style-type: none"> <li><b>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b></li> </ul> <p>Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries</p> |

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|                          | <p>including thermometers and data loggers</p> <p>Make systematic and careful observations<br/>Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>  |  |
| <b>Geography/History</b> | <p>Ancient Greece<br/><i>Big question: What mattered to the Ancient Greeks? (Discussion around empathy/democracy)</i><br/>Understanding of events, people and changes<br/><b>The liberal Arts</b><br/>-Home Life<br/><b>Myths/Legends Aesop</b><br/>-Parthenon Art/Sculpture<br/>- To understand some of the different technological, scientific, cultural, and aesthetic achievements of Ancient Greece and the influence on the western world.</p> <p><b>Skills:</b><br/>Historical enquiry<br/>To be able to use a range of sources of information to find out answers to questions about the past and begin to select relevant information to support findings.<br/>Select and record relevant information.</p>  | <p>Ancient Greece<br/><i>Big question: Who went to school during the Ancient Greek era?</i><br/>Understanding of events, people and changes<br/><b>The liberal arts</b><br/>-Democracy<br/>-Philosophy<br/>-Empire<br/>Understand the role of women in Ancient Greece and how this compares with today.</p> <ul style="list-style-type: none"> <li><b>Skills:</b><br/>Historical interpretation Develop research skills e.g., library, use of information technology; sequence events or artefacts; use dates related to the passing of time. use discussion, pictures, drama, role play, model making, writing and IT to communicate knowledge and understanding and make comparisons between life now and then.</li> </ul>   |
| <b>DT/Art</b>            | <p><b>Big Question - How are different recipes suited to different groups?</b><br/><b>Technical knowledge</b><br/>How to use learning from science to help design and make products that work.<br/>Understanding, by testing and trying out, which materials have which functional and aesthetic properties.<br/>I know that materials can be joined, combined and mixed to create specific purposes and characteristics.<br/>How to plan and construct a structure out of a malleable material e.g., clay.</p> <p><b>Research</b><br/>Evaluate existing bread products to find out how well products work.<br/>Research to develop design criteria<br/>Gather information about the needs and wants of groups with specific requirements/needs develop designs for purpose<br/><b>Skills: Design</b><br/>Share and improve ideas through group discussion.<br/>Generate realistic ideas, focusing on the needs of the user.</p> <p><b>Plan</b><br/>Explain the skills required for the process and how their choice of tools and equipment will use these skills to make their product</p> <p><b>Make</b><br/>Using appropriate tools and equipment, assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques, including those from art and design, with some accuracy</p> <p><b>Evaluate</b><br/>Using the views of others, develop their own adaptations to improve their product<br/><b>Skill development in:</b></p> | <p><b>Big Question - How can we adapt a recipe to make more/less/cater to allergies?</b><br/><b>Design</b><br/>Share and clarify ideas through discussion.<br/>Model their ideas using prototypes and pattern pieces.</p> <p><b>Plan</b><br/>Explain their choice of materials and components according to functional properties and its aesthetic qualities to appeal</p> <p><b>Make</b><br/>Using appropriate tools and equipment, apply a range of finishing techniques, including those from art and design, with some accuracy.</p> <p><b>Evaluate</b><br/>After testing/using/sharing the finished product, list potential ways it can be adapted for disabilities<br/><b>Skill development in:</b><br/>Embroidery, threading, weaving<br/><b>Tool suggestions (dependent on chosen task):</b><br/>Knitting needles, wool, patterns,</p> |

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|                  | <p>kneading, finishing, measuring</p> <p><b><u>Tool suggestions (dependent on chosen task):</u></b></p> <p>Mixing utensils, weighing scales, oven.</p>   |   |
| <b>Computing</b> | <p><b>BIG QUESTION: What is the internet?</b></p> <ul style="list-style-type: none"> <li>Connecting computers - The internet</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>   | <p><b>BIG QUESTION: How can we record and edit audio digitally?</b></p> <ul style="list-style-type: none"> <li>Creating Media - Audio production</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>  |
| <b>PSHE/RSE</b>  | <p><b>Zones of Regulation,</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying how we feel when in each zone and how we can get back to green</li> <li>Class charter and how to include everybody</li> <li>Respect, Courage, Ambition, Pride</li> </ul> <p><b>New Beginnings</b></p> <p><b>BIG QUESTION: <u>What are my rights and responsibilities in school?</u></b></p> <p>Rights and responsibilities in school, coping with new situations.</p> <p><b>School Values</b></p> <p><b>BIG QUESTION: <u>How can I be a role model to others?</u></b></p> <p><b>Democracy</b></p> <p>UK Parliament Education</p> <p>School council.</p> <p>Human and British Values.</p> <p><b>Global Citizenship</b></p> <p><b>Our City, Our World</b></p> <p><i>B&amp;H PSHE Team Refugee Education</i></p> <p><b>BIG QUESTION: What is a refugee?</b></p> | <p><b>Getting on and falling out (SEAL)</b></p> <p><b>BIG QUESTION: <u>How can I regulate my emotions?</u></b></p> <p>Not losing your cool- regulating your emotions and group work skills.</p> <p>Friendship should make someone feel good and happy.</p> <p>Friendships have ups and downs which can usually be solved.</p> <p><b>Say no to bullying</b></p> <p><b>BIG QUESTION: <u>What is an upstander?</u></b></p> <p>Safely challenge bullying behaviour - being an upstander.</p> <p>Safety network.</p> <p>Anti-bullying week annual theme.</p> <p><b>Money Management</b></p> <p>(taught as part of maths)</p> <p>1 Decision resources available.</p>  |
| <b>Music</b>     | <p><b>Big Question - Why is there so much repetition in this music?</b></p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</p> <p>(Dynamics)</p> <p>To know that an ostinato is a musical pattern that is repeated</p> <p><b>Skills:</b></p> <p><u>Listening</u></p> <p>In can describe musical dimensions (tempo, rhythm and pitch)</p> <p><u>Singing and playing</u></p> <p>I can begin to control my breath when singing</p> <p><u>Composing</u></p> <p>I can describe my work using words to describe dynamics, tempo, rhythm and pitch</p> <p><u>Performing</u></p> <p>I can use crescendo and diminuendo</p> <p><u>Transcribing and using symbols</u></p> <p>I can play and perform melodies following dot notation using a small range</p>   | <p><b>Big Question - What does it mean to play in time?</b></p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>(Duration)</p> <p><b>Skills:</b></p> <p><u>Listening</u></p> <p>I can identify texture, dynamics, tempo, rhythm and pitch in what I hear</p> <p><u>Singing and playing</u></p> <p>I can sing 3 and 4 -part rounds</p> <p><u>Composing</u></p> <p>I can begin to compose short sequences, using notation</p> <p><u>Performing</u></p> <p>I can continue to develop skills using the glockenspiel and play when asked</p> <p><u>Transcribing and using symbols</u></p> <p>I can follow notation when playing the glockenspiel</p> |



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| <b>RE</b>           | <p><b><u>What can we learn from the teachings of Jesus and how do they inspire people?</u></b><br/> <i>To understand how The Bible is divided up. To focus on the New Testament and what Jesus taught.</i><br/> <i>To simply describe some of Jesus' beatitudes.</i><br/> <i>Children reflect on what they are 'thankful' for.</i><br/> <i>To connect these teachings of Jesus particularly his Beatitudes to how it affects how a Christian may live their life.</i><br/> <i>To learn the story of the prodigal son</i><br/> <i>To look at what it means to forgive and reflect on what brings them happiness.</i></p> <p><b>Skills:</b> Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning'<br/> Suggest answers to questions, including their own ideas, about the differences religion makes to life'<br/> 'Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship'</p>  | <p><b><u>What happened at the last supper and what foods are eaten at Easter today?</u></b><br/> <i>To describe the story of Jesus in the wilderness and be able to connect the story to why Christians give up something during lent.</i><br/> <i>To be able to describe the key events of Maundy Thursday and be able to connect these events to how Christians celebrate Holy Communion in church.</i><br/> <i>To know and describe the events of Good Friday and Easter Sunday and be able to ask and answer questions showing an understanding of how Jesus may have felt.</i></p> <p><b>Skills:</b> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship'<br/> 'Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning'<br/> Suggest answers to questions, including their own ideas, about the differences religion makes to life'</p>  |
| <b>PE and Sport</b> | <p>HOW CAN I USE MY BODY TO EVADE AND DODGE OTHERS?<br/> <b>Tag Rugby</b><br/> <b>Know / Understand:</b></p> <ul style="list-style-type: none"> <li>• How to tag other players and the tagging rules</li> <li>• How to evade and dodge taggers</li> <li>• How to hold, pass and catch a rugby ball</li> </ul> <p>How to score a try</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Run past defenders</li> <li>• Handling a rugby ball</li> <li>• Evading tags when attacking</li> <li>• Understanding tagging rules</li> <li>• Closing down the attacker</li> <li>• Introduce simple back-passing</li> </ul> <p>WHAT ARE CANNON AND UNISON FORMATIONS IN A DANCE?<br/> <b>Dance</b><br/> <b>Know / Understand:</b></p> <ul style="list-style-type: none"> <li>• How to use freeze-frames based on a visual stimulus</li> <li>• The term 'slide and roll'</li> <li>• How to use unison and formations in a short dance</li> <li>• How to use a cannon routine and cannon line</li> <li>• How to evaluate their work in a group</li> <li>• How to use different starting positions</li> <li>• Skills: Develop dance freeze frames</li> <li>• Practice and perform a slide and roll</li> <li>• Describe different formations</li> <li>• Use canon technique</li> <li>• Sequence movements and evaluate work</li> <li>• Starting position and poses</li> </ul> | <p>HOW CAN I USE MY BODY AND GRIP TO PLAY FOREHAND AND BACKHAND STROKES?<br/> <b>Tennis</b><br/> <b>Know / Understand:</b></p> <ul style="list-style-type: none"> <li>• How to return to the ready position after each shot</li> <li>• How to hit a forehand more accurately</li> <li>• How to hit a backhand stroke</li> <li>• How to move feet to return the ball</li> <li>• How to score a point in a rally e.g. double bounce / ball hit out / ball hits net</li> </ul> <p>How to work with a partner to score points<br/> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ready position to return the ball</li> <li>• Play forehand shot to targets</li> <li>• Introduce backhand stroke</li> <li>• Moving to return the serve</li> <li>• Working with a partner to score points</li> <li>• Scoring points against an opponent</li> </ul> <p>WHAT ARE GAME-PLAY AND TACTICS?<br/> <b>Handball</b><br/> <b>Know / Understand:</b></p> <ul style="list-style-type: none"> <li>• How to move body to protect the ball</li> <li>• How to use overarm technique to shoot the ball</li> <li>• How to play different roles in attacking play</li> <li>• How to get back quickly into a defensive position <ul style="list-style-type: none"> <li>◦ The technique for the 7-metre throw for power and accuracy</li> <li>◦ <b>Skills:</b></li> </ul> </li> <li>• Protecting or shielding the ball</li> <li>• Basic shooting technique</li> <li>• Building attacking play</li> <li>• Turn on the move</li> <li>• 7-metre throw</li> <li>• Begin to understand game-play</li> </ul> |