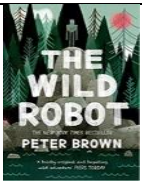
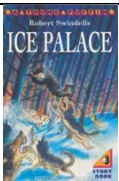



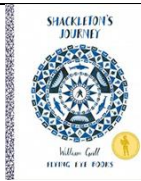
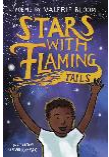


Curriculum Overview: Year 4

|           | Autumn  |   | Spring  |  | Summer  |   |
|-----------|---|---|---|--|---|---|
| Reading   | <br>Wild Robot               | <br>Ice Palace | <br>The Boy at the Back of the Class | <br>The Lost Happy Endings | <br>Arthur and the Golden Rope | <br>Shackleton's journey |
|           | <br>Stars with flaming tails |   |   |  |   |   |
| Writing   | Non-chronological reports, Recounts, Instructions, Letters, Explanation.                                      |   | Non-chronological reports, Recounts, Instructions, Letters, Explanation, Persuasion                                   |  | Non-chronological reports, Recounts, Instructions, Letters, Explanation, Persuasion                               |   |
| Maths     | Place value<br>Addition & subtraction<br>Length & perimeter<br>Multiplication & division                      |   | Multiplication & division<br>Area<br>Fractions<br>Decimals  |  | Decimals<br>Money<br>Time<br>Statistics<br>Properties of shape<br>Position & direction                            |   |
| Science   | Animals including humans  | Living things and their habitats  | Sound   | States of matter   | Electricity   |   |
| Computing | Collaborative learning (Computer systems)   | Further coding with Scratch (Programming)   | Website Design (Creating Media)   | HTML (Skills showcase)   | Computational Thinking (Programming)  | Investigating Weather (Data Handling)   |
| History   | Roman Britain   |   | Anglo-Saxons,   |  | Vikings & Scots   |   |
| Geography | Rainforests   |   | Where does our food come from?  |  | What happens when the land meets the sea?   |   |
| Art       | Drawing; Power Prints   | Painting and mixed media  | Sculpture and 3D; mega materials  |  | Craft and design; Fabric of nature  |   |
| D&T       | Sling shot cars   | Textiles; fastenings  | Structures; Pavilions   | Food; Adapting a recipe  |   | Torches   |
| Music     | Body and tuned percussion   |   | Changes in pitch, tempo and dynamics  |  | Samba and carnival sounds and   | Adapting and transposing motifs   |

|                         |  |  |  |  |   |   |
|-------------------------|--|--|--|--|---|---|
|                         |  |  |  |  | instruments                                 |   |
| MFL                     | Portraits - describing in French                                       | Clothes - getting dressed in France                  | French numbers, calendars and birthdays                | French weather and the water cycle                   | French food - Miam, miam!                   | French and the Eurovision Song Contest      |
| RE                      | What do we know about the Bible and why is it important to Christians? | Why do Christians call Jesus the Light of the World? | What do Christians believe about Jesus?                | Why is Lent such an important period for Christians? | How and why do people show care for others? | Why do people visit Durham Cathedral today? |
| PHSCE/RSE               | Family and relationships   | Health and wellbeing                                 | Health and wellbeing                                   | Safety and the changing body                         | Citizenship                                 | Economic wellbeing                          |
| PE                      | Tag Rugby<br><br>Gymnastics – rolling & travelling low                 | Dance – Romans<br><br>Dodgeball                      | Gymnastics – arching & bridging<br><br>Invasion skills | Handball<br><br>Tennis                               | Cricket<br><br>Basketball                   | Athletics                                   |
| Curriculum Enhancements | Binchester Roman fort  |  | Durham cathedral<br><br>Auckland Project               | Tennis festival                                      | Animex Computing                            | Seaham geography visit                      |