**Stukeley Meadows Primary School**

**Getting our best even better, every single day**  
Be Kind – Work Hard – Aim High

**Key Stage Two Curriculum Overview**

**Year 4**

This document provides an overview of the subjects and topics taught throughout Year 4 across each half term. It identifies the units of learning to be completed in each subject and highlights any key themes or important pieces of information. There should be evidence of progression through learning, and any links between different subjects and units of work should be identified.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Area** | **Autumn Term 1** | **Autumn Term 2** | | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Writing** | **Fiction unit**  **Writing to entertain**  **Text inspiration**: Feast  Children will watch the Disney Short ‘Feast’ and use it to inspire their own piece of writing. They will then create an independent piece of writing telling the story from the point of view of Winston the dog.  **Fiction Unit**  **Writing to entertain**  **Text**: The Iron Man    Children will read the first part of ‘The Iron Man’ and use it to inspire their own piece of writing. Their independent write will involve them designing their own alien to base a similar story around. | **Non-Fiction Unit**  **Writing to inform**  **Text**: Diary of Illiona    This unit of work will tie into the children’s History learning about the Roman Empire. The children will look at the story of a Roman Slave and use this to influence their own Non-Fiction writing by creating a diary entry of a person attending a gladiator fight and the amphitheatre.  **Non-Fiction Unit**  **Writing to persuade**  **Text**: Stroodles    Stroodles will be used as an example for writing to persuade. The children will look at various advertisements and look at different features including: hook questions, call to action and act now. | | **Writing to inform**  **Text:** Real-life mysteries  Children write a newspaper article collaboratively on an event from the text ‘Real-life mysteries’ and then independently on a separate event.    **Writing to persuade**  **Texts:** Take A Bite  Africa, Amazing Africa  The Big Book of the UK  India, Incredible India    Children write a travel leaflet for an imaginary location. | **Writing to entertain**  **Narrative**  **Text:** Leon and the place between    **Poetry**  **Haiku**  **Text:** The Works | **Writing to persuade**  **Letters**  **Text**: Malalah’s magic pencil    **Writing to Inform**  **Non-chronological report** | **Poetry**  **Take one poet: Valerie Bloom**    **Writing to Entertain**  **Narrative**  **Text:** The Girl Who Stole An Elephant    **Poetry: Free Verse**  **Text:**  Marshmallow Clouds |
| **Reading** | **Text**: Kaspar the Prince of Cats  **Author**: Michael Morpurgo | | **Text**: Knights and Bikes  **Author**: Gabrielle Kent | **Text:** Land of Roar  **Author**: Jenny McLachlan    **Read for pleasure**: The Wild Robot | **Text:** Varjak Paw  **Author:** EF Said | **Text**: The Girl Who Stole an Elephant  **Author:** Nizrana Farook    **Read for pleasure:** The Miraculous Journey of Edward Tulane | **Text:** Boy at the Back of the Class  **Author:** Onjali Q Rauf |
| Maths | **Place Value**  Children will recognise the place value of each digit in four-digit numbers and be able to partition these where needed. Children will be introduced to Roman Numerals.  **Addition and Subtraction**  Children will learn to add and subtract 4 digit numbers efficiently with and without making an exchange. | **Area**  Children will learn to calculate the area of a shape and compare the area of different shapes.  **Multiplication and Division**  Children will learn to multiply by 3, 6, 9, 7, 11, 12, 1 and 0. They will practice dividing a number by 1 and itself and multiplying three numbers. | | **Multiplication and Division B**  Children will begin to learn about factors and factor pairs. They will practice multiplying and dividing by 10, 100 and learn related facts to support them with efficient multiplication.  **Length and Perimeter**  Children will learn how to calculate the perimeter of rectilinear shapes and polygons and identify missing lengths. Children will use the units of measurement cm, m and km. | **Fractions**  In this unit, children will begin to convert mixed number and improper fractions commutatively. They will learn how to add and subtract two or more fractions from mixed numbers and whole amounts.  **Decimals A**  In this unit we will begin learning about tenths as decimals and linking back to our learning on fractions. Will we start to consider what happens if we divide a 1 or 2 digit number by 10 or 100. | **Decimals B**  As we continue our learning of decimals, we will begin to practice partitioning, comparing, ordering, rounding and making a whole with decimals.  **Money**  In this short unit of work we will consider how we use decimals when working with money. Children will practice converting between pounds and pence and comparing, estimating and calculating with money.  **Time**  This unit will involve retrieval from previous years as we think about days, weeks, months and year. The children will look at the differences between analogue and dialogue clocks and begin to convert between 12 and 24 hour clocks. | **Shape**  Children will begin the unit by comparing, ordering and identifying angles. We will then learn about triangles, quadrilaterals, polygons and lines of symmetry.  **Statistics**  In this unit the children will learn how to draw and interpret data from line graphs and charts.  **Position and Direction**  In the final unit of the year, the children will draw on information previous learnt to help them plot and position coordinates and use grids to draw shapes and translate. |
| Science | **Group and Classify Living things**  Children will learn about the groups we may classify living things into, including mammals, fish, birds, reptiles and amphibians. They will learn the difference between vertebrates and invertebrates and understand what an exo-skeleton is.  They will begin to group and classify plants into flowering, non-flowering and use classification keys to demonstrate this. | **States of Matter**  Children will learn the 3 states of matter: solid, liquid and gas. They will learn about the water cycle and the stages that water passes through: evaporation, condensation, precipitation and collection.  Children will also learn about changing states of matter by freezing, boiling and melting. | | **Sound**  Children will learn about the parts of the ear and how these help us hear. They will look at sound waves and how these look different with varying pitch and volume. Children will learn how to measure volume and the equipment needed to do so. | **Electricity**  In this unit, children will learn to identify different objects that use electricity to function. They will learn about conductors and insulators and build and draw circuits.  **Energy**  In this short sustainability unit, children will begin to learn about energy usage and question how they can reduce the energy they use. | **Habitats**  This unit draws on knowledge learnt in previous years as we further develop out knowledge of habitats and the classification of animals and plants. | **The Digestive System**  This unit will link effectively to our writing unit ‘the gut garden’. The children will be learning about their teeth and how to prevent decay.  **Food Chains**  This unit of learning will tie in to previous years, as the children will learn about what a food chain is, and practice drawing and interpreting food chains. |
| History |  | **Roman Invasion**  Children will learn who the Romans were and where they originated from. They will learn about how and why they invaded Britain and the different battle tactics that helped them succeed. A focus will be made on Boudicca and her role in the Romans conquering Britain. Children will also learn how the Romans have influenced life in Britain today. | |  | **Anglo Saxons and Vikings.**  In this History unit we will learn about who the Vikings were, where they originated from and how they came to be in Britain. We will consider and discuss the overlap of Vikings and Anglo-Saxons. |  | **Normans**  We look at the Norman Conquest and the changes that the Normans brought to Britain.  At the beginning of our unit, we look at the pretenders to the throne and the famous Battle of Hastings, which decided the next king.  We also find out more about the castles that William built and the Feudal system, used to keep control of the people. |
| Geography | **Europe**  Children will learn about some of the larger countries in Europe including their capitals. They will identify 3 of the largest mountains and rivers in Europe and their features. They will focus on two cities in Europe (London and Paris) and compare the human and physical features. |  | | **Rivers**  Children will strengthen their knowledge on the water cycle as they learn about the role it plays in rivers. They will learn about some of the rivers in the UK and track them from source to mouth as well as looking at the course of a river. Children will begin to question why people live around rivers and track this back to ancient civilisations. They will look specifically at the Great River Ouse and how flooding can have an impact on livelihoods. |  | **Italy**  In this unit, the children will learn about the human and physical features of Italy that make the country a popular destination. They will learn about Pompeii and the eruption of Mount Vesuvius. They will focus on learning about Rome, Venice, Pisa and Florence. This unit is a nice follow on from our History unit about ‘The Romans’. |  |
| Computing | **Programming – Repetition in shapes**  Children will learn about how algorithms allow us to communicate with a computer. They will use turtle academy to practice creating instructions resulting in shapes or images. | **Computing Systems and Networks – The Internet**  Children appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. | | **Creating Media – Photo Editing**  In this unit of learning, the children begin looking at how photos can be edited and learn key skills such as: crop, rotate and edit and colour. | **Programming B – repetition in games**  Children explore the concept of repetition in programming using the Scratch environment. They look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. | **Data and information – Data logging**  Children consider how and why data is collected over time. They collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. | **Creating media – audio production**  Children identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. |
| Art | **Collage and Cut out**  The children will look at a range of artists, specifically at their collage –cut outs. Artists will include Hannah Hock, Peter Blake and David Hockney. The children will think be introduced to the use of appropriation, where pre-existing works will be borrowed and re-imagined. | **Drawing**  To learn about great artists in history.  To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.  They will also improve mastery of drawing techniques, with a range of materials. | | **Sculpture**  Students will learn about classic Greek and Roman sculpture linking to Michelangelo's Davis and Marc Quinn’s Portrait of Alison Lapper- Students will learn about the use of a sketchbook in planning artworks and will be asked to plan a sculpture about strength and give their work a title. | **Landscape Painting**  Landscape painting. Look at other artists’ work and experiment with watercolour. Create an independent watercolour painting using colour mixing, tints, tones and shades. | **Illustration**  This unit is a refreshing look at the everyday experience of seeing the great illustrations in the books we read. The children will make their own storybook, learning from the inspirational figures such as Maurice Sendak, Quentin Blake and Studio Ghibli. | **Self-lead learning**  A great chance for the children to review their work across the year and make their own choices about planning and creating their own self-directed artworks. |
| Design and Technology |  | **Mechanical systems**  Making and designing mechanical cars that use different methods of movement or creating and developing a car with a working slingshot mechanism. | |  | **Electrical systems**  **Designing a torch.**  This unit will link with our science unit on electricity. Having identified the importance of electrical products, the children will learn how to make a working switch, and by identifying the features of a torch, design and create a functioning torch. |  | **Digital word**: Looking at traditional timers, the children will understand how micro-bit features could be used as part of a design idea. Through research and discussion, they will evaluate the appeal of the virtual micro: bit timer. They will also look at the importance of logos to a successful company |
| PSHE | **Setting Ground rules**  A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons  **Families and Relationships**  In this unit, the children will learn about:   * that families are varied and differences must be respected; * understanding physical and emotional boundaries in friendships; * exploring: the roles of bully, victim and bystander; * how behaviour affects others; * manners in different situations and learning about bereavement | **Health and Wellbeing**  In this unit, the children will learn about:   * Developing emotional maturity * learning that we experience a range of emotions and are responsible for these * appreciating the emotions of others * developing a growth mind-set * identifying calming and relaxing activities * developing independence in dental hygiene | | **Safety and the changing body**  In this unit, the children will learn about:   * Building awareness of online safety and the benefits and risks of sharing information online * identifying the difference between private and public * age restrictions * exploring the physical and emotional changes in puberty * the risks associated with tobacco * knowing how to help someone with asthma | **Citizenship**  In this unit, the children will learn about:   * Learning about Human rights and caring for the environment * exploring the role of groups within the local community and appreciating community diversity * looking at the role of local government | **Economic Wellbeing**  In this unit, the children will learn about:   * Exploring choices associated with looking after money * what makes something good value for money * stereotypes in the workplace * career changes and what influences career choices. | **Transitions**  Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings |
| RE | **Beliefs, Customs and Practices.**  Hinduism  In this unit, children will explore the different Hindu Gods and their roles in the Hindu religion. We will study different traditions and practices in Hinduism and discover the Hindu place of worship. |  | | **Different denominations of Christianity**  Catholic  Protestant  Mormon  Baptists  Quaker |  | **Easy questions difficult answers:** How should we treat our enemies – can kindness really change the world? |  |
| Music | **Singing**  Children will practice and learn a variety of songs including: We will rock you and rocking all over the world. | **Body Percussion**  Children will do a variety of performances practicing various ways of creating body percussion. | | **Stick Drumming**  Children will use body percussion to recognise the beat of a song and then apply this using drum sticks to follow a routine. | **Percussion**  Cups. Children will use cups to perform various percussion routines to popular music. |  | **Rhythm and**  **Percussion** |
| PE | **Teamwork & Communication**  (First two lessons)  **Tennis**  1.Striking  2.Returning  3.Serving  4.Rally  5.Matches | **Hockey**  1.Dribbling 2.Passing/Dribbling 3.Shooting/Pass & Shoot Dribble & Shoot 4.Tackling  5.Matches (1v1,2v2,3v3, 5 aside | | **Football**  1.Dribbling 2.Passing/Dribbling 3.Shooting/Pass & Shoot Dribble & Shoot 4.Tackling  5.Matches (1v1,2v2,3v3, 5 aside)  **Indoor PE: Dance**  Children will create a dance to represent the Water Cycle. They will learn many techniques including: canon, unison, locomotor and non-locomotor movements. | **Netball**  1.3 different passes 2.Pass and move 3.Shooting (Pass & shoot) 4.Possession/interception 5.Matches (small sides or high5 rules with positions) | **Cricket**  1.Striking  2.Fielding 3.Throw&Catch 4.Bowling  5.Matches  **Swimming**  In Year 4 children will go swimming once a week for a half term period (6 weeks). They will learn front crawl, breast stroke and back stroke. | **Athletics**  1.Accuracy throw 2.Long Distance throw  3.Sprinting  4.Middle distance run  5.Relay Races 6.Jumping |
| French | Phonics and pronunciation lesson 1  Classroom instructions  Presenting myself  26th September – European Day of Languages | My family  Extra: Merry Christmas (lesson 2) | | In the classroom | Clothes  Cultural lesson 3 – April Fool’s Day | At the tearoom | Goldilocks and the 3 bears |
| Cultural Capital |  | -Parents invited into class   - Roman Day  -Christmas Carol Singing in Town  - Christmas carol singing at the Coneygear Centre  -Visit from Anglian Water about the Water cycle | | -Parents invited into class  - Bikeability  -Trip to West Stow – linked to History learning | -World Book Day (come to school as your favourite book character)  -Parents invited into class  -Pancake Races in the town square | -Parents invited into class  -Weekly Swimming Lessons at One Leisure | -Parents invited into class  -Sports day  -Hinchingbrooke Park ‘Habitats’ trips |