

Year 4 overview 2023-24

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum theme weeks | | | Enterprise project | | | |
| School values project | | | Homelessness - Shelter | | | |
| Whole class reading | Various poetry texts Author - Michael Rosen and others Genre: poetry | Text: The Shaman's Apprentice Author: Lynne Cherry Genre: Fiction Rainforest animal texts | Text: The Invisible Author: Tom Percival Genre: Fiction Britain in the past - Romans texts | Text: Anglo-Saxon texts Genre: Non-fiction | Text: Iron Man Author: Ted Hughes Genre: Fiction The Boy who harnessed the wind | Text: Bill's new frock Author: Anne Fine Genre: Fiction |
| Class novel | Text: The Golden Horseman of Baghdad Author: Saviour Pirotta Genre: Fiction | Text: Cloudbusting Author: Malorie Blackman Genre: Poetry | Text: Mr Gum Author: Andy Stanton Genre: Fiction | Text: How to train your dragon Author: Cressida Cowell Genre: Fiction | Text: The Witches Author: Roald Dahl Genre: Fiction | Text: Anisha - accidental detective Author: Serena Patel Genre: Fiction |
| Writing | KPI text: | KPI text: Becoming an artist | KPI text: The Barnabus | KPI text: Arthur and the | KPI text: Charlotte's Web - | KPI text: Ada Lovelace - poet of Science |

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| | <p>Listen - How Evelyn Glennie, a deaf girl, changed percussion</p> <p><u>Main writing unit</u></p> <p>Character description - describe the character from the story</p> <p>Writing context: Science - sound</p> <p>Writing purposes: Entertain</p> | <p>(animation of a book) - Yayoi Kusama</p> <p><u>Main writing unit</u></p> <p>Storytelling</p> <p>Writing context: Storytelling through drawing (Art)</p> <p>Writing purposes: Entertain</p> | <p>Project - The Fan Brothers</p> <p><u>Main writing unit</u></p> <p>Animal fact-file - design an animal (?) and write a non-chron report about it</p> <p>Writing context: Living things and the environment (Science)</p> <p>Writing purposes: Inform</p> <p>Text/stimulus: National Geographic</p> | <p>golden rope - Joe Todd-Stanton</p> <p><u>Main writing unit</u></p> <p>Little Viking Band - Viking narrative</p> <p>Writing context: Vikings (History)</p> <p>Writing purposes: Entertain</p> <p>Text/ stimulus: Little Viking Band - myth</p> | <p>EB White</p> <p><u>Main writing unit</u></p> <p>Advert - HIIT or mental health (leaflet)</p> <p>Writing context: Skeletons, muscles & nutrition (Science), Healthy eating (DT) & persuasion (oracy challenge)</p> <p>Writing purposes: Persuade</p> | <p><u>Main writing unit</u></p> <p>Inventor - Design your own inventor</p> <p>Writing context: Electricity (Science) & Internet (Computing)</p> <p>Writing purposes: Inform</p> |
| Spelling | <p>Y3/4 statutory words Contractions</p> <p>Plurals</p> <p>Adding -es to nouns and verbs ending in -y</p> | <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /I/ sound spelt y elsewhere than at</p> | <p>The suffix -ous</p> <p>Endings spelt -tion, -sion, -ssion, -cian</p> <p>Words spelt ch</p> | <p>Retrieval of Autumn 1</p> | <p>Retrieval of Autumn 1 and 2</p> | <p>Retrieval of Autumn 1,2 and Spring 1</p> |

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| | <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>The possessive apostrophe (singular nouns)</p> <p>Possessive apostrophe with plural words</p> <p>Add -y to words</p> <p>Prefixes/suffixes</p> <p>Double consonant</p> | <p>the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>More prefixes</p> <p>The suffix -ation</p> <p>The suffix -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ eg pleasure</p> <p>Endings which sound like /ʒən/ eg confusion</p> | <p>Words spelt ch</p> <p>Words spelt - gue and the /k/ sound spelt -que</p> <p>Words spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p> | | | |
| Oracy challenges | <p>Oracy challenge 1 Perform their rap - Stop!</p> | | <p>Oracy challenge 2 Just a minute poetry competition</p> | | <p>Oracy Challenge 3 Record and present an advert (HIIT or smoothie)</p> | |
| Maths | <p>Place Value</p> | <p>Measurement - Area</p> | <p>Multiplication and Division</p> | <p>Length and Perimeter Fractions</p> | <p>Money Time Shape</p> | <p>Statistics Position and Direction</p> |

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| | Addition and Subtraction | Multiplication and Division | | Decimals | | |
| Science | Sound | States of matter (link to geog) | Living things and environments | Living things and environments | Skeletons, muscles and nutrition | Electricity |
| Geography | Trade in Europe and the UK Fieldwork: Fair trade | Water cycle | Revisiting trade routes and resources | Longitude and latitude | Revisiting trade routes and resources | Climate Zones |
| History | Early-Islamic Civilisation- Baghdad | | Celts and Romans | Anglo-Saxons, Vikings and Scots | Anglo-Saxons, Vikings and Scots | |
| RE Islam | What do people believe about God? | Sacred texts stories | Inspirational people and Hajj | Places of worship | Why do people pray? | Why are festivals important? (Eid) |
| PSHE | <u>Friendship</u> Are all friends the same? Are friendships always fun? | <u>Mental health</u> Are we happy all the time? Does everybody have the same feelings? How do our brains work? | <u>Online safety</u> Personal information Digital media Verifying content | <u>Community</u> How can we help people around us? Where do you feel like you belong? | <u>Family</u> Are boys and girls the same? | <u>Physical health</u> How do I stop getting ill? How can I stay fit and healthy? What are body parts? (SRHE) |

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| | | How do I use my brain to focus my attention and calm down? | | | | What is menstruation? (optional session) |
| PE | Circus Skills | Hockey | Dance | Gymnastics | Basketball | Cricket |
| | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| Music | Stop! Rap | | Mamma Mia Pop - Abba | | Glockenspiel Stage 2 | |
| Computing Ongoing Internet safety | Computing systems and networks - The internet | | Data and information: data logging : | | Internet safety Context: Privacy & communication on the internet | Programming through Rodocodo |
| Art Artists | MAKING: MODELLING - (Decorative clay pots) | DRAWING (Story telling through drawing) Link to writing? Laura Carlin, Shaun Tan | | PAINTING (Exploring still life) Link to Science - living things Paul Cezanne, Hilary Pecis and Nicole Dyer. | | MAKING : CONSTRUCTING - (Card sculptures) |

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| DT | | | Shell Structures Context: Celtic roundhouses? | | Healthy and varied Diet: DT Food Context: Smoothies | Simple Circuits and Switches Context: Dioramas with electrical circuits to sell at Summer Fayre |
| Spanish | Describe what pets you have/have not got Name animals. Name colours. Ask what colour you would like. | | Months of the year. Numbers 13-31 Ask when someone's birthday is and wish them a happy birthday. | | Name the days of the week. Know how to say the date. Ask what the weather is like and respond. | |
| Enrichment experiences | Y4 pop-up art gallery - clay pots Rap performances - recording and sharing Geography fieldwork - local businesses | | | | | |