Curriculum Overview- Year 4

** Questions to link learning to British Values**

LITERACY					
AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
How to Train Your Dragon FANTASY Focus: style & characters Task: explore plot, setting & style. Study pronouns, dialogue punctuation and adverbials. Write a new chapter. **Was it Better Now?** BIOGRAPHIES Focus: inventors Task: discuss inventions and explore biography, study verbs, perfect form, and adverbs; write an autobiography. **Poetry-** **Raining Cats and Dogs** Focus: form, structure and language in poems Task: investigate form and language and make comparisons. Write a poem from the point of view of a pet.	**Aesop's Fables** TRADITIONAL TALES AND FABLES Focus: read, re-tell & understand fables Task: explore dialogue through drama, debate moral messages and write letters using extended sentences. **Poetry-** POETIC LANGUAGE Focus: poetry using imagery Task: explore how poems use simile and metaphor to create powerful images. INSTRUCTIONS AND EXPLANATIONS Focus: features of instructions Task: study possessive apostrophes and pronouns. Invent and introduce an art machine.	**Save the Rainforests!** PERSUASIVE WRITING Focus: persuasive text structure Task: expand noun phrases and revise possessive apostrophes. **Wolves** REPORTS Focus: compare fiction & non-fiction Task: look at features of non-chronological reports. Use adverbs, prepositions and conjunctions of time/cause. Produce reports.	**Rainforest Stories** STORIES THAT RAISE ISSUES Focus: read and discuss Task: explore issues confronting indigenous peoples and the environment. Create own stories and learn to correctly use the perfect form and paragraphs. **Legends of the Sea** MYTHS AND LEGENDS Focus: reading tales Task: use higher level reading skills and write own sea myths. Set out and punctuate dialogue and use paragraphs.	**Animals in Captivity** PERSUASION Focus: issues around zoos Task: study adverbials and expanded noun phrases. **Stories from other cultures** STORIES ON A THEME Focus: introducing African stories Task: write Ananse stories using extended sentences.	**Narratives of Liberation** REPORTS Focus: write a short recount Task: explore using biographies from civil rights movements. Use dialogue punctuation, apostrophes and paragraphs. **Poetry-** **Odes and Insults** Focus: language of impact Task: explore odes and powerful types of imagery, such as simile, metaphor and hyperbole. Learn about pronouns and determiners.

Mehria Primary School

MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Place Value Identify, represent and estimate numbers using different representations. Count in multiples of 6, 7, 9, 25 and 1,000. Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). Find 1,000 more or less than a given number. Order and compare numbers beyond 1,000. 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. Round any number to the nearest 10, 100 or 1,000. **Addition and Subtraction** Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to a calculation.	**Area** Find the area of rectilinear shapes by counting squares. **Multiplication and Division (Part 1)** Recall multiplication and division facts for multiplication tables up to 12 × 12. Recognise and use factor pairs and commutativity in mental calculations. Count in multiples of 6, 7, 9, 25 and 1,000. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three number. **Consolidation**	**Multiplication and Division (part 2)** Recognise and use factor pairs and commutativity in mental calculations. Recall multiplication and division facts for multiplication tables up to 12 × 12. Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects. Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. **Length and perimeter** Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. Convert between different units of measure [for example, kilometre to metre; hour to minute]. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	**Fractions** Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. **Decimals (Part 1)** Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to 2 decimal places. Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	**Decimals (Part 2)** Recognise and write decimal equivalents of any number of tenths or hundredths. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. hundredths Round decimals with 1 decimal place to the nearest whole number. Recognise and write decimal equivalents to ¼ ,¼ and ¾. **Money** Estimate, compare and calculate different measures, including money in pounds and pence. **Time** Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. Read, write and convert time between analogue and digital 12- and 24-hour clocks.	**Shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Statistics** 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. **Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/right and up/down.

SCIENCE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Group and classify living things Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **States of matter** Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		**Sound** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases **Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. **Energy** Learn the different ways in which electricity is generated and the way it is used in their daily lives. Consider devices that are battery powered and mains-operated, both at home and in school.		**Habitats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things **Deforestation** Define deforestation as the chopping down and removal of trees from a wood or forest. Explore why humans cut down large areas of forest and the impact this has on the plants and animals in these areas. **The digestive system** Comparing the teeth of carnivores and herbivores and suggesting reasons for differences (non-statutory. Identify the different types of teeth in humans and their simple functions. Describe the simple functions of the basic parts of the digestive system in humans. **Food chains** Construct and interpret a variety of food chains, identifying producers, predators and prey.	

PSHE/RHE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
VIPs **(Relationships)** Pupils learn: •to look at friendships, how friendships are formed and maintained, and the qualities of a good friend •to move on to disputes and bullying and will address strategies for coping with each of these		**One World** **(Living in the Wider World)** Pupils learn: •the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries •to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. •about climate change and its effects, fair trading practices and organisations that help people like Chiwa •about how to be a good global citizen		**Money Matters** **(Living in the Wider World)** Pupils learn: •how we spend money, why people might need to borrow money and the consequences of this •how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending •to consider what influences their spending and how we can keep track of what we spend.	
Safety First **(Health and Wellbeing)** Pupils learn •about the decisions they make and how they can stand up to peer pressure in a range of situations •everyday risks, hazards and dangers and what to do in risky or dangerous situations •road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol •first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.		**Digital Wellbeing** **(Relationships)** Pupils learn: • what we use the Internet for and the benefits and risks of online activities • about screen time and getting a healthy balance between online and offline activities • about pressures and challenges that are often associated with social media		**Growing Up** **(Health and Wellbeing)** Pupils learn: •how the human body grows and change •about different relationships and family structures	

HISTORY

AUTUMN	SPRING	SUMMER
Anglo-Saxons and Scots Discover the invasions of the Scots and Anglo-Saxons in the 5th Century. Find out where the invading troops came from and where in Britain they managed to settle and investigate how life in Britain changed as a result. Learn about how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, examining and analysing artefacts from the period and drawing conclusions. Learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. **Who was here before me? Romans, Anglo-Saxons Victorians. How did their beliefs differ from us today? How did the law and life differ?**	**Stone Age to Iron Age** Learn prehistory is the time before written records began and the evidence left behind has been studied by archaeologists. Learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. Explore key substantive concepts such as settlement, migration, tribe and technology.	**The Romans** Learn about the impact the Roman empire had on life in Britain. Discover the spread of the Roman empire, the invasion of Britain and the eventual conquest. Explore the Romanisation of Britain, such as the building of Roman roads and bathhouses. Learn about the British resistance of Boudicca and role play to look at the events of Boudicca's rebellion from different perspectives. Investigate Hadrian's Wall, examining how, where and why it was built. Learn about the different features of the wall and use maps to determine its location.

GEOGRAPHY

AUTUMN	SPRING	SUMMER
All Around the World Explore where the countries of the world are located, and some of the ways geographers describe locations. Learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones. ** Where is Britain in relation to the rest of Europe and other countries in the world?**	**The Water Cycle** Learn about the water cycle and explore the processes of evaporation and condensation through a range of practical activities. Learn how water can be a finite resource, discover the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.	**What's It Like in Sheffield?** Learn about the physical geography of Sheffield, including its many hills and its proximity to the Peak District National Park. Using maps, atlases and digital maps to explore the city and find out about what the land is used for and what there is to do in Sheffield. Compare Sheffield with the local area, with the opportunity for children to produce a written report.

THEMED WEEKS/VISITS					
Black History Month **How did Martin Luther King change history?** **School Council Election**	**Anti-Bullying Week** **Enrichment Day: Science & Technology**	**RAF Museum Visit** **Metro Bank Money Zone Session**	**World Book Day**	**Ramadan/Eid**	**End of Year awards Ceremony** **Sports Day** **End of Year Trip**

PE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1sthalf	2nd half
Tag Rugby • To develop and understand the rules and players' positions in greater depth • To be able to apply all the knowledge and tactics gained in a Tag Rugby match/tournament • To discuss and understand the rules of a tag rugby game • To create and explore new ways/strategies of how to evade opponents in order to score a try Circuit Training • To develop an understanding of why a healthy lifestyle is important • To assess and measure students' fitness levels • To understand the different muscles utilised during circuit training sessions	**Football** • To develop further understanding of how to evade the opposing team • To discuss and understand how to handle pressure from the opposing team • To use ABC (agility, balance, co-ordination) techniques to keep control of the ball in a match situation • To be able to apply all the skills/tactics learnt so far in a game situation	**Netball** • To understand and demonstrate the five different passes (chest pass, bounce pass, lob, shoulder pass and overhead pass) • To develop basic shooting techniques • To develop and apply different evasive techniques in order to keep possession of the ball • To develop and apply different strategies for intercepting the opposing team • To apply knowledge and skills in a small match	**Athletics** • To develop and maintain a certain running pace for different distances • Develop throwing with power and accuracy • To understand how to be safe when throwing an object • To help develop specific footwork for each event • To understand and develop which technique is the most effective for jumping over a distance • To demonstrate all the skills learnt in a competitive situation **OAA** • To develop and demonstrate basic map reading skills in order to move from point A to point B • To develop how to use a compass in order to navigate • To develop the basic techniques of how to draw a map with landmarks • Demonstrate good communication and teamwork skills • To demonstrate the basic cross-curricular links in using compasses and coordinates	**Cricket** • To develop and demonstrate the different types of throwing techniques whilst fielding • To use ABC (agility, balance, co-ordination) to move into a good position in order to receive the ball with accuracy • To develop fielding skills and understand their importance when playing a game • To practise and develop hand-eye co-ordination in order to strike a moving and a stationary ball • To play a game of cricket and demonstrate good sporting behaviour Swimming	**Tennis** • To develop and accurately demonstrate an underarm serve • To develop and understand the basic rules of tennis • To explore how to start a rally with a partner • To develop and understand how to get the ball into play • To apply skills learnt in a mini tennis game Preparation for sports day will also be incorporated into this half term.

ART

1st half	2nd half	1st half	2nd half	1st half	2nd half

Insects

Using pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills.
Will have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.

British Art

Using a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills.
Will have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.

Fruit and Vegetables

Using pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills.
Will have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio

COMPUTING					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Word Processing Learn word processing and text formatting skills. Learn about formatting images and organising content into an effective layout.	**Online Safety** Learn about how to prevent and deal with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen.	**Scratch: Questions and Quizzes** Enhancing on earlier unit of programming Scratch on a computer/tablet or Pyonkee with iPads. Discover the wider programming skills of solving problems, testing, debugging, improving and evaluating.	**Communication and Collaboration** Gain an understanding of the difference between online and offline communication. Explore online communication in detail, as well as looking at the positives and negatives of different online communication methods.	**Programming Turtle Logo** Learn how to create an algorithm to program a procedure. Explore the basic commands and how to repeat alongside a variable.	**Using and Applying Skills** This end of year Computing project provides the opportunity to use and apply the skills they have developed throughout the year.

TAJWEED		
Memorisation: Aim for the end of the year is for all students to be able to memorise Surah Rahmān and revision of all previous surah's. Qā'idah: Aim for the end of the year is for all students to be able to identify the Arabic alphabet in isolated **and** joint forms, apply harakāt, stretches, sukoon and shaddah, madd & special cases (L9 Safar) correctly. They should also be able to apply the stopping rules correctly (L11), identify stopping symbols (L12) and be able to read a whole ayah fluently without stopping in between.		
AUTUMN	**SPRING**	**SUMMER**
Memorisation: Surah Rahmān V1-26, revision of all surah's. Recap Qā'idah: Arabic letters in isolated forms, joint forms (beginning, middle and end), harakāt (vowels L5), stretches (L6). New Qā'idah learning: Sukoon (L7), shaddah (L7) revision of all concepts.	Memorisation: Surah Rahmān V27-52, revision of all surah's. Recap Qā'idah: Harakāt (vowels L5), stretches (L6), sukoon (L7), shaddah (L7) New Qā'idah learning: Madd (L8), Special Cases (L9), revision of all concepts.	Memorisation: Surah Rahmān V53-78, revision of all previous surah's. Recap Qā'idah: Stretches (L6), sukoon (L7), shaddah (L7), Madd (L8), Special Cases (L9) New Qā'idah learning: Stopping rules (L11), Stopping symbols (L12), Building fluency (L10 and L13) and re-vision of all previous concepts.