**Year 4 Curriculum Overview**

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| **Year 4** | | **Autumn** | **Spring** | **Summer** |
| **Reading** | **Word reading** | NC Appendix 1 (NC p 35) | | |
| **Comprehension** | Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non fiction texts and  reference books / text books and dictionaries (NC p 35/36) | | |
| **Writing** | **Transcription** | Spelling programme (NC Appendix 1)  No Nonsense Spelling | | |
| **Composition** | Writing: narrative and non-narrative (NC p 39) | | |
| **VGP** | NC appendix 2 | | |
| **Speaking and Listening** | | 12 statutory statements (NC p17) | | |
| **Maths** | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages),  Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| **Science** | | In a State (solids, liquids and gases)  Good vibrations (sound) | Who am I? (classification)  Human Impact (changes of state, evaporation, condensation) | Switched on (electricity)  Where does all the food go? (digestion) |
| **History** | | Anglo Saxons and Vikings | 1066 and the Normans | Shang Dynasty |
| **Geography** | | * + Settlements | The Blue Planet | Russia (Energy) |
| **Art and Design** | | Observational drawing (Artist - MC Escher)  Structures and shape  Simple perspective | Viking Textiles (Artist – Historic examples)  Weaving focus  Look at how fabrics are made  Basic weaving skills  Group complementary colours | Statues – Shang Dynasty (Artist- Historic examples)  Modroc sculpture  Focus on figure and form |
| **DT** | | Structures - Shell structures | Mechanical Systems - Pneumatics | Electrical Systems - Simple circuits and switches |
| **Computing** | | Researching and presenting information:  Romans Programming with Scratch: Sequence, repetition, input, selection | Programming with Scratch: Sequence, repetition, input, selection, loops  Programming with 2code:  Sequence, input, repetition, selection | Programming with Rapid Router:  Algorithms, decomposition, repetition  Developing resilience Creating an app to present information |
| **PE** | | Basketball  Gymnastics  Swimming (Autumn 2) | Dodgeball/Benchball  Orienteering | Tennis  Athletics |
| **Music** | | Glockenspiel 2 | Stop | Blackbird |
| Charanga Musical School Programme (supported by Sandwell Music and Arts Service) | | |
| **RE** | | What kind of world did Jesus want?  Values: What matters most to Humanists and Christians?  What is in the trinity? | What is it like to be Jewish? Family, Synagogue, Celebration and Torah  Keeping the Five pillars of Islam: How do Muslim beliefs make a difference to their way of living? | For Christians, what was the impact of Pentecost?  Why does the Prophet matter to Muslims? |
| Statutory subject in all year groups.  Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | |