**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 andreference 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**  | Group and classify living thingsStates of Matter | SoundDeforestationDigestion | HabitatsFood ChainsElectricity |
| **History** | Anglo Saxons and Vikings | 1066 | Local History – Victorian Britain |
| **Geography** | * + Volcanoes and Earthquakes
 | Rainforests (Deforestation)  | Settlements (Canada and UK)  |
| **Art and Design** | Observational drawing (Artist - MC Escher)Structures and shapeSimple perspective  | Jungle ArtHenri Rousseau | Statues – Henry Moore – Artistic, Historical examples. Modroc sculpture Focus on figure and form |
| **DT** | Structures - Shell structures | Mechanical Systems - Pneumatics | Electrical Systems - Simple circuits and switches |
| **Computing** | Unpacking Hardware and Software AnimationLogo | Sound StoriesEffective SearchingCoding  | Composing BeatsIntroduction to AIOnline Safety |
| **PE** | BasketballGymnastics | DanceOrienteering Swimming  | TennisAthleticsSwimming |
| **Spanish** | Phonics | Fruit | Vegetables |
| **Music** | Mamma Mia | Glockenspiel 2 | Stop | Lean on Me | Blackbird | Reflect, Rewind and Replay |
| 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. |