**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** | | Group and classify living things  States of Matter | | Sound  Deforestation  Digestion | | Habitats  Food Chains  Electricity | |
| **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 shape  Simple perspective | | Jungle Art  Henri 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  Animation  Logo | | Sound Stories  Effective Searching  Coding | | Composing Beats  Introduction to AI  Online Safety | |
| **PE** | | Basketball  Gymnastics | | Dance  Orienteering  Swimming | | Tennis  Athletics  Swimming | |
| **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. | | | | | |