

**Year 4 Curriculum long Term Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National &amp; School Events</b>	Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
<b>Core Learning values: Excellence Resilience Respect</b>						
<b>British Values: Democracy Mutual Respect Individual Liberty The Rule of Law Tolerance of those of different Faiths &amp; Beliefs</b>						
<b>Reading</b>	<b>Reading Threshold Concepts:</b> Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	Unit 1: VRS- How to Train Your Dragon  Unit 2: TOB- A Dollop of Ghee and a Pot of Wisdom	Unit 1: VRS- Series of unfortunate events  Unit 2: TOB- Charging About Me	Unit 1: VRS- Butterfly Lion  Unit 2: TOB- The Story of the Planet Blue	Unit 1: VRS- Journey to the River  Unit2: TOB- The Language of Cat	Unit 1: VRS- The fireworks maker's daughter  Unit2: TOB- Lob
<b>Writing</b>	<b>Writing Threshold Concepts:</b> Communicate Spelling Organise information and ideas Vary sentence structures Handwriting Revise and evaluate	<b>Memoirs</b> Persuasive letter (formal) Setting focused short story		<b>Instructions</b> Character driven short stories Sensory poetry		<b>Speech writing</b> Setting focused short story (Repeat a class project) People's history
<b>Maths</b>	<b>Threshold Concepts:</b> Fluency Reasoning Problem Solving	<b>Number:</b> Place Value up to 10000 <b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and Division		<b>Number:</b> Multiplication and Division <b>Measurements:</b> Money <b>Measurement:</b> Time <b>Numbers:</b> Fractions, decimals (percentages)		<b>Measurements:</b> length, mass and volume <b>Measurements:</b> Area <b>Statistics:</b> Graphs <b>Geometry:</b> Properties of Shapes <b>Geometry:</b> Position and movement
<b>Science</b>	<b>Threshold Concepts:</b> Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	<b>Animals including Humans</b> <b>Structure and function</b> – the digestive system and teeth- Construct food chains <b>Cause and effect</b> – looking at the effect of sugar on teeth <b>Scientific processes and methods</b> – Teeth investigation (observation over time) – Research Lord Lister the discovered antiseptic (born in Newham)	<b>State of matter</b> <b>Cause and effect</b> – the water cycle and evaporation and condensation <b>Variation, diversity and change</b> – how water changes state <b>Scientific processes and methods</b> – compare and group – observation - How does the mass of a block of ice affect how long it takes to melt? (fair test)	<b>Electricity</b> <b>Structure and function</b> – components of a circuit <b>Cause and effect</b> – identifying a complete and incomplete circuit <b>Scientific processes and methods</b> – How has electricity changed the way we live? (research) – scientific diagrams – Investigate good and bad conductors (switches) (fair test)	<b>Sound</b> <b>Structure and function</b> – the ear <b>Cause and effect</b> – exploring pitch, volume and strength of sound <b>Scientific processes and methods</b> – Identifying patterns in volume and the strength of vibrations – investigate distance and sound (pattern seeking)	<b>Living things and their habitats</b> <b>Variation, diversity and change</b> – differences and similarities in animals and plants <b>Scientific processes and methods</b> – classifying living things using classification keys
<b>Art</b>	<b>Threshold Concepts:</b> Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	<b>Skill: Painting</b> <b>Repeated object</b>  Developing ideas about accuracy of colour mixing, effects and continue to explore use of different brushes <b>Master techniques of creating different effects and textures with varied brushes, mixing colours effectively, to create shades and tone</b> Take inspiration from the greats- Artist – Wayne Thiebaud		<b>Skill: Textiles</b> <b>Surrealist</b>  Developing ideas to create abstract shapes and composition <b>Master techniques in cutting and stitching to create shapes, patterns and overlapping</b> Take inspiration from the greats- Artist Eduardo Polozzi		<b>Skill: Sculpture</b> <b>Movements</b>  Developing ideas in joining and construction with range of materials Developing ideas of creating effects <b>Master techniques to create shape and recognise form</b> <b>Master techniques of line, tone and texture, using materials to draw, shade – light/dark, use of mediums, awareness of space</b> Take inspiration from the greats- Artist – Alberto Giacometti and Antony Gormley
<b>DT</b>	<b>Threshold Concepts:</b> Health & Well-being Master process of design and be Innovative Take inspiration from design throughout history and draw upon core disciplines	<b>Cooking and Nutrition- Baking Roman bread</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing-</b> Explore wide variety of bread products from a variety of cultural traditions Compare the processes involved in making bread products – commercial and domestic How did the Romans make their bread? Are the techniques used today? <b>Making</b> – Follow instructions to create Roman Bread <b>Evaluate</b> – To evaluate a product against the recipe and indicate any improvements that could be made <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> History of bread making - earliest bread was made in or around 8000 BC in the Middle East, specifically Egypt Breads from around the world <b>HEALTH &amp; WELL-BEING</b> Ensure there are clear expectations on how to operate safely, particularly		<b>Textiles- Sewing related to Anglo – Saxons</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> – Generate design criteria for an appealing, functional product for specific users. <b>Making</b> – Produce annotated sketches, prototypes, final product sketches and pattern pieces. Practice different types of sewing techniques Select fabrics and fastenings according to their functional characteristics. <b>Evaluating</b> – Test their product against the original criteria and with the intended user.  <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> Research Anglo Saxon textiles, technique and designs		<b>Structures- Design a new bridge to cross from North to South London</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> – Explore existing designs Research different bridge structures. Investigate and design paper bridges <b>Making-</b> Build innovative, functional, appealing, structures that are fit for purpose. Evidence how products can be made stronger and more stable. Use finishing techniques to strengthen and improve the appearance of their models. <b>Evaluating</b> – Evaluate finished bridge using criteria  <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> - Looking at how the design and structure of bridges have changed, over time. - Looking at how engineering techniques have developed, over time. - Exploring how structures are reinforced.

		with sharp and/or electrical objects. Ensure that the Safe Preparation Skills Adult Guidance is followed. Discussion of food allergies and intolerances.				- Exploring how materials have developed; the formation of composite materials has meant that we have better materials as the new material has many desirable properties	
<b>Computing</b>	<b>Threshold Concepts:</b> Code Connect Communication Collect	<b>We are Software developers (4.1)</b> <b>Programming</b> <b>Internet Alert</b> Code - Understand the need to test the program as it's developed. Recognise an error and debug it Become confident in using 'forever' and 'if' loops Efficiently use the different blocks of coding: motion, looks, sound, events and control Connect - Become familiar with different ways of executing my code, e.g. by pressing the green flag, using arrow keys, etc. Communicate - Start to predict what my code will do before I execute it Collect- Familiar with using different tools within the software, e.g. importing sounds and pictures from the library, recording own sound, changing costumes, etc	<b>We are Toy Designers (4.2)</b> <b>Computational Thinking</b> Connect- Understand the impact of copyright Communicate - Explain purpose and audience of product	<b>Safer Internet Day activities</b> <b>Digital Literacy</b> <b>Internet Sharp</b> Connect - Explore understanding of an online virus How to post positivity online? Explore emotional impact of hateful online behaviour Communicate - Explain the dangers of a virus Understand parental permission and why it is important Discuss age restrictions of applications	<b>We are Musicians (4.3)</b> <b>Creativity</b> <b>Internet Secure</b> Connect - Develop an awareness of how their composition can enhance work in other media. Understand the impact of copyright Communicate - Create and develop a musical composition, refining their ideas through reflection and discussion Collect- Use one or more programs to edit music	<b>We are HTML Editors (4.4)</b> <b>Computer networks</b> <b>Internet Kind</b> Connect – Understand some of the risks in using the web. Communicate - Explore using HTML tags for elementary mark up and hyperlinks to connect ideas and sources Collect-Understand some technical aspects of how the internet makes the web possible	<b>We are co-authors (4.5)</b> <b>Communication/Collaboration</b> <b>Internet Brave</b> Connect - Implications of uploading work online Communicate - Collect data using online services. Collect- Analyse and present for a target audience using a wiki tool
<b>History / Geography</b>	<b>History Threshold Concepts:</b> Contribution to the Wider World Achievements Civilisation Education Medicine Hierarchy Technology Empire  <b>Geography Threshold Concepts:</b> Investigate Space & Location Investigating Patterns & Changes Investigating Scale & Size Investigating Sustainability	<b>Geography</b> <b>What is it like? (Sheffield)</b> <b>Investigating Space and location</b> Locate Sheffield and their school on a map; Identify physical features of Sheffield using a map; Identify human features of Sheffield using a map; <b>Investigating Patterns and Change</b> Identify similarities and differences between the physical geography of Sheffield and that of where they live. Name different types of land use; <b>Investigating scale and size</b> Describe the landscape of Sheffield City Centre; Tell you what planning is needed for a trip in the UK. <b>Investigating Sustainability</b> Give some similarities and differences between the landscape near Sheffield and where they live	<b>History</b> <b>Raiders, Traders and Invaders</b> <b>Romans</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world-</b> Britain <b>Achievements</b> - Who or what are key achievements during this period e.g. battles, Julius Caesar, Claudius. <b>Beliefs &amp; religion</b> - Roman gods and goddesses <b>Medicine</b> - What did they use for illness or disease? <b>Hierarchy</b> - The way society was structured compared to today e.g. emperor - slave. <b>Technology</b> - What new technology did each period give us - Tseudo, farming, cooking. <b>Empire (Military)</b> - Why did they have power and success as an empire. Comparisons of military strength	<b>Geography</b> <b>Around the World</b> <b>Investigating Space and location</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Investigating Patterns and Change</b> Identify similarities between the UK and the tropics. Describe the climate in the tropics <b>Investigating scale and size</b> Look at, name, locate and describe countries near the Equator <b>Investigating Sustainability</b> Identify similarities between the UK and the tropics. Understand the need for time zones	<b>History</b> <b>Raiders, Traders and Invaders</b> <b>Anglo Saxons</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world-</b> Britain <b>Achievements</b> - writing, kingdoms, battles, art, Anglo Saxon Chronicle. <b>Beliefs &amp; religion</b> - Change from Pagans to Christians. Introduction of Christianity. <b>Medicine</b> - What did they use for illness or disease? <b>Hierarchy</b> - Who ruled? Struggle for kingdoms and power. <b>Empire (Military)</b> - Power and comparisons of military	<b>Geography</b> <b>Water and Rivers</b> <b>Investigating Space and location</b> Locate rivers using maps/atlas Naming rivers on a map. <b>Investigating Patterns and Change</b> Explain the water cycle Use technical language to describe parts of a river Look at key locations Compare features of different rivers <b>Investigating scale and size</b> Compare length of rivers <b>Investigating Sustainability</b> Future impact of rivers Future impact of pollution	<b>History</b> <b>Raiders, Traders and Invaders</b> <b>Vikings</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world-</b> Britain <b>Education</b> - focus on building, boat building, weapon making, fine goldsmith work and the art of war. <b>Achievements</b> - Battles, fighting for kingdoms and power. <b>Beliefs &amp; religion</b> - Norse mythology, gods and goddesses <b>Medicine</b> - What did they use for illness or disease? <b>Hierarchy</b> - Who ruled? Struggle for kingdoms and power. <b>Technology</b> - Longship, navigation, battles, language, skis, combs, sagas (Stories) <b>Empire (Military)</b> - Power and comparisons of military.
<b>Music</b>	<b>Threshold Concepts:</b> Performing Notating Composing Appreciation	<b>Plucking and Strumming</b> <b>Performing</b> music on the ukulele. <b>Appreciation</b> - Describing strumming patterns according to direction of stroke and rhythm. Describing emotion in music <b>Notating</b> -Listening and describing instrumental sounds.	<b>Singing</b> <b>Chord changes</b> <b>Performing</b> songs and songs accompanied with ukulele chords. <b>Appreciation</b> - Listening and describing pitch, texture and vocal timbre. <b>Notating</b> - Reading notated sounds in TAB form. Describing chord structure	<b>Writing on the stave</b> <b>Emotion in music</b> <b>Performing</b> / reading music on the ukulele. <b>Appreciating</b> and describing musical character. <b>Composing techniques</b> e.g. repeats, ostinato, motifs <b>Notating</b> sounds on a traditional stave	<b>Create and Notate</b> <b>Composing</b> music on the ukulele or using percussion for an intended effect. <b>Appreciating</b> and describing music <b>Notating</b> - Improvising rhythm patterns and notating sounds traditionally	<b>Silence is Golden</b> <b>Develop Fluency</b> <b>Appreciating</b> and describing music by famous composers and comparing different effects in composer's music. <b>Notating</b> sounds including silence using different rest symbols	<b>Performing</b> <b>Playing new notes/Write a rap</b> <b>Composing</b> vocal music in a group using a given structure. <b>Appreciating</b> and describing music and rhythm patterns and linking with art. <b>Notating</b> rhythm patterns and words in phrase lengths. <b>Performing</b> in a singing competition as a class

PSHE	<b>Threshold Concepts:</b> <b>Identity</b> <b>Relationships</b> <b>Changes</b>	<b>Being Me in My World</b> <b>Identity</b> - Understand the importance of listening and actively take part in discussions <b>Relationships</b> -Learn how to take part more fully in school and community activities – <b>Wellbeing</b> - Make more informed, confident choices about their health and environment	<b>Celebrating Difference</b> <b>Identity</b> - Accept self and others and recognise how special and unique everyone is <b>Relationships</b> -Understand that some forms of bullying can be difficult to identify	<b>Dreams and Goals</b> <b>Identity</b> - Learn not to let disappointments get them down by creating new, realistic goals <b>Relationships</b> -Become an effective team member and successfully create an end product <b>Wellbeing</b> - Explain what it means to be resilient and have a positive attitude	<b>Healthy Me</b> <b>Identity</b> - Deepen their understanding of good and not so good feelings <b>Relationships</b> -To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.' <b>Wellbeing</b> - Identify when they are feeling peer pressure and explain strategies to resist them	<b>Relationships</b> <b>Identity</b> - Identify ways to help manage their feelings <b>Relationships</b> -Explore relationships and their ups and downs <b>Wellbeing</b> - Understand what it means to miss/lose a special person or a pet	<b>Changing Me</b> <b>Relationships</b> -Explore environmental changes and how they can work together with others to help <b>Wellbeing</b> - Understand the changes during puberty – wellbeing
Spanish	<b>Threshold Concepts:</b> <b>Speaking – Communicating Idea</b> <b>Reading – Showing Understanding</b> <b>Writing – Expressing Ides</b> <b>Grammar- Applying Structures</b> <b>Appreciation</b> <b>Culture</b>	<b>Vocabulary: How are you?</b> Question words - quién, qué, como <b>Grammar:</b> Adverbial phrases of place Plurals of verbs in the present Building sentences with nouns, verbs and conjunctions Plurals of verbs in the present Creating the 'present continuous' using present participle and infinitives (ar/er verbs) Making adjectives 'agree' (feminine and plurals) Singular and plural of indefinite articles (es/son, un/unos) <b>Cultural:</b> Navarra, Comparing songs, Christmas carol		<b>Vocabulary:</b> How old are you? Question words – cuantos, donde, qué Writing the date Applying phonics to unknown words What time is it? (to the hour)	<b>Grammar:</b> Using conjunction – con Using a dictionary to identify word classes Identifying nouns by number and gender Using vowels and consonants to spell Using the first person of verb (tener) <b>Cultural:</b> Performing finger rhyme Classical guitar / Pamplona Birthday celebrations in Spain Comparing stories and songs	<b>Vocabulary:</b> Feelings Range of questions Use all question language to perform a sketch New nouns Saying date of birthdays <b>Grammar:</b> Dictionaries to order, locate and sort classes Express a wish using infinitives Using nouns, adjectives, verbs in correct order	<b>Cultural:</b> Acting actions in a song Map to locate cities in Spain 'Visit' bilingual school Spanish dance Spanish school year Comparing stories and songs
RE	<b>Threshold Concepts:</b> <b>Belonging and Identity</b> <b>Self-Reflection</b> <b>Change</b> <b>Celebration</b> <b>Tolerance</b>		<b>What religions and world views are represented in our neighbourhood?</b> <b>Belonging and Identity</b> - To understand what it means to belong within a community/ neighbourhood. To also understand that everyone has a role to play within their community <b>Celebration</b> -Learn about religions in Newham by collecting and interpreting evidence from a range of sources	<b>What makes me the person I am?</b> <b>Belonging and Identity</b> - To understand that we all individuals. To also understand that our family and those around us play a part in the person we become	<b>Why is Easter important to Christians?</b> <b>Celebration</b> - To understand the significance of the death and resurrection of Jesus to Christians	<b>How and why do Hindus worship at home and in the Mandir?</b> <b>Belonging and Identity</b> - To understand what the objects used in worship symbolise <b>Belonging and Identity</b> - To understand how people in the Hindu faith worship/pray <b>Self-reflection</b> - To reflect on their own thoughts and experiences. <b>Place of Worship- Hindu Temple</b>	<b>Why is the Bible a special book?</b> <b>Self-reflection</b> - To understand the importance of the Bible to Christians. To reflect on the deeper meaning of stories and clarify own understanding of the questions
PE	<b>Threshold Concepts:</b> <b>Movement</b> <b>Tactics &amp; Strategies</b> <b>Personal &amp; Social Skills</b> <b>Leadership</b> <b>Healthy Life Style</b>	<b>Hockey (Invasion Games)</b> <b>Movement</b> – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation. <b>Personal &amp; Social Skills</b> - Keeping possession of the ball as a team and getting into positions to score. <b>Healthy Lifestyle</b> - Knowing the importance of doing warm-up routines. <b>Leadership</b> - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve. <b>Tactics &amp; Strategies</b> - Suggest different ways in which tactics could be employed.	<b>Dance (The Romans)</b> History Curriculum Link <b>Movement</b> - develop movement phrases to communicate ideas and link different movement phrases in a longer dance. <b>Personal &amp; Social Skills</b> – Perform and develop actions to communicate ideas. <b>Healthy Lifestyle</b> - Children recognising their emotions and how their body feels when still and when exercising. <b>Leadership</b> - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.	<b>Gymnastics</b> <b>Movement</b> - Show control, consistency and accuracy of movement; include changes of speed and direction in their sequences. <b>Personal &amp; Social Skills</b> - Watch, describe and suggest possible improvements to others' performances. <b>Healthy Lifestyle</b> – Understanding which parts of the body need to be strong and supple for gymnastic activities. <b>Leadership</b> - Adapt sequences to suit their partner's ability. Leading warm-up activities and stretches to a group	<b>Tennis (Net and wall games)</b> <b>Movement</b> – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation. <b>Personal &amp; Social Skills</b> - Keeping possession of the ball as a team and getting into positions to score. <b>Healthy Lifestyle</b> - Knowing the importance of doing warm-up routines. <b>Leadership</b> - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve. <b>Tactics &amp; Strategies</b> - Suggest different ways in which tactics could be employed.	<b>Cricket (Striking and fielding)</b> <b>Movement</b> – Making the right decisions when moving into a space or playing area. <b>Tactics &amp; Strategies</b> - choose skills and tactics to suit the situation in a game. <b>Healthy Lifestyle</b> - Warm up and be aware of what is happening to their bodies.	<b>Athletics/ Sports Day</b> <b>Movement</b> – Understanding the different ways of how the body moves. <b>Personal &amp; Social Skills</b> – Being part of a team and building resilience. <b>Healthy Lifestyle</b> - Describe what they and others are doing. Describe how their body feels during games <b>Leadership</b> – Taking responsibility of their own performance and trying their best. <b>Tactics &amp; Strategies</b> – Making choices about how to improve and how their decisions will determine how well they perform.  <b>Orienteering</b> Cross curricular - Geography
	<b>Swimming</b>						