
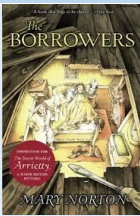
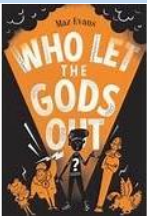
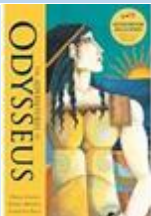
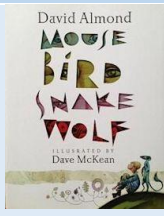



Easebourne Church of England Primary School Year 4 Curriculum Overview

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS	Haslemere Museum Workshop (Egyptians)	Hindu Temple	Pallant House (Still Life)	Pagham Harbour (coasts)	Fishbourne Roman Palace / Bignor	Sleepover
Key Texts						
Writing Purpose	<p>Writing to inform: Mummification</p> <p>Writing to entertain: Response to illustration & narrative</p>	<p>Writing to entertain: Narrative</p> <p>Writing to</p>	<p>Writing to persuade job advert</p> <p>Writing to inform fact file</p> <p>Writing to entertain recount/diary</p>	<p>Writing to inform character letter</p> <p>Writing to entertain recount/diary</p> <hr/> <p>Writing to inform: Aspect of creation</p>	<p>Writing to entertain: Kennings poetry</p> <p>Writing to inform: Non-fiction – explanation</p> <hr/> <p>Writing to inform: Recount – Butser visit</p>	<p>Writing to inform: Explanation - Water cycle</p> <p>Writing to persuade: eco letter</p> <p>Writing to entertain character/setting/ story</p>
Writing Skills	<p>Use simple organisational devices (headings and subheadings).</p> <p>Organise paragraphs around a theme.</p> <p>Use a wide range of fronted adverbials (punctuated correctly).</p> <p>Use and punctuate direct speech (including punctuation within and</p>	<p>Create settings, characters and plot.</p> <p>Assess the effectiveness of their own and others' writing (and suggest improvements).</p> <p>Choose pronouns appropriately for clarity and cohesion.</p>	<p>Compose and rehearse sentences orally, building on rich and varied vocabulary.</p> <p>Organise paragraphs around a theme.</p> <p>Extend range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Choose pronouns or nouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Extend range of sentences with more than one clause by using wider range of conjunctions including when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>	<p>Organise writing into paragraphs around a theme (for cohesion and to aid the reader). Use of a consistent and appropriate structure (including layout devices).</p> <p>Maintain an accurate tense throughout piece of writing.</p> <p>Use noun phrases expanded by the addition</p>

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	surrounding inverted commas).		Use the present perfect form of verbs in contrast to the past tense.			of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) Use and punctuate direct speech (including punctuation within and surrounding inverted commas).
Grammar	<ul style="list-style-type: none"> Use the form a or an (Y3) Extend range of sentences with more than one clause & express time, place and cause using conjunctions, adverbs and prepositions (Y3) Standard English forms for verb inflections instead of local spoken forms 	<ul style="list-style-type: none"> Use conjunctions to express time or cause Use prepositions to express time and place Use adverbs to modify verbs Person - understanding that writing can be third or first person 	<ul style="list-style-type: none"> Use the present perfect form of verbs (instead of simple) (Y3) Paragraphs as a way to group related materials (Y3) Grammatical difference between plural and possessive –s Apostrophes to mark plural possession (e.g. the girl's name, the girls' name) 	<ul style="list-style-type: none"> Noun phrases - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Pronouns - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Speech - Using and punctuating direct speech Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Use adverbs and adverbials (prepositional phrases which act as adverbs) Use commas after or before phrases and clauses Speech - Using and punctuating direct speech Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes - Indicating possession by using the possessive apostrophe with plural nouns Speech - Using and punctuating direct speech Use of inverted commas and other punctuation to indicate direct speech
Spelling	<ul style="list-style-type: none"> Words that are homophones Words with the prefix 'in-' meaning 'not' 	<ul style="list-style-type: none"> Words ending in '-ation' Words ending in '-ation' Words ending '-ly' 	<ul style="list-style-type: none"> Words ending in '-sion' Words ending in '-ous' 	<ul style="list-style-type: none"> Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner 	<ul style="list-style-type: none"> Words that are homophones Words spelled with 'c' before 'i' and 'e' 	<ul style="list-style-type: none"> Words that are plurals with possessive apostrophes

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	<ul style="list-style-type: none"> Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or further divided Words with the prefix 'inter-' meaning 'between or among' 	<ul style="list-style-type: none"> Words ending '-lly' Words where 'ch' makes a /sh/ sound 	<ul style="list-style-type: none"> Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' 		<ul style="list-style-type: none"> Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' meaning 'two' 	
Handwriting	<p>Cursive Script Third join – diagonal join from a letter with an ascender/descender to a letter with an ascender/descender: lb, kl, ll, ph, pl, pt, bl, th, tt</p> <p>Third join – horizontal join from to a letter with an ascender: ob, oh, ok, ol, ot, rt</p> <p>Fourth join – join to letters with hooks, lines and loops: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p>	<p>Cursive Script Fourth join – join to letters with hooks, lines and loops: ga, ge, gi, gl, go, gr, gs, gu, wh, ya, ye, yi, yo, yu</p> <p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Practise printing using geographical vocabulary.</p> <p>Final consolidation of all joins.</p>	<p>Cursive Script Consolidation: Recap on the 4 basic joins.</p> <p>Recap on specific letter joins to ensure children are writing in a fluent style.</p> <p>Focused practice on words and sentences that combine all four letter joins</p>			

Easebourne Church of England Primary School

Year 4 Curriculum Overview

MATHS	Place Value	Multiplication and Division	Decimals
	<ul style="list-style-type: none"> • Roman numerals to 100 • Round to the nearest 10 • Round to the nearest 100 • Count in 1,000s • 1,000s, 100s, 10s and 1s • Partitioning • Number line to 10,000 • 1,000 more or less • Compare numbers • Order numbers • Round to the nearest 1,000 • Count in 25s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1,000s • Add two 4-digit numbers - no exchange • Add two 4-digit numbers - one exchange • Add two 4-digit numbers - more than one exchange • Subtract two 4-digit numbers - no exchange • Subtract two 4-digit numbers - one exchange • Subtract two 4-digit numbers - more than one exchange • Efficient subtraction • Estimate answers • Checking strategies <p>Area</p> <ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes • Comparing area <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 	<ul style="list-style-type: none"> • 11 and 12 times table • Multiply 3 numbers • Factor pairs • Efficient multiplication • Written methods • Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Divide 3-digits by 1-digit • Correspondence problems <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes <p>Fractions</p> <ul style="list-style-type: none"> • What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2) • Fractions greater than 1 • Count in fractions • Add 2 or more fractions • Subtract 2 fractions • Subtract from whole amounts • Calculate fractions of a quantity • Problem solving - calculate quantities <p>Decimals</p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1 digit by 10 • Divide 2 digits by 10 • Hundredths 	<ul style="list-style-type: none"> • Make a whole • Write decimals • Compare decimals • Order decimals • Round decimals • Halves and quarters <p>Money</p> <ul style="list-style-type: none"> • Pounds and pence • Ordering money • Estimating money • Four operations <p>Time</p> <ul style="list-style-type: none"> • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital - 12 hour • Analogue to digital - 24 hour <p>Shape</p> <ul style="list-style-type: none"> • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Lines of symmetry • Complete a symmetric figure <p>Statistics</p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Introduce line graphs • Line graphs <p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position • Draw on a grid • Move on a grid • Describe movement on a grid

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	<ul style="list-style-type: none"> • Multiply by 1 and 0 • Divide by 1 • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • Multiply and divide by 7 • 7 times table and division facts 		<ul style="list-style-type: none"> • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2 digits by 100 			
SCIENCE	<p>Electricity</p> <ul style="list-style-type: none"> • 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 	<p>Sound</p> <ul style="list-style-type: none"> • 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 	<p>States of matter</p> <ul style="list-style-type: none"> • 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 	<p>Animals Inc humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Grouping and classifying</p> <ul style="list-style-type: none"> • Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. • Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. • Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). • Use scientific vocabulary to report and answer questions about 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	with being good conductor				their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	
COMPUTING	<p>The Internet</p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	<p>Audio Production</p> <ul style="list-style-type: none"> To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio 	<p>Programming – repetition in shapes</p> <ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what ‘repeat’ means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome 	<p>Data Logging</p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects ‘data points’ from sensors over time To recognise how a computer can help us analyse data -To identify the data needed to answer questions To use data from sensors to answer questions 	<p>Creating Media</p> <ul style="list-style-type: none"> To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image 	<p>Programming – Repetition in Games</p> <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
HISTORY	Overall Theme: Ancient Civilisations (including depth study of Ancient Egypt)		Overall Theme: Ancient Greece		Overall Theme: Romans	

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	History Enquiry Question: How did religion affect life in Ancient Egypt? Focus Significant Historical Individual: Howard Carter		History Enquiry Question: What is the most important legacy of the ancient Greeks? Focus Significant Historical Individual: Cleisthenes		History Enquiry Question: How did the Romans change life in Britain? Focus Significant Historical Individual: Boudicca	
GEORGAPHY	Overall Theme: Egypt Geography Enquiry Question: Why do some people in the world live in Megacities?		Overall Theme: Greece Geography Enquiry Question: Why and how does the coast change?		Overall Theme: Italy Geography Enquiry Question: Are all mountains the same?	
ART AND DESIGN	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Link to English		Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork. Link to Historical objects / Science		Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Link to Habitats	
DESIGN AND TECHNOLOGY	Electrical Systems: Simple Circuits (incl. Programme & Control) Designing, making and evaluating a night light for a brother, sister or friend		Mechanical Systems: Levers & Linkages Designing, making and evaluating a greetings card with moving parts for family or friends		Food: Healthy & Varied Diet Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie	
RELIGIOUS EDUCATION	What kind of a world did Jesus want? Understanding Christianity: Gospel	How does the story of Rama and Sita inspire Hindus to follow their dharma? The Emmanuel Project Hinduism	How does a Muslim show their submission and obedience to Allah? The Emmanuel Project Islam	Why do Christians call the day Jesus died 'Good Friday'? Understanding Christianity: Salvation DD	When Jesus left, what was the impact of Pentecost? Understanding Christianity: Kingdom of God	Why do Muslims call Muhammad the 'Seal of the Prophets'? The Emmanuel Project Islam
PHYSICAL EDUCATION	Football Unit Focus: Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating	Hockey Unit Focus: Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in	Gymnastics Unit Focus: Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body. Refine taking	Dance Unit Focus: Work to include freeze frames in routines. Practise and perform a variety of different formations in dance	Tennis Unit Focus: Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.	Cricket Unit Focus: Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	skills to aid improvement	competitive situations. Increase speed and endurance during gameplay	weight on small and large body parts			existing skills and apply them with consistency
MUSIC	Notation Games Use rhythmic notation cards to play and create music Recorder Course Continue learning to play and perform melodies following staff notation Singing Harvest and Christmas		Recorder Course Play and perform melodies following staff notation Improvise and compose music making decisions about structure Glockenspiel Stage 2 Play melodies following staff notation Singing For a musical performance Spring Production		World Music Develop knowledge and understanding of music traditions including African drumming, Balinese Gamelan and Brazilian Samba Singing Games Sing a range of unison songs, rounds and partner songs Country Dancing	
RSHE	Being Me in My World <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	Celebrating Difference <ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	Dreams & Goals <ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	Healthy Me <ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	Relationships <ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	Changing Me <ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
MFL	Seasons <ul style="list-style-type: none"> Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for 	Vegetables <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the 	Presenting Myself <ul style="list-style-type: none"> Use basic greetings in French, ask somebody how they are feeling and reply when asked. 	My Family <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. 	In the classroom <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite 	At the tearoom <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner)

Easebourne Church of England Primary School

Year 4 Curriculum Overview

	<p>each season in French.</p> <ul style="list-style-type: none"> Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<p>correct determiner/article</p> <ul style="list-style-type: none"> Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> Ask somebody their name in French and reply when asked. Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express their nationality in French and understand basic gender agreement rules. 	<ul style="list-style-type: none"> Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<p>article/determiner with a possessive adjective.</p> <ul style="list-style-type: none"> Say and write what they have and do not have in their pencil 	<p>typically served in a salon de thé.</p> <ul style="list-style-type: none"> To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.
--	---	--	---	---	---	--