

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cultural Capital Opportunities</b>	<b>Geography fieldwork trip – linked to the UK – Manor house.</b>	<b>Music Concert – CMS concert.</b>	<b>Natural History Museum- Earthquakes and volcanoes show</b>	<b>STEM Music and electricity workshop.</b>		
<b>Texts</b>	Christophe's Story by Nick Cornwell <i>(Fiction)</i>	The pebble in my pocket by Meredith Hooper <i>(Narrative Non-Fiction)</i>  Earthshake: Poems from the ground up By Lisa Westberg Peters <i>(Poetry)</i>	Varjak Paw By SF Said <i>(Fiction)</i>	Fantastically great women who changed the world By Kate Pankhurst <i>(Non-Fiction)</i>  Herstory By Katherine Halligan <i>(Non-Fiction)</i>	The iron man by Ted Hughes <i>(Fiction)</i>  Robotics for kids By Satinder Sharma <i>(Non-Fiction)</i>	The children of the Benin Kingdom by Dinah Orji <i>(Fiction)</i>  The Benin Bronze By George the poet <i>(Poem)</i> <a href="https://thekidshouldseethis.com/post/the-benin-bronze-a-poem-by-george-the-poet#:~:text=Speaking%20from%20the%20perspective%20of,poe m%20titled%20The%20Benin%20bronze.">https://thekidshouldseethis.com/post/the-benin-bronze-a-poem-by-george-the-poet#:~:text=Speaking%20from%20the%20perspective%20of,poe m%20titled%20The%20Benin%20bronze.</a>
<b>Shared Reading</b>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Empathising with character</li> <li>Recall key events</li> <li>Evaluate Author's choice of language</li> </ul>	<ul style="list-style-type: none"> <li>Comparing/contrasting books/poems</li> <li>Structure and presentation contributing to meaning</li> <li>Justifying answers with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Developing vocabulary</li> <li>Retrieval</li> <li>Inference skills</li> <li>Predicting</li> <li>Distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Summarising</li> <li>Asking questions to improve understanding</li> <li>Use dictionaries</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Choice of vocabulary</li> <li>Discuss words/phases used to capture imaginations</li> <li>Comparing and contrasting texts</li> <li>Scanning and skimming</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes</li> <li>Meaning of words in context</li> <li>Inference</li> <li>Language structures</li> <li>Recognising different forms of poetry</li> </ul>
<b>English Writing Genre</b>	<ul style="list-style-type: none"> <li>Diary writing <i>(Non-Fiction/Fictional)</i></li> <li>Narrative – part of a story including character description <i>(Fiction)</i></li> <li>Interview <i>(Non-Fiction/Fictional)</i></li> </ul>	<ul style="list-style-type: none"> <li>Explanation – leaflet (based on geography) <i>(Non-Fiction)</i></li> <li>Short story (themed) <i>(Fiction)</i></li> </ul> <p>Poetry <i>(Form/structure)</i></p>	<ul style="list-style-type: none"> <li>Descriptive writing <i>(Fiction)</i></li> <li>Note-taking</li> <li>Non-chronological report writing <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report <i>(Non-Fiction)</i></li> <li>Note-taking</li> <li>Biography/brochure/persuasion (PP) (On chosen historical figure) <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative – Setting description (imaginary world). Ending on a cliff hanger with speech <i>(Fiction)</i></li> <li>Instructions – how to build own Iron man/robot with electrics <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative – Write a myth/legend from another culture. <i>(Fiction)</i></li> <li>Letter writing <i>(Non-Fiction/Fictional)</i></li> <li>Poetry (Imagery)</li> </ul>
<b>Curriculum Links</b>	Geography – The UK	Geography – Mountains, volcanos and earthquakes		History - Made in Dagenham (Local History Study-People) Computing - PowerPoint	Science – Electricity Computing – Programming/ creating media (audio)	History – The Kingdom of Benin (a contrast with British history)

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## Year 4 Curriculum Overview

<b>Mathematics</b>	Place value (up to 1000, rounding, comparing and ordering numbers; negative numbers; Roman numerals to 10) Number: Addition and Subtraction (two 3 and 4-digit numbers; estimate answers)	Number: Multiplication and Division ( $\times$ and $\div$ 10, 100, 1, 3, 6, 9, 7)	Measurement: Length, perimeter and area (equivalent lengths; add and subtract lengths; measure perimeter on a grid, of rectilinear shapes)  Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and direction
<b>Science</b>	Animals including humans	Living things and their habitats	Sound Sound – Look at African Boom whacker music- see YouTube.	Sound	Electricity  <i>(linked to DT)</i>	States of matter (Materials)
<b>History</b>	N/A	N/A	N/A	Made in Dagenham-Local History Study- People  <i>(Linked to English)</i>	Anglo-Saxons, Picts and Scots	The Kingdom of Benin – providing contrast with British history  <i>(linked to English and Art)</i>
<b>Geography</b>	The UK (linked to Art and Design)	Mountains, volcanoes and earthquakes	Mountains, volcanoes and earthquakes (cont.)	N/A	N/A	N/A
<b>Art and Design</b>	<u>Drawing</u>	<u>Collage</u> Use a variety of resources to create a UK landscape or patchwork of fields. <i>(linked to Geography)</i>	N/A	N/A	N/A	<u>Sculpture and weaving</u> Use a variety of materials (clay, wire, plastic, wood, etc)  Create a simple Benin artefact. <i>(linked to History and English)</i>

<b>Design and Technology</b>	N/A	N/A	<u>Moving books</u> Create a story book that moves or has moving parts. Lift the flap. Concertina pop outs. Rotating mechanism  <i>(linked to characters in Varjak Paw)</i>	<u>Seasonal foods</u> Create a variety of seasonal food items  <i>(linked to PHSE)</i>	<u>Torches</u> Make a torch using electrical circuits. <i>(linked to Science)</i>	NA
<b>Music</b>	Week 1 and 2: Music appreciation (class country) Recorders	Recorders	Recorders	Recorders	Recorders	BBC Ten Pieces Recorders - Composing and performing
<b>PSHE</b>	Mental health - Feelings and emotions  British Values	Identity, society and equality: Democracy and parliament	Drug, alcohol and tobacco education: Making choices	Physical Health: What is important to me? Foods and choices  <i>(linked to DT and RE)</i>	Keeping safe and managing risk: Playing safe (including e-safety)	Sex and Relationships Education (SRE): Growing up and changing
<b>Computing</b>	Computing systems and networks: The Internet – explore WWW, evaluate online content, understand consequences of false information.	Programming A: repetition in shapes – programming to create shapes and patterns, using repetition and loops <i>(linked to Maths)</i>	Creating media: Photo editing – change, edit, resave and reuse digital images and their impact  <i>(linked to English)</i>	Data and Information: Data logging – data collection and analysis using data loggers  <i>(linked to Science)</i>	Creating media: Audio editing – recording and playing audio, plan and record a podcast	Programming B: Repetition in Games – exploring repetition in animation and games
<b>PE</b> <b>(I)= Indoor</b> <b>(O)= Outdoor</b>	Swimming (I)  Football (O)	Swimming (I)  Cricket (O)	Dance (I)  OAA (O)	Dance (I)  Tennis (O)	Gymnastics (I)  Athletics (O)	Fitness (I)  Hockey (O)

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<b>RE</b> <b>Big question:</b> <b>What is special to me and the people in my community?</b>	What makes the person I am?	What religions are represented in our neighbourhood?	Why is the Bible special for Christians?	Why is Easter important to Christians? (linked to PSHE)	How and why do Hindus worship in the home and in the Mandir?	What happens when someone gets married?
<b>French</b>	Week 1: French awareness week On y va! (All aboard!)	L'argent de poche (Pocket money)	Raconte-moi une histoire! (Tell me a story!)	Vive le sport! (Our sporting lives!)	Le Carnaval des Animaux (The carnival of the animals)	Quel temps fait-il? (What's the weather like?)