**YEAR 4 CURRICULUM OVERVIEW**

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|  | **Autumn 1** **7 weeks** | **Autumn 2** **7 weeks & 2 days** | **Spring 1** **6 weeks** | **Spring 2** **6 weeks** | **Summer 1** **6 weeks** | **Summer 2** **7 weeks** |
|  | **A tale of two mills** | **People who created change** | **Dragonory** | **Animals and their habitats** | **People Equal** | **The Romans Invade** |
| **Big events**CharitiesMay be recognizedReligious celebration – assembly/party/RE teachingTaught across schoolPolice visitAssembly | NSPCC assembly? British Science Festival Harvest Festival Sept/Oct Rosh HashanahYom KippurBirthday of Guru Nanak 21st Oct Show Racism the Red Card  10th Oct World Mental Health Day  | 31st Oct Halloween 5th Nov Bonfire Night - Safety 11th/13th Nov Remembrance Day 24th Oct Diwali 19th Dec Hanukah 9th Dec Christmas Jumper Day/Christmas Dinner 24th/25th Dec Christmas  14th-18th Nov Anti-bullying week  18th Nov Children in Need 3rd Dec International Day of persons with Disabilities  Bonfire Safety  | Chinese New Year 14th Feb Valentine’s Day  4th Feb Children’s Mental Health Week 9th Jan Aspirations Week 27th Jan Holocaust Memorial Day   | 21st Feb Shrove Tuesday 22nd Feb Ash Wednesday 2nd March World Book Day 8th March Holi 19th March Mothering Sunday 23rd March Ramadan starts 2nd April Palm Sunday 14th April Vaisakhi 7th April Good Friday 6th – 13th April Passover 9th April Easter Sunday  Comic Relief/Sports Relief 8th March International Women’s Day  Drugs Awareness Talks  | 22nd April Earth Day 22nd April Eid ul Fitr 23rd April St George’s Day  May Tour de Yorkshire Vesak 8th May KS2 SATs testing week  KS1 SATs May  Internet Safety Talks  | 10th June Queen’s birthday 18th June Father’s Day 29th June Eid ul Adha  Phonics screening Sports WeekTransition  Year 6 Performance Year 6 Fete for Yearbook  |
| **Visits and visitors** | **Week 1** Deisel Train and modern train experience, Saltaire history walk**12/9** Community Forest Day**Week 5** Heaton to Lister Park history walk  | **20/12** Lantern Walk in the Forest |  **Week 4** Sikh Temple Visit | **Week 1** Zoo Lab**Week 4 (14/3)** Habitats forest school | **Week 3 Tuesday** Ilkley visit | **27th June** (Tues) Battle reenactment |
| **Jigsaw** | Being me in my world 1. Help others to feel welcome2. Try to make our school community a better place3. Think about everyone’s rights to learn4. Care about other people’s feelings5. Work well with others6. I know how to have a healthy mind - Mental Health Day 7. Choose to follow the Heaton Values - Show Racism the Red card (Friday)  Heaton Values Focus – CommitmentSkills Builder Focus – Staying Positive and Aiming HighSDGs: No Poverty, Quality Education | Celebrating difference 1.Accept that everyone is different 2. Include others when working and playing 3. Anti-bullying week 14th-18th Nov Know how to help when someone is being bullied 4. Try to solve problems 5. International Day of persons with Disabilities Fri 2nd Dec5, 6. Try to use kind words x 2 wks7.Know how to give and receive complimentsHeaton Values Focus – IntegritySkills Builder Focus – Teamwork and LeadershipSDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals 1. Stay motivated when doing something challenging2. Keep trying even when it is difficult Aspirations Week3. Work well with a partner or group4. Have a positive attitude Holocaust Memorial Day 27th January5. Help others to achieve their goals6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th FebHeaton Values Focus – GrowthSkills Builder Focus – Problem Solving and CreativitySDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me 1. Have made a healthy choice2. Have eaten a healthy, balanced diet 3. Have been physically active International Women’s Day 8th March4. Have tried to keep themselves and others safe 5. Know how to be a good friend and enjoy healthy relationships6. Know how to keep calm and deal with difficult situationsHeaton Values Focus – CommitmentSkills Builder Focus – Staying Positive and Aiming HighSDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships 1. Know how to make friends2. Try to solve friendship problems when they occur3. Help others to feel part of a group4. Show respect in how they treat others5. Know how to help themselves and others when they feel upset or hurt6. Know and show what makes a good relationshipHeaton Values Focus – IntegritySkills Builder Focus – Teamwork and LeadershipSDGs: Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnerships for the Goals | Changing meChanging me 1.Understand that everyone is unique and special2. Can express how they feel when change happens3. Understand and respect the changes that they see in themselves4. Understand and respect the changes that they see in other people5. Know who to ask for help if they are worried about change6, 7. Are looking forward to change x 2 wksHeaton Values Focus – GrowthSkills Builder Focus – Problem Solving and CreativitySDGs: Gender Equality |
| **RE** | How are important events remembered? | Why are Gurus at the heart of Sikh belief and practice? | How do the Five Pillars guide Muslims? | What faiths are shared in our country? |
| **Aspiration** | HistoriansJigsawWe are all born free (text) | Famous activists | Authors | Working with Animals |  | Archeologist |
| **Main text** | The Railway children Edith Nesbit | Christmas Carol Dickens | Dragonory - Pie Corbett adaptation.  | James and Giant Peach – Roald Dahl.  | Voices – Anthony Brown  | Escape from Pompeii – Christian Balti |
| **Supplementary texts** | **FT: Annie the Mill Girl**  The Selfish Giant (Oscar Wild)The Happy Prince (Oscar Wilde) | **FT: Oliver Twist** | **Start Reading: James and Giant Peach** Tell me a Dragon – Jackie Morris.  | **FT: Charlotte’s Web** Animals DK encyclopedia | **FT: Bills New Frock Anne Fine** People Equal by James BarryThe Tunnel – Anthony Brown | **FT: Secrets of Vesuvius**Extracts from Rotten Romans.  |
| **Guided Reading** | Victorian Life (E)Annie the Mill Girl (E)Railway Children (E) | Great Expectations - abridged version (E) | Extracts from DragonologyPicture books – there’s no such thing a s a dragon.  | James and the Giant Peach (E)Charlottes Web (E)Animals DK encyclopedia | Books by Anthony Brown | Roman Soldier and Celtic Warrior NF texts. |
| **Story plot** | Warning Story | Character Flaw  | Conquering a monster | Finding Tale - friendship | Meeting tale | Tale of Fear |
| **Innovation and invention**  | WAGOLL – The Selfish GiantInnovate – Disaster on the Railway LineInvent – First Day at the Mill | WAGOLL – A Christmas CarolInnovation – Spirit visits a bad mill owner.Invention - School setting. Ghost visits a mean headteacher.  | WAGOLL - DragonoryInnovation - Writing a sequel: A different comes to seek vengeance after hearing about the first dragon’s defeat.MC stays the same. Invented dragon from NF.Invention – Capturing a mythical beast which is causing chaos. | WAGOLL – James and the Giant PeachInnovation - On with the journey: The peach floats on and the characters see the Cloud Men making another kind of weather (e.g. wind, sun rays, lightening & thunder, rain, snow). Characters stay the same.Invention – MC Pupil-Meets a new animals (one from ZooLab)-Go on another journey on the peach so animal can show MC something about their world. | WAGOLL – Smudge’s StoryInnovation - Retell the story from Charles’ point of view. Written in first person.Invention - New character. New worry. Meets a contrasting character in one of the places we have visited in Y3 or Y4.  | WAGOLL Escape from PompeiiInnovation - Change of genre – diary entry. Recount of the diary of the eruptionInvention - Invasion by the Roman army from point of view of a Celtic tribes person. Diary entry. |
| **Toolkit focus** | Suspense (1 of 1)* Dramatic connectives (FA manner)
* Sound effects
* Powerful verbs to create urgency (dashed, pelted, lunged)
* Vary sentence lengths for impact
* Exclamations for impact

Dialogue (1 of 6)* Speech plus reporting clause
 | Characterisation (1 of 4)-name suggests something about character-appearance gives clues about personality-use speech to reveal things about personalityDialogue (2 of 6)* Speech + reporting clause
* Reporting Clause + Speech
* -new speaker, new line

Suspense/tension – revisit**Grammar Focus:**1 sentence + reporting clauseSpeech adverbsFronted adverbials to show how (dramatic openers for suspense) | Setting (1 of 4)-ENPs (expansion before and after the noun)-Alliteration-Verbs and adjectives chosen for a purpose to describe the mood (4)-Comparison – simile/metaphor (4)-Personification (4)Tool Kits used previously:Dialogue (3 of 6)* Speech + reporting clause +stage direction
* Stage direction + Reporting Clause + Speech
* -new speaker, new line

Characterisation (2 of 4) | Dialogue (4 of 6)* Speech + reporting clause
* Speech + reporting clause +stage direction
* Stage direction + Reporting Clause + Speech
* -new speaker, new line

Characterisation (3 of 4)-name suggests something about character-appearance gives clues about personality-reveal things about personality/character by…* What they say
* A catchphrase
* The way they say it
* What they are doing while speaking (stage direction)

Setting (2 of 4)* Alliteration
* Personification
* Prepositions
* Precise verbs
* ENPs
* Similes
* -write using the senses
 |  Setting (3 of 4)  * ENPs with modifying adjectives
* Alliteration
* Verbs and adjectives chosen for a purpose to describe the mood (4)
* Sentences of 3 to describe.
* Alliteration
* Comparison – simile/metaphor (4)

  Characterisation (4 of 4)* -Show don’t tell to reveal character thoughts and feelings.
* Contrast of feelings and looks.
* -Name reflects some element of the character.

Dialogue (5 of 6)* split speech punctuation.
 | Setting (4 of 4)* Alliteration
* Personification
* Prepositions
* Precise verbs
* ENPs
* Similes

Dialogue (6 of 6)* Speech + reporting clause
* Reporting Clause + Speech
* -new speaker, new line
 |
| **SPAG**Writing Technique | Inverted commas + reporting clauseReview ENPs (1 and 2 adjectives before noun)Creating suspense and drama | Reporting clause = inverted commasFA of time (NF)ENPs - expansion before and after nounCharacter change – character arc across a story | Inverted commas + reporting clause + stage directionFA – placeSingle possession apostrophesShow Don’t TellLinking paragraphs | FA – mannerPlural possession apostrophesDialogue to reveal characterMoving the story on (dialogue, Fas) | FA of additionality and contrast.Use of pronouns. Speech to move the story onFlashbacks - Mastery | Plural possession apostophesUse of the senses to develop setting |
| **Non fiction** | Non Chronological Report (1 of 2) Imitate: Roberts Park, SaltaireInvent: Lister Park **Grammar Focus:**-connectives to add information-connectives showing cause and effect-Superlatives**Punctuation Focus:**-Colon to introduce a list | Newspaper Recount (1 of 1)**Sari Strikers in action newspaper report**  **Newspaper report**-headline-Introduction – WWWWW-quotes with direct speech-own thoughts/opinions-Fronted adverbials of time-Final Paragraph – prediction for the future.**Invention – Beast Academy Pupil Strike** * Hit with a cane
* Made to cut hair to certain length
* Dress a certain way ie all girls have to wear skirts
* All boys have to wear ties.
* Everyone has to wear the same frame glasses/coats.

**Text Focus:**Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Non Chronological Report about invented dragon (2 of 2)NC Report Toolkit:Stage 1/2--Question subheadings -present tense-range of interesting factsStage 3/4-technical vocabulary incl. facts and figures-topic sentences to hook reader/define subject-final paragraph with an amazing, unexpected or memorable fact to leave reader thinking-generalisers-causal and contrasting conjunctions-labeled illustrations/photos with captions.**Grammar Focus:**-connectives to compare- connectives for emphasis | Explanation (1 of 1)food chains and life cycleExplanation Toolkit* Present tense, in formal language
* Text arranged into numbered points
* Sub-headings to separate sections of text
* Time connectives, such as: first, then, next, later, finally.
* Causal and effect connectives
* Connectives to compare e.g. similarly, in contrast
* Technical vocabulary (sometimes in bold)
* Glossary to explain technical vocabulary
* Diagrams with labels
* Pictures with captions
* Concluding statement
 | Discussion (1 of 1)Should Charles and Smudge visit Skipton or Heaton for their next day out? WAGOLL: Roberts Park or Lister Park?Adverbs to start sentences\_* Additionality – furthermore, additionally etc.
* Contrast = however, despite this…etc.
* Opening topic sentences
* Conclusion to summarise.
 | Persuasion (Advert) (1 of 1)join the army Roman or CelticReaching out to audience:-* Exaggeration
* Photos and pictures with captions.
* Appealing to reader
* Eye catching
* Use of titles to break up text.
 |
| **Poetry structure** | Sound poem | Descriptive scenery poetry | Imagery poem  | Figurative poetry | Comparative poetry – rhyming couplets  | Figurative poetry – guess the object.  |
| **Science coverage** | Sound | Electricity - produce a circuit with a bulb and switch for use in DT topic | States of matter and the Water cycle | Animals /food chains Animals and habitats | Digestive system and teeth  |  |
| **Science working scientifically/****skills** | Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. | Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. | Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. | Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. | Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. |  |
| **Topic Questions for Assessment** | Describe what you know about the Victorian era.What was different about Sir Titus Salt and Samuel Lister?Where did Salts Mill source their materials from? Where were goods exported to? What is different about Saltaire now compared to Victorian times?How can we find out about the past? | What were some of the changes people have made to improve conditions for workers?What did William Cuffey do? How did the Sari strike help change the lives of people in the mill? | Provide image of dragon - can you describe this dragon? How does he behave? Why? Where does he live/what does he eat?Science topic questions.What do solids do and what are they like?What does a liquid do and what are they like?What is a gas and what are the particles in a gas like?Why does a liquid flow but not a solid?Can you change a solid into a liquid? How?Can you explain the water cycle? | What is a habitat and what does it provide for an animal?Name some different types of habitats from around the world?Describe a simple food chain. What happens to the energy in a food chain? Sort some animals (images) into groups and explain how you have sorted them.  | What is Heaton like? What is Skipton like? How are they similar/different?Why would someone choose to live in Heaton/Skipton?What is a city? What features do they have? | Who were the Romans? How do we know about the Romans? Describe this map of the Roman Empire.Label this image of a Roman warrior.Why did the Romans want Britain?What did the Romans do for us?What are the similarities and differences between Romans and Celts? |
| **History** | A local study – Saltaire and Manningham (Lister Park and mill) during Victorian periodLook at where resources for the mills came from, world view, imports and exports.Look at Titus Salt and Samuel Lister impact on people in local area and areas of the world.Discuss workers strike in Lister mill which was not successfulWilliam Cuffay – in Kent went on strike for better rights for workers . | **People making change**Bristol bus boycottsStrikers in SarisImpact after Victorian era – link to mills and 1960s immigration.Opportunities for family history.Show positive impact on Bradford |  |  |  | Roman Empire and it’s impact on Britain |
| **Debate Question** | Who was a better boss, Samuel Lister or Titus Salt? Look at the complexity of people, balanced view, not just bad vs good. |  | Are dragons real? |  | Would you rather live in Heaton or Ilkley? | True or false – the Romans were clever. |
| **Geography** | United Kingdom.Saltaire and Yorkshire.Our journeys – location of industry |  |   |  | Countries of EnglandUnited Kingdom, Yorkshire and comparison of Ilkley and Heaton. | Roman impact (European maps) Invasion across Europe. Counties of England |
| **Numeracy in Topic** | Victorian timeline Data logging graphs in Science.  | Mince pies – weighing kg/g | Line graph – speed of chocolate melting | Easter baskets – nets, measuring, areaArt – measuring grid for sketching squirrel | Distances between places in the UK | Roman NumeralsTime line of Roman Period |
| **Art and design****(Sketch books)** | Saltaire Architecture - Water colour pictures by Claire Caulfield.  | Portraits  children’s portraits as Victorians  | Dragon Art - painting | Animal sketches – Louise Brown using oil pastels | Collage – face art | Book Art |
| **Design and technology** |  | Electrical systems: Simple circuits and switchesLantern with an electrical circuit (shell structures). |  | Structures: Shell structures(Easter baskets) |  |  |
| **Computing** | Page layoutPages Leaflet – This is me (send to Link schools)Leaflet – Lister Park Data loggers – Science  | Skype/video call with new class/school.  | Video editing iMovie dragons |  | Drawing and paintPhotomixCollage art of faces.  | Discovery - coding Y3 and Y4 units |
| **PE – PPA Sports Coach** | Tag rugby  | Dance | Hockey | Gymnastics | TennisBadminton | Golf |
| **PE – Class Teacher** | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |