**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**  Charities  May be recognized  Religious celebration – assembly/party/RE teaching  Taught across school  Police visit  Assembly | NSPCC assembly?  British Science Festival  Harvest Festival Sept/Oct  Rosh Hashanah  Yom Kippur  Birthday 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 Week  Transition  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 welcome  2. Try to make our school community a better place  3. Think about everyone’s rights to learn  4. Care about other people’s feelings  5. Work well with others  6. 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 – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: 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 Dec  5, 6. Try to use kind words x 2 wks  7.Know how to give and receive compliments  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals  1. Stay motivated when doing something challenging  2. Keep trying even when it is difficult Aspirations Week  3. Work well with a partner or group  4. Have a positive attitude Holocaust Memorial Day 27th January  5. Help others to achieve their goals  6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th Feb  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me  1. Have made a healthy choice  2. Have eaten a healthy, balanced diet  3. Have been physically active International Women’s Day 8th March  4. Have tried to keep themselves and others safe  5. Know how to be a good friend and enjoy healthy relationships  6. Know how to keep calm and deal with difficult situations  Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships  1. Know how to make friends  2. Try to solve friendship problems when they occur  3. Help others to feel part of a group  4. Show respect in how they treat others  5. Know how to help themselves and others when they feel upset or hurt  6. Know and show what makes a good relationship  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnerships for the Goals | Changing me  Changing me  1.Understand that everyone is unique and special  2. Can express how they feel when change happens  3. Understand and respect the changes that they see in themselves  4. Understand and respect the changes that they see in other people  5. Know who to ask for help if they are worried about change  6, 7. Are looking forward to change x 2 wks  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: 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** | Historians  Jigsaw  We 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 Barry  The 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 Dragonology  Picture 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 Giant  Innovate – Disaster on the Railway Line  Invent – First Day at the Mill | WAGOLL – A Christmas Carol  Innovation – Spirit visits a bad mill owner.  Invention - School setting. Ghost visits a mean headteacher. | WAGOLL - Dragonory  Innovation - 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 Peach  Innovation - 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 Story  Innovation - 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 Pompeii  Innovation - Change of genre – diary entry. Recount of the diary of the eruption  Invention - 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 personality  Dialogue (2 of 6)   * Speech + reporting clause * Reporting Clause + Speech * -new speaker, new line   Suspense/tension – revisit  **Grammar Focus:**  1 sentence + reporting clause  Speech adverbs  Fronted 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 clause  Review ENPs (1 and 2 adjectives before noun)  Creating suspense and drama | Reporting clause = inverted commas  FA of time (NF)  ENPs - expansion before and after noun  Character change – character arc across a story | Inverted commas + reporting clause + stage direction  FA – place  Single possession apostrophes  Show Don’t Tell  Linking paragraphs | FA – manner  Plural possession apostrophes  Dialogue to reveal character  Moving the story on (dialogue, Fas) | FA of additionality and contrast.  Use of pronouns.  Speech to move the story on  Flashbacks - Mastery | Plural possession apostophes  Use of the senses to develop setting |
| **Non fiction** | Non Chronological Report (1 of 2)  Imitate: Roberts Park, Saltaire  Invent: 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 facts  Stage 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 cycle  Explanation 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 Celtic  Reaching 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 period  Look 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 successful  William Cuffay – in Kent went on strike for better rights for workers . | **People making change**  Bristol bus boycotts  Strikers in Saris  Impact 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 England  United 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, area  Art – measuring grid for sketching squirrel | Distances between places in the UK | Roman Numerals  Time 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 switches  Lantern with an electrical circuit (shell structures). |  | Structures: Shell structures  (Easter baskets) |  |  |
| **Computing** | Page layout  Pages  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 paint  Photomix  Collage art of faces. | Discovery - coding Y3 and Y4 units |
| **PE – PPA Sports Coach** | Tag rugby | Dance | Hockey | Gymnastics | Tennis  Badminton | Golf |
| **PE – Class Teacher** | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |