Ark John Keats Academy

Year 4 Curriculum Overview 2017 – 2018

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Mastery – text level	**Traditional Tales – Myths:** *Key Text:* *The Hobbit*	**Mystery/Detective:** *Key Text:* Sherlock Holmes: The Hound of the Baskervilles (*Author Focus)	**Poetry Focus:** Haikus & Alphabet poems	**Modern adaptations of Traditional Tales** *Key Texts:* The True Story of the Three Little Pigs	**Coming Of Age** *Key Text:* Stig of the Dump	**Heritage Texts** *Key Text:* Peter Pan
Writing and key grammatical skills	• Handwriting is consistently neat and legible. • Explain what a suffix is and give some examples. • Spell near homophones and homophones correctly e.g. accept/except, affect/effect etc. (See full list in NC), as well as commonly misspelt words (all the commonly misspelt words in Appendix 1 in NC). • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use prepositions to express time and cause. • Use adverbials and conjunctions to express time and cause. • Explain what a conjunction, adverb and preposition is and give examples. • Proof-read for spelling and punctuation errors, correcting them independently. • In non-fiction, use paragraphs logically to organise ideas around a theme e.g. developed use of topic sentences. • Analyse a similar text, highlighting the key features and explaining the impact they have. • Make decisions about the form, structure, vocabulary and grammar to use, based upon the purpose and audience. • Explain the purpose of my writing and know who the audience is.		• In narrative writing, organise each part of the story to indicate a change in place, or a jump in time. • Explain what suspense is and give some examples of techniques used in suspense writing. • In narrative writing, build suspense to introduce the dilemma. • In non-fiction writing, link information within paragraphs with a range of conjunctions. • Explain the difference between the present perfect form of verbs and the simple past. • Present perfect form of verbs instead of the simple past • Understand the differences between Standard English and non-Standard English use this, e.g. in writing dialogue for characters. • Assess the effectiveness of their own and others' writing, proposing changes and suggesting improvements. • Read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Explain what a fronted adverbial is and give some examples. • Use adverbial phrases at the beginning of sentences (fronted adverbials) as a 'where', 'when' or 'how' starter. • Use a comma after fronted adverbials.		• Assess the effectiveness of their own and others' writing, proposing changes and suggesting improvements. • Ensure narrative writing shows a clear distinction between the resolution and the ending and the ending includes reflection on events or the characters. • Use 'ed' clauses as sentence starters, e.g. *Frightened, Tom ran straight home to avoid being caught.* • Use 'ing' clauses as sentence starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* • Drop in 'ing' clauses e.g. *Jane, laughing at the teacher, fell off her chair* for effect and add something powerful to the sentence. • For direct speech, use a new line for each new speaker. • Use commas and inverted commas accurately in direct speech. • Use powerful verbs and adverbs in speech. • Explain what the endings spelt –tion, –sion, –ssion, –cian do to words when they are added. • Spell words with the endings –tion, –sion, –ssion, –cian accurately. E.g. *invention, injection, action* • Explain what the suffix –ous does to the root word when added to it. • Sell words with the suffix–ous, e.g. *poisonous, generous, tremendous,* • Explain what the possessive apostrophe is and can use it accurately with regular plurals, e.g. girls'	

			• Explain when it is appropriate to use long and short sentences and what their impact is on the reader. • Use a variety of long and short sentences in my own writing. • Start sentences with a simile. • Choose my similes carefully and use those that will have the greatest impact on the reader. • Explain what the suffix –ation does to the root verb and how it changes the verb to a noun. • Spell words containing the suffix –ation. E.g. *information, adoration, sensation, preparation, admiration.*		• Use the possessive apostrophe accurately with irregular plurals (e.g. children's). • Understand the grammatical difference between plural and possessive –s. • Spell all of the Y3/Y4 spelling list correctly.	
Mathematics Mastery	• Reasoning with 4 digit numbers • Addition and subtraction • Multiplication tables - revision of known facts x 2, x 3, x 4, x 5, x 10 x, 11	• Multiplication and division • Discrete and continuous data • Multiplication tables - revision of known facts x 2, x 3, x 4, x 5, x 10 x, 11 • Multiplication tables x 6, x 7	• Securing multiplication facts • Fractions • Time • Multiplication tables x 6, x 7, x 8, x 9	• Decimals • Area and perimeter • Multiplication tables x 6, x 7, x 8, x 9	• Solving measure and money problems • Shape and symmetry • Multiplication table x 6, x 7, x 8, x 9, x 12	• Shape and symmetry • Position and Direction • Reasoning with patterns and sequences • 3d shapes • Multiplication tables – all to x12
Science	Understanding science: • Know what science is and why is it important • Know the names and uses of common apparatus used for experiments • To know how scientists write up investigations • Know about some significant world scientists and what have they achieved (Isaac Newton, Ada Lovelace)	Living things and their habitats: • To recognise that living things can be grouped in different ways • To explore the use of classification keys to group living things • To recognise that environments can change and this can pose danger to living things	Animals including humans: • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions • To construct and interpret a variety of food chains, identifying producers, predators and prey	States of Matter: • To compare and group materials together, according to whether they are solids, liquids or gases • To observe that some materials change state when they are heated or cooled, and measure/ research the temperature at which this happens in degrees Celsius (°C) • To identify the part played by	Sound: • To identify how sounds are made, associating some of them with something vibrating • To recognise that vibrations from sounds travel through a medium to the ear • To find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of a sound	Electricity: • To identify common appliances that run on electricity • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a

				evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases	complete loop with a battery • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • To recognise some common conductors and insulators, and associate metals with being good conductors
Character	• Climate for Learning • Making wise decisions	• Growth mind-set • Tenacity	• Respecting differences • Empathy	• Responsibility	• Honesty • Curtesy • Forgiveness	• New beginnings • Transition • Being reflective
History	**<u>The Greeks</u>** Its place in history (chronology – add to class timeline) Key questions: What did Ancient Greece look like? What was it like to live in Ancient Greece? (In depth study of Athens v Sparta) What is Greek Mythology? How did democracy begin? What influence has Ancient Greece had on the modern world? (Science, Politics, Law, Theatre, Olympics) **How did the Ancient Greeks inspire the modern Olympics?**		**<u>The Tudors</u>** Its place in history (chronology - – add to class timeline) Key questions: Who were the Tudors? (Study of every monarch) What was it like to live in Tudor times? (Crime and punishment, entertainment, Tudor children) Who was Henry VIII? Who was Elizabeth I? What was the Spanish Armada? **Who had a greater influence on the future of Britain, Henry VIII or Elizabeth I? Why?**		**<u>British Imperialism</u>** Its place in history (chronology – add to class timeline) Key questions: Its place in history (chronology) What was it like to live in Britain at this time? Overview of Imperialism timeline What inspired it? Why did it finish? **Do you believe British Imperialism was good, bad or both? Why?**	

Geography	What it means to be British • Review what geography is. • What makes Britain unique? What are traditions of Britain? • Identify important locations of Britain.	Improve the environment – pollution • Identify the ways people pollute. • Describe the different ways we can recycle • Plan and carry out a recycling project within the school	Antarctica Explorers/climate • To describe the climate, location and use of Antarctica • To research the explorers of Antarctica. • To recognise the fragile nature of the continent.	Water cycle **or** /Land use - farm to city? • What is the water cycle? • How do people affect the cycle?	Volcanoes/ planet formation • How are they formed? • Where are volcanoes located? • Describe how volcanoes affect people and the planet.	Europe (Focus Scandinavia Norway) • What is the climate like? • How has the weather changed the landscape? • What sports are played in Norway due to climate? • Link To Lillehammer '92 Olympics
Computing	**Unit 1: Interactive Program** Create an interactive program using Scratch through designing, sequencing, testing and debugging their program featuring loops, conditions, variables and broadcast messages.	**Unit 5: eBook Authoring** Produce an engaging and immersive eBook. They will also create, format and organise multimedia content (including images, sounds and videos) and evaluate its effectiveness.	**Unit 2: Representing Data** Know that computer data is made using 1s and 0s. Learn that binary numbers can be used to represent text (using ASCII encoding) and for encoding images.	**Unit 4: Computer Storage** Learn about the reasons why computers require memory and storage. Identify common storage media along with their capacity.	**Unit 3: Internet Search Engines** Learn about how search engines index and rank websites, about the use of web crawlers and how specific search terms can be used to find more precise results.	**Unit 6: Stop Motion Animation** Create a stop motion animation by drawing a storyboard outlining the plot or narrative, and by then adding graphic effects, music and applying filters.
Graphic Design	**What is design?** • Who are some of the world's greatest designers? What did they design? • Why do we need designers? • How can colour influence a design? • How can perspective and composition influence a design?	**Typography** • What is typography? • Can lettering be creative? • How are fonts designed? • Who are some of the most successful typographers? • How is typography used in different situations? • How can we communicate to an audience through typography?	**Illustration** • How do illustrators develop a unique style? • Why is it important to have a unique style? • Where might we see different styles of illustration? (Humour, fashion, Internet meme etc.) • What messages can we communicate through illustration?	**Branding** • What is a brand? • How do brands establish themselves? • What are some of the most successful brands of all time? • What do colours, logos, packaging, websites, slogans and other communication materials say about a brand? • How can I create an effective logo for a brand?	**Info graphics** • What is an info graphic? • How can we present data in a fun and exciting way? • How can we create a consistent theme for a design? • How can info graphics support and strengthen a brand?	**Computer graphics** • What is photo manipulation? • How can we create designs digitally? • What are the current trends for graphic design? • How can we combine traditional artistic / photography methods with digital techniques?

MFL	Getting to know you • Y3 Revision/consolidation questions: what's your name? How are you? Where do you live? How old are you? • Greetings/farewell: á bientot, á toute á l'heure. • Classroom instructions	• Numbers 1-31 • Days • Months • Years • Birthdays • I was born in… • Introduce 3rd person: She/he is/has… • French name days	• Seasons • Weather Assessment: Weather report in French	Physical descriptions • Tall, short, slim, girl, boy. • Body parts • Il/elle est – he/she is… • Il/elle a – he/she has…	• Stating pinions	• Discussing sports and summer activities
Music	**Establishing Strong Musical Roots** • Developing singing through a repertoire of vocal openers, short songs and performance repertoire • Reinforcing a musical culture in the classroom through an awareness and understanding of the dynamics of whole-class music making • Developing a deeper understanding of musical elements of pitch, duration, dynamics, tempo, texture, structure & tonality by participating in a repertoire of songs and instrumental music. (World Music) Djembe		**Developing musical roots: pitch** • Working with the diatonic major & minor tonalities • Working with a repertoire of songs & tuned percussion to explore a basic understanding an octave • Understanding and recognising "step wise" movement in melody • Recognising the melodic shape of musical phrases Djembe		**Getting Creative** • Creating a whole class piece inspired by World Music using either African (Djembe) or Latin (Samba) acquired skills as a stylistic basis • Contributing, rehearsing & developing, musical/textual ideas • Creating, assessing and developing instrumental & vocal ideas • Working effectively in small groups to rehearse and develop musical ideas • Rehearsing, assessing and improving performances to achieve the highest possible level of performance • Using appropriate notations to create a performance score Djembe	
PE	Football Hockey	Gymnastics Tag Rugby	Dance Cross Country/Fitness	Cricket Tennis	Tri-Golf Basketball	Athletics – Track Athletics - Field