## Curriculum Overview Year 4

### Autumn 1
- **Topic**: Journeys
- **Key Texts**: Gregory Cool
  - Under the Moon and over The Sea
  - The Miraculous Journey of Edward Tulane
  - Dancing in the rain
  - Hot like Fire and other poems
  - The Arrival
  - The Silence Seeker
  - Who are refugees and migrants? What makes people leave their home?

### Autumn 2
- **Key Texts**: When Jessie Came Across the Sea
  - Coming Home
  - A story like the wind
  - Christophe’s Story
  - Poo: a natural history of the unmentionable
- **Key Genres**: Narrative, writing in role to include: diary entries, letters and postcards, Poetry
- **Key Skills**: Write poems imitating poetic structures studied. Understand paragraphs as a way to group related material.
  - Rehearse dialogue. Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors).
  - Create settings, characters and plot. Write poems imitating poetic structures studied. Use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning).
  - Use simple organisational devices in non-narrative material, e.g. sub-headings. Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike.
  - Use techniques to get the reader on side (address them to engage or persuade). Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors).
  - Read aloud own writing using appropriate intonation and controlling the volume so that the meaning is clear.
  - Develop mood and atmosphere using a range of vocabulary and dialogue between characters.

### Summer 1
- **Key Texts**: The Highwayman
  - Macbeth
  - Hurricane Mousehole Cat
  - The Lighthouse (film)
  - The Iron man
  - Arthur and the Golden Rope
  - The Saga of Erik the Viking
  - The Sleeping Army

### Summer 2
- **Key Texts**: Firebird
  - Tales Told in Tents
  - Midsummer Night’s Dream
- **Key Genres**: Narrative, writing in role Non-chronological Poetry Narrative, retell Persuasive writing Newspaper Play scripts, Persuasive
- **Key Skills**: Poems imitating poetic structures studied. Use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning).
  - Use simple organisational devices in non-narrative material, e.g. sub-headings. Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike.
  - Use techniques to get the reader on side (address them to engage or persuade). Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors).
  - Read aloud own writing using appropriate intonation and controlling the volume so that the meaning is clear.
  - Develop mood and atmosphere using a range of vocabulary and dialogue between characters.
<table>
<thead>
<tr>
<th>Exploring and Discovery</th>
<th>Maths</th>
<th>Science</th>
<th>Computing</th>
<th>DT</th>
<th>Art</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>Theme 1 Solving number &amp; practical problems involving place value</td>
<td>Working Scientifically with a focus on Animals, including humans: Food Chains.</td>
<td>e-safety: blogging Multimedia: Microsoft Word: Caribbean travel poster.</td>
<td>Painting</td>
<td>Weaving, using paper, fabric, wool etc. Link to Anglo Saxons</td>
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<tr>
<td></td>
<td>Theme 2 Using formal written methods to solve problems</td>
<td>Working Scientifically with a focus on Animals, including humans: Digestive System and Teeth.</td>
<td>e-safety: blogging Multimedia: Microsoft PowerPoint USA Landmarks Presentation.</td>
<td>Drawing</td>
<td>Edward Tulane sketches and New York City Skylines. Focus on the use of pencil drawings, tone, shading, texture and perspective and shape. Textiles Weaving, using paper, fabric, wool etc. Link to Anglo Saxons</td>
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<td></td>
<td>Theme 4 Solving Number &amp; practical problems</td>
<td>Working scientifically with a focus on States of matter</td>
<td>Programming Scratch Animation Project: Classification</td>
<td>Printing and Famous Artist Study</td>
<td>Construction Design and make an Iron Man incorporating a circuit with bulbs</td>
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<td>Theme 5 Problem solving in the context of 2D (&amp; 3D) shape</td>
<td>Working scientifically with a focus on Living things &amp; their habitats</td>
<td>Handling Data Excel/Data/Graphing: Linked to science</td>
<td>Construction</td>
<td>Collage Create a collage of The Fire Bird using a variety of materials and techniques such as tearing, layering, overlapping.</td>
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<td>Theme 6 Interpreting, presenting &amp; comparing data</td>
<td>Working scientifically with a focus on Electricity link to English and DT</td>
<td>Technology in our Lives Linked to history</td>
<td>Handling Data Excel/Data/Graphing: Linked to science</td>
<td>Construction</td>
<td>Collage Create a collage of The Fire Bird using a variety of materials and techniques such as tearing, layering, overlapping.</td>
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<td>Theme 7 Solve problems involving position &amp; direction</td>
<td>Working scientifically with a focus on Electricity link to English and DT</td>
<td>Technology in our Lives Linked to history</td>
<td>Construction</td>
<td>Collage Create a collage of The Fire Bird using a variety of materials and techniques such as tearing, layering, overlapping.</td>
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<td>Theme 8 Solve measure &amp; money problems involving fractions &amp; decimals</td>
<td>Working scientifically with a focus on Animals, including humans: Digestive System and Teeth.</td>
<td>Programming Scratch Animation Project: Classification</td>
<td>Construction</td>
<td>Collage Create a collage of The Fire Bird using a variety of materials and techniques such as tearing, layering, overlapping.</td>
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<td>Geography</td>
<td>Locational knowledge</td>
<td>Locate Continents, North America, Tobago, Caribbean countries. <strong>Place Knowledge:</strong> Geographical/Human features of Tobago. <strong>Human Geography</strong> Migration and settlement.</td>
<td>Britain's settlement by Anglo Saxons And Scots</td>
<td>Human and Physical Climate Zones—link to extreme weather and locations of tornadoes, hurricanes etc.</td>
<td>A local history and Geography study</td>
<td>Study of the history of Merton Abbey Mills, focussing on William Morris. <strong>Mapping/Field Work</strong> Local Maps of Merton linked to Merton Abbey Mills/William Morris</td>
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<tr>
<td>MFL: French</td>
<td>Re-cap Family members My family <strong>Negatives, (j’ai/ je n’ai pas de…)</strong></td>
<td>Pets My pets <strong>Negatives, (j’ai/ je n’ai pas de…)</strong></td>
<td>Weather Il y a/ Il fait</td>
<td>Forecasting Weather around the world Francophone countries.</td>
<td>Wild animals Articles, adjectival positioning</td>
<td>Habitats Fables – joining in with a story prepositions</td>
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<td>PE</td>
<td>Back to basic, individual skills and team games Netball</td>
<td>Gymnastics Tag Rugby</td>
<td>Mini Football Mini Tennis</td>
<td>Gymnastics Rounders</td>
<td>Hockey Cricket</td>
<td>Basketball Athletics</td>
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<td>RE</td>
<td>Belonging &amp; identity</td>
<td>Jesus: His early life &amp; teaching</td>
<td>Birth rites</td>
<td>Festivals</td>
<td>Hinduism: God &amp; sacred writings</td>
<td>Creation &amp; God</td>
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</table>
| PSHE | **Living in the wider world – Economic wellbeing and being a responsible citizen:** About rights and responsibilities as members of families, other groups and ultimately as citizens. About different groups and communities. To respect diversity and equality and how to be a productive member of a diverse community. About the | **Health and wellbeing:** How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. About managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing and to recognise sources of | **Relationships:** How to develop and maintain a variety of healthy relationships. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. How to
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<th><strong>British Values</strong></th>
<th>Mutual respect and tolerance of those with different Faiths and Beliefs – through text of When Jessie Came Across the Sea and in PSHE and RE.</th>
<th>The Rule of Law – linked to The Highway Man</th>
<th>Mutual respect and tolerance of those with different Faiths and Beliefs – Spring Festivals in RE</th>
<th>Democracy – through the text of The Iron Man and in Childrens Council</th>
<th>Individual Liberty – through the text of Firebird.</th>
<th>Individual Liberty – in Childrens Council</th>
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<td><strong>Music</strong></td>
<td>Merton Music Foundation – Djembe Drumming</td>
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<td>Sound Colours</td>
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<td>Singing games</td>
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