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***Together We Grow***

 Year 4 Curriculum Overview 2024-2025

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|  | **Autumn** | **Spring** | **Summer** |
| English | The Secret Sky Garden**Setting description (transformation)**The Lost Happy Endings**Twisted narrative** **Persuasive letter**  | Arthur and the Golden Rope**Diary Entry** **Non-chronological report**Libba **Biography** | Leon and the Place Between**Parallel narrative** The Wild Robot **Information text**  |
| Maths | **Place Value (numbers to 10,000)*** count in multiples of 6, 7, 9, 25 and 1,000
* find 1,000 more or less than a given number
* count backwards through 0 to include negative numbers
* recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
* order and compare numbers beyond 1,000
* identify, represent and estimate numbers using different representations
* round any number to the nearest 10, 100 or 1,000
* solve number and practical problems that involve all of the above and with increasingly large positive numbers
* read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
* convert between different units of measure [for example, kilometre to metre; hour to minute

**Addition and Subtraction** * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
* estimate and use inverse operations to check answers to a calculation
* solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

**Perimeter*** measure and calculate perimeter of a rectilinear figure (including squares) in centimetres and metres the

 | **Multiplication and division*** recall multiplication and division facts for multiplication tables up to 12 × 12
* use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
* recognise and use factor pairs and commutativity in mental calculations
* multiply two-digit and three-digit numbers by a one-digit number using formal written layout

**Area and scaling*** find the area of rectilinear shapes by counting squares
* solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

**Fractions and Decimals with Money*** recognise and show, using diagrams, families of common equivalent fractions
* count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
* solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
* add and subtract fractions with the same denominator
* recognise and write decimal equivalents of any number of tenths or hundreds
* recognise and write decimal equivalents to 1/4 , 1/2 , 3/4
* find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
* round decimals with 1 decimal place to the nearest whole number
* compare numbers with the same number of decimal places up to 2 decimal places
* solve simple measure and money problems involving fractions and decimals to 2 decimal places
 | **Time** * read, write and convert time between analogue and digital 12- and 24-hour clocks
* solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

**Shape (symmetry of 2D shapes)****Revision of 3D shapes*** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
* identify acute and obtuse angles and compare and order angles up to 2 right angles by size
* identify lines of symmetry in 2-D shapes presented in different orientations
* complete a simple symmetric figure with respect to a specific line of symmetry

**Statistics** * interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
* solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
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| Science | **Sound**We will be exploring how sound is made and recognising that vibrations can travel through different mediums. We will explore volume and pitch using practical resources.**Electricity**Identify common appliances that run on electricity. We will be constructing simple circuits, including the use of switches and identifying insulators and conductors. | **Animals including humans** Describe the functional parts of the human digestive system. Identifying teeth and their purposes whilst also constructing food chains including predators, prey and producers.**States of matter**Compare and group together solids, liquids and gases. Observing that some materials can change state when heated or cooled. | **Living things**We will be learning how Living Things can be classified in different ways. Recognising how environments can change through human and natural impact. We will also be developing knowledge of classification keys. |
| Geography | **Italy****(Autumn 2)**We will learn about Italy. They will learn about Italy’s location, physical geography, volcanoes, cities and landmarks and discover Italian Culture. They will discover that it is a peninsula. | **Earthquakes****(Summer 1 & 2)**The children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.The children will learn about physical geography, including: climate zones, mountains volcanoes and earthquakes, and the water cycle. They will also learn about human geography, including: types of settlement and land use.  |
| History | **The Romans****(autumn 1)****(Deva)**We will explore the impact the Roman Invasion had, be able to place this period on a timeline while also understanding the significant changes that took place in Britain at that time.  | **Early Civilisations- focus on Bagdad****(spring 1)****Drama Group**We will learn about the role of Baghdad in the Ancient Islamic Civilization. They will cover its location and discover what life was like.  | **The Victorians****(spring 2)****(Museum of Liverpool)**We will explore what was it like to be a local Victorian, be able to place this period on a timeline while also understanding the significant changes that took place in Britain at that time.  |
| Computing | **Designing a game in scratch using repeat loops**The children will explore algorithms, debugging and programming to create a game using the programme ‘Scratch’ | **Pixel Art** The children will explore pattern and colour using pixel art.  | **Making a Special Effects Movie** The children will create a short film and add special effects using a green screen. |
| PE | FundamentalsBalls Skills | Gymnastics Hockey | Swimming Athletics  |
| Art | Exploring still Life Italian artist (Giorgio Morandi)  | Exploring patterns (mosaic link/ pixel link in computng)   | SculptureLiving things Sculpture |
| DT | **2D Shape to 3D product (autumn 2)**The children will learn sewing techniques. They will design, create and evaluate Christmas stockings.  | **Simple circuits and switches (spring 2)**The children will design, create and evaluate their buzz, wire games.  | **Food Technology****(summer 2)**The children will design, create and evaluate a pasta dish linked to Italy.  |
| RE | What does it mean to be a Hindu in Britain today? (part 2)*Living* What does it mean to be a Christian in Britain today? (Part 2)*Living* | Why are festivals important to religious communities?*Expressing*Why is Jesus inspiring to some people?*Believing*  | What can we learn from religions about deciding what is right and wrong?*Living* Why do some people think that life is like a journey and what significant experiences mark this?*Expressing*  |
| PHSE | Being me Celebrating Differences  | Dreams and Goals Healthy me  | RelationshipsChanging me |
| Music | **Ukulele**The children will have the opportunity to learn, play and perform in solo and ensemble context with increased accuracy, fluency, control and expression.  | **Ukulele**The children will have the opportunity to learn, play and perform in solo and ensemble context with increased accuracy, fluency, control and expression.  | **Ukulele**The children will have the opportunity to learn, play and perform in solo and ensemble context with increased accuracy, fluency, control and expression.  |
| Spanish | **Self, family and friends**Brothers and sisters (I have sentences) Descriptions of hair and eyes (I have sentences)Big green monster story (He has)(Word order + adjectival agreement in sentences)1 – 39 (add/subtract, odds/evens, double/halve)**School life**School subjects (genders/definite article) + simple opinions (sentences)Time – on hr + ½ pastAlphabet linked to Christmas (link sounds and spellings)1 – 20 Recognition, recall and written form | **The world around us**Describing the weather (phrases)Sentences linking weather with months + seasons (simple prepositions)X10 – 60 (RRP)**Animals and home environment**Animals and habitats (sentence with a preposition)Old Lady Who Swallowed A Fly song/storyAdjectives to describe animals in a sentence (Word order and agreement of adjectives)1 – 69 (Forwards/backwards, add/subtract) | **Leisure**Sports 2 [longer sentences combining opinion, sport and justification in first person]Sentence stating favourite sport.Verbs - [I do/ I play]'Sporty Sophie' story (simple sentence building)Sentences combining sports and days/seasons1 – 69 (odds/evens, double/halve)**Summer**Asking for picnic items.Cold drinks [+milkshake flavours, sandwich fillings, ice cream flavours [prepositions]Understanding and giving prices - euros1 – 69 (all operations) |