





# Year 4 Long Term Curriculum Overview 2024-2025



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> 	<p><b>Vehicle Text-</b> The Wale- Vita Murrow</p> <p><b>Writing Outcomes:</b> Narrative- setting narrative Recount- Newspaper report</p> <p><b>Poet Focus:</b> Maya Angelou</p> <p><b>Non-fiction Links:</b>  Women in Science – 50 fearless 50 fearless pioneers who changed the world</p> <p><i>Maya Angelou- Lisbeth Kaiser</i></p> <p><i>You wouldn't want to be a Victorian Miner- John Malam</i></p> <p><i>DK Eyewitness-The Victorians</i></p> <p>Science in a Flash – States of matter</p> <p>States of Matter – solids liquids and gases</p>	<p><b>Vehicle Text-</b> Leaf- Sandra Dieckman</p> <p><b>Writing Outcomes:</b> <b>Narrative-</b> outsider narrative Information-polar bears</p> <p><b>Non-fiction Links:</b> <b>Science- Living Things/ Habitats/ Animals (Steps to Read)</b></p> <p><b>Poetry Focus:</b> Structured Poetry- Kenning Poems</p> <p><b>Non-fiction Links:</b> Earth Shattering Events- Robin Jacobs</p> <p>The Pebble in My Pocket- A History of Our Earth- Meredith Hooper</p>	<p><b>Vehicle Text-</b> Arthur and the Golden Rope- Joe Todd Stanton</p> <p><b>Writing Outcomes:</b> Narrative- myth narrative Information- defeating a Viking monster</p> <p><b>Non-fiction Links: History Vikings (Steps to Read)</b></p> <p><b>Poetry Focus:</b> Poetry Enjoyment-The Puffin book of Utterly Brilliant Poetry</p> <p><b>Non-fiction Links:</b> The Variety of Life- Nicola Davies</p> <p>Life-Sized Animal Tracks- John Townsend</p> <p>Life Size Animal Poo John Townsend</p>	<p><b>Vehicle Text-</b> The Lost Happy Endings- Carol Ann Duffy &amp; Jane Ray</p> <p><b>Writing Outcomes:</b> Narrative- twisted narrative Persuasion- letter</p> <p><b>Poetry Focus:</b> Structured Poetry-Rap</p> <p><b>Non-fiction Links:</b> Amazing world Atlas Lonely Planet</p> <p>Little Kids first big book of the world</p> <p>Travel for kids: Spain, Italy and France</p> <p>Temperate Climates Cath Senker</p> <p>Desert Climates Polar Climates</p> <p>Europe: The Study Book CGP</p>	<p><b>Vehicle Text-</b> The Journey- Francesca Sanna</p> <p><b>Writing Outcomes:</b> Narrative- refugee Recount-diary</p> <p><b>Non-fiction Links: Geography- Europe (Steps to Read)</b></p> <p><b>Poetry Focus:</b> The Lost Words- Specific Pages</p> <p><b>Non-fiction Links:</b> Habitats- Anna Claybourne</p>	<p><b>Vehicle Text-</b> Manfish- Jennifer Berne</p> <p><b>Writing Outcomes:</b> Narrative- invention narrative Recount- Jacques Cousteau Biography</p> <p><b>Poetry Focus:</b> Free Verse-The Magic Box Kit Wright</p> <p><b>Non-fiction Links:</b> Building a Home- Polly Faber</p> <p>Home- Carson Ellis</p> <p>This Book Is Not Rubbish- Isabel Thomas</p>

<p><b>Maths</b></p> 	<p><b>Number and Place Value:</b> Numbers to 10,000, <b>Calculations:</b> Addition and Subtraction within 10 000.</p>	<p><b>Calculations:</b> Multiplication and Division</p>	<p><b>Statistics:</b> Graphs <b>FDP:</b> Fractions <b>Measurement:</b> Time.</p>	<p><b>FDP:</b> Decimals <b>Measurement:</b> Money</p>	<p><b>Measurement:</b> Mass, Volume and Length <b>Measurement:</b> Area of Figures <b>Geometry – Properties of Shapes:</b> Geometry</p>	<p>Geometry continued, <b>Geometry – Position and Movement:</b> Position and Movement <b>Number and Place Value:</b> Roman Numerals.</p>
<p><b>Science</b></p>	<p><b>States of Matter</b> -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><b>Living Things and their Habitats</b> -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><b>Animals including Humans</b> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>Animals including Humans continued</b></p>	<p><b>Sound</b> -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the</p>	<p><b>Electricity</b> -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and</p>

							sound source increases	associate this with whether or not a lamp lights in a simple series circuit  -recognise some common conductors and insulators, and associate metals with being good conductors	
<b>RE- Come and See</b>	<b>Domestic Church- family</b>  <b>People</b> The family of God in Scripture	<b>Baptism/ confirmation belonging</b>  <b>Called</b> Confirmation: a call to witness	<b>Advent/ Christmas loving</b>  <b>Gift</b> God's gift of love & friendship in Jesus	<b>Local church community</b>  <b>Community</b> life in the local Christian community: ministries in the parish	<b>Eucharist relating</b>  <b>Giving &amp; receiving</b> Living in communion	<b>Lent/Easter giving</b>  <b>Self-discipline</b> Celebrating growth to new life	<b>Pentecost serving</b>  <b>New life</b> To hear & live the Easter message	<b>Reconciliation Inter-relating</b>  <b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament	<b>Universal Church world</b>  <b>God's people</b> Different saints show people what God is like
<b>History and Geography</b>	<b>History- a local history study</b>  Victorian Liverpool	<b>Geography- Geographical skills and fieldwork</b>  Lake district, Winmarleigh- PGL Link	<b>History-Britain's settlement by Anglo-Saxons and Scots</b>	<b>Geography Contrasting European Locality: Spain</b> Place Knowledge: understand geographical similarities and differences through the study of a region in a European country	<b>History- Ancient Greece</b> A study of Greek life and achievements and their influence on the western world	<b>Geography- human and physical geography</b>  Volcanoes and earthquakes			

<b>PSHE</b>	<b>Respect *Safeguarding</b> Friendships Respectful relationships Trust Conflict resolution	<b>Human rights *Safeguarding</b> Basic human rights Rights, rights of being safe and the right to be happy  Anti-bullying week	<b>Nutrition and dental health</b> Healthy diet Early signs of illness Dental health and self-care  Mental health awareness week	<b>Falling out and making up *Safeguarding</b> Importance of friendship Characteristics of health friendships Trust Boundaries	<b>Money Matters</b> Money sources Role of money VAT, Loan, debt and tax	<b>Emergency situations *Safeguarding</b>  Community Basic first aid Emergency calls Dangers
<b>Journey in Love</b>	<b>Social and emotional</b> Describe how we all should be accepted and respected			<b>Physical</b> Describe how we should treat others in making links with diverse modern society we live in		<b>Spiritual</b> Celebrate the uniqueness and innate beauty of each of us
<b>PE</b>	Teacher led <b>dodgeball</b>	Teacher led <b>gymnastics</b>	<b>Dance</b> with the LSSP coach	Teacher led <b>basketball</b>	Teacher led <b>rounders</b>	Teacher led <b>handball</b>
<b>Art and DT</b>	<b>DT -Cooking and Nutrition</b>  Adapting a Recipe- biscuits	<b>Art- Printing William Morris</b> Make a printing block and make a 2-colour print.	<b>DT- Electrical systems</b>  Torch making	<b>Art- Drawing</b> Perspective drawing LS Lowry	<b>DT- Structures</b>  Design and make pavilions.	<b>Art- Painting</b> landscapes- Linking in with Europe
<b>Computing</b>	<b>Information Technology Use of different software</b> Branching Databases <ul style="list-style-type: none"> <li>• Concept of a branching database</li> <li>• Create their own branching database</li> </ul> Present their own branching database.	<b>Computer Science Programming Skills</b> Repetition & Forever Loops Pupils learn to use repeat loops in their code.	<b>Computer Science Programming Project</b> Coding with Scratch Pupils create a game using repeat loops.	<b>Information Technology Media</b> Creating a Video <ul style="list-style-type: none"> <li>• Pupils create a video</li> <li>• Apply special effects</li> <li>• Learn how photo's / films can be edited online for adverts.</li> </ul>	<b>Computer Science How things work</b> Network & Online Services <ul style="list-style-type: none"> <li>• Understand school network</li> <li>• What does a good password look like?</li> </ul> <b>Digital Literacy:</b> Pupils understand why a password is important and what	<b>Information Technology Design</b> Spreadsheets Create art using and creating a key in <i>Microsoft Excel</i>

					<i>a good one looks like.</i>	
<b>Music</b>	<p><b>Ukulele unit – Latin Dance.</b></p> <p>Following the SingUp instrumental unit.</p>	<p><b>Ukulele unit – Favourite Song.</b></p> <p>Following the SingUp instrumental unit.</p>	<p><b>Teacher Led: Listening and Appraising.</b></p> <p><b><i>The Pink Panther theme by Henry Mancini.</i></b></p> <p>This unit is about film themes and how they set the mood for the telling of the film’s story. The theme tune to <i>The Pink Panther</i> by Henry Mancini provides the foundation for exploring musical storytelling through listening</p>	<p><b>Teacher Led: Listening and Appraising.</b></p> <p><b><i>Fanfare for the common man by Aaron Copland.</i></b></p> <p>This listening unit is based around the piece <i>Fanfare for the common man</i> by Aaron Copland. It provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere, and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre.</p>	<p>Children will be encouraged to sing in parts, as well as read and perform rhythms and pitches in parts too. Children will improvise mood music, with an awareness of tonality.</p>	<p><b>Teacher Led: Listening and Appraising.</b></p> <p><b>Global pentatonics</b></p> <p>This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin ‘penta’ meaning five, and ‘tonus’, which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale. Integral to improvisation, blues, jazz, rock and pop music, the pentatonic scale continues to influence modern music globally.</p>

<b>MFL</b>	<b>Self, family and friends</b> Brothers and sisters (I have sentences) Description of hair/eyes (I have sentences) Big green monster story (He has) Word order & adjectival agreement in sentences) <b>Number: 1-39 (add/subtract, odd/even double/halve)</b>	<b>School Life</b> School subjects (genders/definite article) Simple opinions (sentences) Time (hour/half hour) Alphabet linked to Christmas (Link sounds and spellings) <b>Number: 1-20 (recognition, recall and written form)</b>	<b>The world around us</b> Describing the weather (phrases) Sentences linking weather with months & seasons (simple prepositions) <b>Number: (10s to 60)</b>	<b>Animals and home environment</b> Animals and habitats (sentence with a preposition) Old lady who swallowed a fly song/story Adjectives to describe animals in a sentence (word order and agreement of adjectives) <b>Number: 1-69 (forwards/backwards, add/subtract)</b>	<b>Leisure</b> Sport 2 (longer sentences combining opinion, sport and justification in first person Sentences stating favourite sport Verbs (I do/I play) Sporty Sophie story (simple sentence building) Sentences combining sports and days/seasons <b>Number: 1-69 (odd/even, double/halve)</b>	<b>Summer</b> Asking for picnic items Cold drinks (milkshake flavours, sandwich fillings, ice cream flavours & prepositions) Understanding and giving prices – euros <b>Number: 1- 69 (all operations)</b>
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