


Year 4 Curriculum Plan

	AUTUMN	SPRING	SUMMER
MATHS	<p>White Rose Planning Units Maths No Problem Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy For intervention: Numbershark by Whitespace, DoodleMaths</p> <p>PLACE VALUE Roman numerals to 100 Round to the nearest 10, 100, 1000. 1,000s, 100s, 10s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Count in 25s Negative numbers</p> <p>ADDITION AND SUBTRACTION Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers Subtract two 4-digit numbers Subtract two 4-digit numbers Efficient subtraction Estimate answers</p>	<p>White Rose Planning Units Maths No Problem Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy For intervention: Numbershark by Whitespace, Doodlemaths</p> <p>MULTIPLICATION AND DIVISION Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts</p> <p>AREA What is area? Counting squares Making shapes Comparing area</p> <p>FRACTIONS</p>	<p>White Rose Planning Units Maths No Problem Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy For intervention: Numbershark by Whitespace, Doodlemaths</p> <p>DECIMALS</p> <p>MONEY</p> <p>TIME</p> <p>STATISTICS</p> <p>PROPERTIES OF SHAPES</p> <p>POSITION AND DIRECTION</p>

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	<p>Checking strategies</p> <p>LENGTH AND PERIMETER</p> <p>Kilometres</p> <p>Perimeter on a grid</p> <p>Perimeter of a rectangle</p> <p>Perimeter of rectilinear shapes</p>	<p>What is a fraction?</p> <p>Equivalent fractions (1)</p> <p>Equivalent fractions (2)</p> <p>Fractions greater than 1</p> <p>Count in fractions</p> <p>Add 2 or more fractions</p> <p>Subtract 2 fractions</p> <p>Subtract from whole amounts</p> <p>Calculate fractions of a quantity</p> <p>Problem solving – calculate quantity</p>	
ENGLISH	<p>Read...Explore...Write...</p> <p>Whole Class reading:</p> <p>A River</p> <p>Once Upon a Raindrop</p> <p>The River</p> <p>Christophe's Story</p> <p>Beowulf – Michael Morpurgo</p> <p>(Anglo-Saxons)</p> <p>Podkin One Ear, The Day War</p> <p>Came, Clockwork (4T)</p> <p>The Witches, Father Christmas'</p> <p>False Beard (4S)</p> <p>Genres</p> <p>Diary</p> <p>Letters</p> <p>Poetry (Haiku, Kenning)</p> <p>Persuasive Posters / Leaflets</p> <p>Weekly English, Grammar,</p> <p>Punctuation and Spelling</p>	<p>Read...Explore...Write...</p> <p>Whole Class reading:</p> <p>Beetle Boy</p> <p>The Iron man</p> <p>The Wild Robot</p> <p>Meet Me by the Steelmen</p> <p>Genres</p> <p>News report</p> <p>Narrative/Description</p> <p>Short story (action)</p> <p>Poetry</p> <p>Story Writing</p> <p>Flashback</p> <p>Weekly English, Grammar,</p> <p>Punctuation and Spelling – Spelling</p> <p>Shed</p>	<p>Read...Explore...Write...</p> <p>Whole Class reading:</p> <p>Brightstorm</p> <p>There's a Viking in my bed!</p> <p>Shackleton's Journey</p> <p>Genres</p> <p>Non-fiction, non-chronological report</p> <p>Poetry</p> <p>Mini Book interactive tour guide</p> <p>Story Writing</p> <p>Weekly English, Grammar,</p> <p>Punctuation and Spelling – Spelling</p> <p>Shed</p>

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SCIENCE	<p>States of Matter – How would we survive without water?</p> <p>Working Scientifically - Can we create Science in the kitchen? Children to research and present their own experiment at our Science Fair. Class experiments include: Do Bones Contain Calcium? Oobleck, Bouncing Eggs, Ear Gongs, Thaumatrope and Flame proof balloon.</p>	<p>Animals including humans – 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. Which wild animals and plants thrive in our environment? Electricity – How could we cope without electricity for one day? Guided reading: The battle for radio: Marconi's story (Beverley Birch)</p>	<p>Sound – Why is the sound of 'One Direction' enjoyed by so many? All Living things –</p>
COMPUTING	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>Using Scratch as an Artist</p> <p>How Data is Stored - Spreadsheets</p> <p>We are software developers 4.1 <i>Developing a simple educational game (microbit emoji)</i></p> <p>We are toy designers 4.2 <i>Prototyping an interactive toy (Crumble illuminations)</i></p>	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are musicians 4.3 <i>Producing digital music Codeclub.org</i></p> <p>We are HTML editors 4.4 <i>Editing and writing HTML</i></p> <p>Create our own Steel Woman masks, in groups program Crumble to show changing emotions with eyes changing colour.</p>	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are co-authors 4.5 <i>Producing a wiki</i></p> <p>We are meteorologist 4.6 <i>Presenting the weather</i></p> <p>Online Safety Online Safety Workshops – Primary Engagement Team Think U Know Spam and Phishing (see Online Safety folder)</p>

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	Online Safety Know Your Friends with Josh & Sue https://www.youtube.com/watch?v=ecr6OJmT3Mg Children create a THINK Poster	Online Safety Think U Know 8-10 Star Rider game https://www.thinkuknow.co.uk/8_10/Star-Rider/	https://www.thinkuknow.co.uk/8_10/Games/EmailQuiz/
HISTORY		Anglo-Saxons Were the Anglo-Saxons really smashing?	The Vikings and Anglo-Saxons struggles Were the Vikings always victorious and vicious? HISTORY VAN
GEOGRAPHY	How can we live more sustainably? How and why is my local area changing? Fieldwork Trip to Holmebrook Valley Park	Why do so many people live in cities? Use maps, atlases, globes and digital resources to locate countries and describe features studied Why is Sheffield such a cool place to live in? Visit to Kelham Island	We are meteorologist Presenting the weather
RE	Key Question 1 about beliefs: What do religions say to us when life gets hard? British Values: Tolerance of other faiths and religions	Key Question 2 about beliefs: What makes a leader worth following? Key Question 3 about expressing beliefs: Why is prayer important for religious believers?	Key Question 4 about demonstrating beliefs: What can be learned from the Muslim way of life? Cultural Diversity Day Focus

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<p>PE</p>	<p>Real PE Unit 1 Personal Unit 2 Social</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>SWIMMING - Turing To learn to swim 25m+ using a range of strokes. To learn lifesaving skills in a variety of situations. To work towards Aquatic level 5.</p>	<p>Real PE Unit 3 Cognitive Unit 4 Creative</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>SWIMMING - Sharman To learn to swim 25m+ using a range of strokes. To learn lifesaving skills in a variety of situations. To work towards Aquatic level 5.</p>	<p>Real PE Unit 5 Physical Unit 6 Health and Fitness</p> <p>Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other.</p> <p>Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.</p> <p>Gymnastics To make complex extended sequences. To combine action, balance and shape. To perform consistently to different audiences.</p> <p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> • School based / Field work at Holmebrook Valley Park <p>To follow a map in a (more demanding) familiar context. To follow a route within a time limit.</p>
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FRENCH	Unit 1: Moi (All about me) Unit 2: Jeux et chansons (songs and games)	Unit 3: On fait la Fête (Celebrations) Unit 4: Portraits (Portraits)	Unit 5: Les quatres amis (The Four Friends) Unit 6: Ça pousse! (Growing things)
MUSIC	<p>Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will perform at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices.</p>	<p>Children will develop an understanding of the history of music</p> <p>Children will begin to use and understand staff and other musical notations</p> <p>Children will perform at a summer concert as an ensemble, using their voices with increasing accuracy, fluency, control and expression.</p>

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PSHE	<p>TERM 1 Being Me Lower</p> <p>TERM 2 KS2 Drug Education Lower KS2</p>	<p>Term 3 Changes Lower KS2</p> <p>TERM 4 Growing Up Lower KS2</p> <p>NSPCC Safe Speak</p>	<p>TERM 5 Money Matters Lower KS2</p> <p>TERM 6 Being Safe Lower KS2</p> <p>Road Safety</p> <p>Open Water Safety</p>
ART	<p>Children create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing</p> <p>Use line and tone to represent something remembered or imaginary. Use observational skills to make detailed drawings of familiar objects.</p> <p>Explore shading using different media such as chalk and charcoal</p> <p>Use drawing skills to communicate an idea or feeling</p> <p>Painting</p> <p>Be aware of the diverse colour range in the natural environment and be able to mix colours appropriately</p> <p>Use black and white to adjust tone</p> <p>Be able to choose the appropriate tool for a given painting task</p>	<p>Textiles: How can we change the colour of that fabric?</p> <p>(Anglo Saxons topic)</p> <p>Use natural dyes eg. spices, onions etc. to dye fabric.</p> <p>Use leaves and flowers to transfer patterns on to fabric.</p> <p>Cut fabric into desired shape</p> <p>Join fabric using running stitch, back stitch and over stitch</p> <p>Experiment with different ways of decorating fabric eg embroidery, appliqué, fabric pens</p> <p>Alexander Mcqueen</p> <p>Claywork</p> <p>Clay tile work using relief techniques to decorate</p> <p>Create pots using 'coiling' technique</p> <p>Painting: Which famous artists lived near here?</p>	<p>Printing</p> <p>Relief printing using string, card to create a relief surface</p> <p>Resist printing including marbling and silkscreen.</p> <p>3D: How will we make our museum exhibits?</p> <p>What artefacts and artwork did the Vikings produce and what materials, tools and techniques did they use?</p> <p>Draw examples of artefacts in our sketch-books to show specific features and to show the same item from different viewpoints.</p> <p>Combine different materials to help us make our 3D replicas</p> <p>Make a simple papier-mâché objects</p> <p>(Viking topic)</p>

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	<p>Use water colour paints for small-scale work How can we show shadow and reflection in our sketches and drawings? What can we recycle to make a recycling banner? What designs can we sketch for a banner that celebrates and promotes recycling? (Reflective rivers topic)</p> <p>Printing: Would people send our greetings cards? Marbled Christmas card to send home. (Yayoi Kusama repeat patterns)</p>	<p>How can we produce our own paintings in the style of a famous local artist? (Pete McKee, Jo Peel) (Link to Sheffield topic)</p>	<p>Collage: How will our mosaics improve the look of our school? How will our mosaics improve the look of our school? Use software that can help us develop our own ideas and repeat designs Gaudi architecture Islamic/Turkish tiles clay work</p>
D&T	<p>KNEX Workshop</p> <p>Food technology</p>	<p>Design and build a bug hotel</p> <p>Robotics with coding</p>	<p>Pop up books with levers and pulleys. Summer 2 – Pop up books (levers)</p>