

SCIENCE

Children will learn about:

Autumn:

Humans: teeth and the digestive system
Electricity: simple circuits, including those with buzzers and breaks

Spring:

Outdoor Science: importance of bees; the impact of extinction; plant growth

Sound: how sounds are made; pitch; sound proofing and vibrations

Summer:

States of Matter: liquids, solids and gases; evaporation; condensation
Living Things: classifying animals; vertebrates; invertebrates and habitats; food chains

HISTORY

Children will learn about:

Autumn:

Romans: the Roman Empire and its impact on Britain, including leisure time, roads, Roman baths and soldiers.

Summer:

Invaders and Settlers: a study into Anglo-Saxon and Viking settlements, including invasions, battles and a comparison of life to today

GEOGRAPHY

Children will learn about:

Autumn:

India: the importance of the river Ganges; exploring the beliefs, practices and impact of Hinduism (locally and globally)

Spring:

The World's Geography: continents, countries, capital cities and their geographical features

Extreme Earth: natural disasters, including volcanic eruptions, tsunamis, tornados and extreme weather conditions

Summer:

The Environment: deforestation; global warming

RELIGIOUS EDUCATION

Children will learn about:

Autumn:

Hinduism: values and beliefs; significant symbols and tradition; gods and the Mandir
Parables: The Good Samaritan, The Lost Sheep, The Prodigal Son

Spring:

Christianity: Easter; known charities and their work; comparison to other religions

Summer:

Significant people: influential people across religions

Tobias and The Angel: an RE study through a painting

PSHE/RSE

Children will learn about:

Autumn:

Being Me In My World: planning for the year; behaviour, including rewards and sanctions; democracy

Celebrating Differences: challenging assumptions; accepting self and others; understanding bullying

Spring:

Dreams And Goals: hopes and dreams; overcoming disappointment; achieving goals; resilience; positive attitudes

Healthy Me: group dynamics; peer pressure; assertiveness; celebrating inner strength

Summer:

Relationships: jealousy; love and loss; getting on and falling out; showing appreciation to people and animals

Changing Me: being unique; having a baby; girls and puberty; accepting change; preparing for transition

Chase Bridge Foundation Subject Overview

Our CURRICULUM

Year 4

OUR TOPICS

AUTUMN 2

What Have The Romans Done For Us?



SPRING 2

Extreme Earth



SUMMER 2

Life And The Environment



Living A Hindu Life



AUTUMN 1

The World's Geography



SPRING 1

Invaders And Settlers



SUMMER 1

LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

Autumn:

Phonetics 2 & Presenting Myself
Romans

Spring:

Weather
Family

Summer:

My home
Classroom

DESIGN AND TECHNOLOGY/ ART AND DESIGN

Following the Kapow Primary planning scheme

Autumn:

Term 1: Art & Design

- Drawing: Power Prints

Term 2: Design & Technology

- Structures: Pavilions

Spring:

Term 1: Art & Design

- Painting / Mixed Media: Light and Dark

Term 2: Design & Technology

- Mechanical Systems: Making a slingshot car

Summer:

Term 1: Art & Design

- Craft & Design: Fabric of nature

Term 2: Design & Technology

- Electrical Systems: Torches

MUSIC

Children will strengthen the skills needed for:

Singing: singing and performing topic songs

Music Appreciation: Appreciate how music is used to create mood and tell stories - A Night on Bare Mountain and In the Hall of the Mountain King. Understand the history of Handel's Zadock the Priest.

Performance: solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.

Instruments: playing tuned percussion instruments and creating quality sound in a group when playing songs about the Amazon rainforest.

Composition: using rhyming pattern and structure, composing melodies using the pentatonic scale

COMPUTING

Children will learn about:

Digital Literacy:

Online Safety: online identify, identify theft, installing unsafe apps, malware awareness, positive and negatives of screen time, communication through gaming, Misuse of AI.

Information Technology

Making Music: To control rhythm, tempo and pitch, create melodic phrases, compose electronic music, to manipulate a loop.

Animation: Use stop motion photography, add a background, animate a scene, add media, share an animation.

Computer Science:

Coding and Logo : To use if statements, create nested commands, run procedures, debug a program, use variables, design a playable game.

PHYSICAL EDUCATION

Swimming takes place throughout the year. In PE, children will strengthen the skills needed for:

Autumn:

Tag rugby, netball and dance: to know and understand the rules of sports; develop their attacking skills (use of space, change of pace, passing and scoring ability) while strengthening their tactical and decision making skills; begin to compete; perform short self-choreographed dance phrases with complexity

Spring:

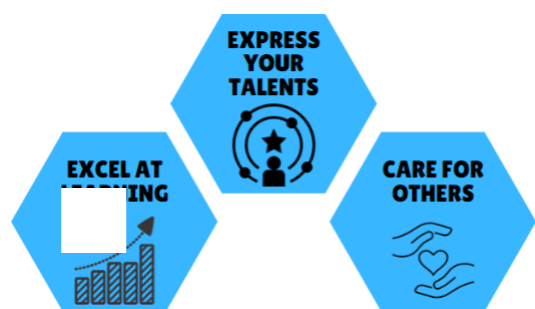
Gymnastics, football and hockey: perform gymnastic balances (individual and partner) with fluency and control; ; develop defending and interception; sending and receiving with increased success; dribbling with control

Summer:

Cricket, tennis and athletics: develop an understanding of speed, pace and power in athletics; batting and bowling within the rules of the game; develop footwork patterns and rallying with a backhand and forehand and fielding



Year 4



En4/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En4/1a listen and respond appropriately to adults and their peers
- En4/1b ask relevant questions to extend their understanding and knowledge
- En4/1c use relevant strategies to build their vocabulary
- En4/1d articulate and justify answers, arguments and opinions
- En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En4/1h speak audibly and fluently with an increasing command of Standard English
- En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En4/1j gain, maintain and monitor the interest of the listener(s)
- En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En4/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 3 and 4)

- En4/2.1 Word Reading
 - En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
 - En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En4/2.2 Comprehension

- En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- En4/2.2b understand what they read, in books they can read independently, by
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- En4/2.2c retrieve and record information from non-fiction
- En4/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

(The objectives for Reading are common across Years 3 and 4)

- En4/3.1 Spelling
 - En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - En4/3.1b spell further homophones
 - En4/3.1c spell words that are often misspelt (English Appendix 1)
 - En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
 - En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary
 - En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En4/3.2 Handwriting and Presentation

- En4/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- En4/3.2b increase the legibility, consistency and quality of their handwriting

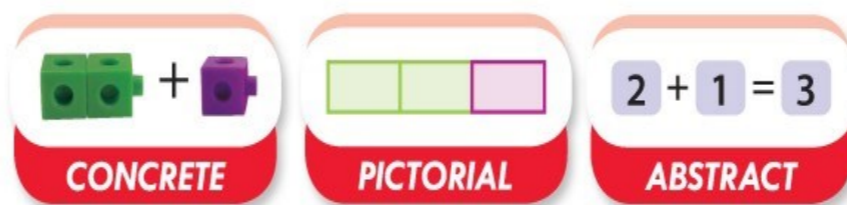
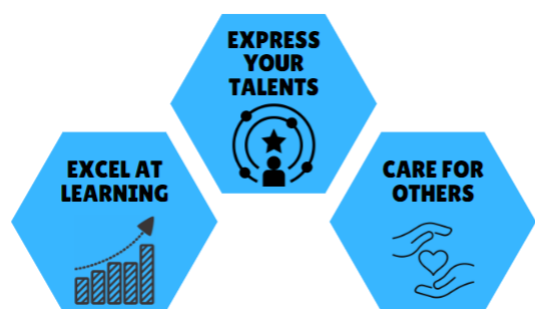
En4/3.3 Composition

- En4/3.3a Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- En4/3.3b Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices
- En4/3.3c Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- En4/3.3d proofread for spelling and punctuation errors
- En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

En4/3.4 Vocabulary, grammar & punctuation

- En4/3.4a develop their understanding of the concepts set out in Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in Appendix 2
- En4/3.4b indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with singular and plural nouns
 - using and punctuating direct speech
- En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 4



Number & place value in Year 4

Children will learn to:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- 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 zero and place value.

Addition & subtraction in Year 4

Children will learn to:

- 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.

Multiplication & division in Year 4

Children will learn to:

- 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 three 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
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Statistics in Year 4

Children will learn to:

- 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.

Fractions (including decimals) in Year 4

Children will learn to:

- 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 one hundred and dividing tenths by ten.
- 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 hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 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 one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Geometry (position and direction) in Year 4

Children will learn to:

- describe positions on a 2D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Geometry (properties of shapes) in Year 4

Children will learn to:

- 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 two 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.

Measurement in Year 4

Children will learn to:

- Convert between different units of measure (for example, kilometre to metre; hour to minute)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence