



# YEAR 4 CURRICULUM OVERVIEW

## BRIDGEWATER PRIMARY SCHOOL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH Core texts	Escape from Pompeii by Christina Balit  The Twelfth Night by William Shakespeare	The Teacher Pleaser  Romeo and Juliet by William Shakespeare  The Lost Thing by Shaun Tan	The Paradise Garden by Colin Thompson	Beowulf by Michael Morpurgo	Friend or Foe by Michael Morpurgo	Lost Happy Endings by Carol Ann Duffy
Writing genre covered throughout the year	Character description, setting description, explanation, poetry, newspaper report, diary extract, storing opening, non-chronological report, letter					

MATHS			
Programme of study (Statutory requirements)- Most children will			
<p><b>Data</b></p> <ul style="list-style-type: none"> <li>interpret and present discrete data using bar charts and continuous data using line graphs</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>convert between different units of measure (e.g. kilometre to metre; hour to minute)</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting</li> </ul>	<p><b>Number, place value, approximation and estimation</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> </ul>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0</li> </ul>	<p><b>Geometry-property of shape</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with</li> </ul>

<ul style="list-style-type: none"> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> <li>read, write and convert time between analogue and digital 12 and 24-hour clocks</li> </ul>	<ul style="list-style-type: none"> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</li> <li>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</li> <li>identify, name and write equivalent fractions of a given fraction, including tenths and hundredths</li> <li>add and subtract fractions with the same denominator.</li> </ul> <p><b><u>Decimals and fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></li> <li>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 units, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> </ul>	<p>and 1; dividing by 1; multiplying together three numbers</p> <ul style="list-style-type: none"> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> <p>solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <math>n</math> objects are connected to <math>m</math> objects.</p>	<p>respect to a specific line of symmetry</p> <p><b><u>Geometry-position, direction, motion</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>
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	<ul style="list-style-type: none"> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>		
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YEAR 4						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING CHALLENGE HISTORY	Why were the Romans so powerful and what did we learn from them?		Why did the Anglo-Saxons and Vikings not get along?		What is it like to live here?	
	Why were the Romans so powerful and what did we learn from them?		Were the Anglo-Saxons really smashing?	Were the Vikings always so vicious and Victorious?		
GEOGRAPHY		UK Settlements			Local Area study	Scandinavia
ART		Drawing and Printing Simon Patterson Bridget Riley Electrical circuit inspired prints		Drawing and Sculpture Van Gogh Clay sunflower sculptures		Drawing and Painting Phillip Westcott Illustrated street scene
DT	Structures Pavilions		Electrical Systems Torches		Digital World Mindful moments timer	
SCIENCE	States of Matter: How would you survive without water?	Electricity: How would we cope with no electricity for one day?	Sound: Why is the sound made by Ed Sheeran loved by so many?	Human Digestion: What happens to the food we eat?	Living things and their habitats: Which animals and plants thrive in your locality?	

DISCRETE

COMPUTING	Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY	Lego Robotics  Unit 4.5 Logo Programs – Logo	Unit 4.9 Making Music Programs – 2Sequence  Unit 4.2 Online safety	Unit 4.6 Animation Programs – 2Animate	Unit 4.7 Effective Search Programs – Browser	Unit 4.8 Hardware Investigators
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			Programs – Various			
<b>PE</b>	Games/ Swimming	Games/Swimming	Gym/Swimming/ Rugby	Gym/Swimming	Dance/Swimming	Dance/Swimming
<b>MUSIC</b>	Charanga – Mamma Mia (Beat and Rhythm Notation)	Charanga – Stop (Beat and Rhythm Notation)	Mr Charles - (Instrumental Activities)	Mr Charles (Pitch)	Mr Charles (Pitch & Famous Composers)	Mr Charles (Instruments )
<b>RE</b>	L2.3 Why is Jesus inspiring to some people? (Christians) Christmas-How do we know Jesus was a special baby and would be an inspiration to others?		L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people)	L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people) Easter-What does the crucifying of Jesus mean to Christians?	L2.8 What does it mean to be a Hindu in Britain today? (Hindu)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)
<b>SPANISH</b>	Ourselves (Salford Language Scheme)	Celebrations (Salford Language Scheme)	School (Salford Language Scheme)	Weather (Salford Language Scheme)	Hobbies (Salford Language Scheme)	Holidays (Salford Language Scheme)
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me