


# Year 4 Curriculum Overview



*Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.*

	<b>Who Do I Want To Be?</b>		
<b>Term and theme</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Making Connections, Making Changes: Invent, Innovate and Campaign</b></p> <p><b>Careers week:</b> <b>Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM What kind of leader do I want to be?</b></p>	<p><b>Making Connections, Making Changes: Look into the Future</b></p> <p><b>STEAM: Elements of Change</b> <b>What kind of scientist could I be? How can we create change? What changes can we make now to ensure a better future?</b></p>	<p><b>Making Connections, Making Changes: Taking Action, Making a Difference</b></p> <p><b>Moving People, Changing Places.</b> <b>Focus on advocacy because change starts with us. We will explore change and connections on a variety of scales, for example through fair trade and migration</b></p>
 <b>UNCRC</b>	<p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be heard The right to be treated fairly The right to be educated</p>	<p>The right to be healthy The right to a childhood The right to be treated fairly</p>

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**Global Learning theme (knowledge and understanding) values and skills**

**Making Connections, Making Changes: Invent, Innovate and Campaign**

**Knowledge and Understanding:**  
Sustainable Development, Human Rights, Identity and Diversity.

**Values:**  
Belief that people can bring about change, Sense of Identity and Self-Esteem, Respect for People and Human Rights.

**Skills:**  
Communication  
Challenging perceptions and stereotypes

**Making Connections, Making Changes: Look into the Future**

**Knowledge and Understanding:**  
Sustainable Development, Globalisation and Inter-dependence, Social Justice and Equity.

**Values:**  
Belief that people can bring about change, Commitment to participation and inclusion.

**Skills:**  
Empathy  
Self-awareness and Reflection  
Communication  
Co-operation and teamwork

**Making Connections, Making Changes: Taking Action, Making a Difference**

**Knowledge and Understanding:**  
Sustainable Development, Globalisation and Inter-dependence, Human Rights.

**Values:**  
Belief that people can bring about change, Commitment to participation and inclusion, Empathy.

**Skills:**  
Enquiry and debate  
Reflection and evaluation  
Co-operation and teamwork



**Initial stimulus and Outcome**

**Invent, Innovate and Campaign**

**CAREERS WEEK:** Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM  
What kind of leader do I want to be?

**Stimulus:** Assemblies, World's Largest Lesson.....

**Partnerships:** World's Largest Lesson, Careers week contributors.

**Outcome:** Contribution to whole school SDG project launch video/website posts from Careers Week @TheWorldsLesson

**Look into the Future**

**STEAM:** Elements of Change

**Stimulus:** Assemblies, Dapne Oram, Sol Lewitt, how can we create change? What Kind of Scientists Could I Be?  
**Link to Careers Week:** What kind of leader do I want to be?

**Possible Partnerships:** CLC, Cornelia Parker, Unicef

**Outcome:** Making Connections, Making Changes – Look into the Future. Exhibition curated by the children. Learning is expressed through science, art and technology.

**Taking Action, Making Difference**

**Stimulus:** Assemblies, Gpamider and Hans Rosling, Dollar Street, World Athletics Championship

**Partnerships:**

**Outcome:** Whole school celebration of new vision and values statement

# Year 4 Curriculum Overview



History/  
Geography

## HISTORY

*Ancient Greece c.330 BC Classical period*



*The Roman Empire and its impact on Britain  
C AD 42 - AD 410*



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons  
and in the above history context.*

## HISTORY

*Changes over time - Migration  
Windrush project*



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons  
and in the above history context.*

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*Mapping and location skills taught as discrete lessons  
and in the above history context.*

HISTORY  
N/A

## GEOGRAPHY

*How does our environment shape us?  
PLACE KNOWLEDGE UNIT: Country in Europe, France*

*GEOGRAPHY PLACE KNOWLEDGE UNIT: Camping trip:  
Debden House Mapping and location skills in the  
above context and related to the World Athletics  
Championships.*





## English

**Ancient Greece – What have the Greeks done for us?**

### Stimulus

The children will visit the British Museum to take part in a workshop on life in ancient Greece to understand what stories the Greeks told and why they are still so important to us today.

### Suggested Texts

The Odyssey Neil Packer and Gillian Cross

### Social purpose

To entertain

### Outcomes

Children create their own illustrated Greek Myth in a different imaginary location based on the Odyssey.

For grammar and punctuation objectives [click here](#).

For termly spelling objectives [click here](#).

### Suggested Class Readers

The Iron Man- Ted Hughes

**Why have people come to Britain? The Romans**

### Stimulus

A visit to The Museum of London will provide children with a first-hand chance to look at artefacts from this period in history to incorporate into their historical newspaper. They will also meet a Roman slave who will share her experiences of the Roman invasion of Britain.

### Suggested Texts

Roman Invasion, My Story- Jim Elridge

### Social Purpose

To Recount  
To Inform

### Outcome

Newspaper report documenting the Roman invasion of Britain.

Careers Week

### Stimulus

Careers week visitors.

### Suggested Texts

When I Grow Up-Benjamin Zephaniah

### Social Purpose

To persuade

### Outcomes

Children will write a persuasive manifesto to join playground squad.

### Suggested Class Readers

The Silver Donkey- Sonya Hartnett

For grammar and punctuation objectives [click here](#).

For termly spelling objectives [click here](#).

**Why have people come to Britain? The Windrush**

### Stimulus

Children visit The Black Cultural Archives and meet with an elder from the Windrush to find out about the stories of those who came from the Caribbean to Britain in the 1940's.

### Suggested Texts

The Arrival - Shaun Tan  
[http://www.bbc.co.uk/history/british/modern/arrival\\_01.shtml](http://www.bbc.co.uk/history/british/modern/arrival_01.shtml) Adult biographies from the Windrush  
Coming to England- Floella Benjamin  
Windrush Child- John Agard

### Social Purpose

To entertain

### Outcome

Biographies of individuals who settled from the Windrush. A newspaper about adult's experiences of moving to Britain.

For grammar and punctuation objectives [click here](#).

For termly spelling objectives [click here](#).

### Suggested Class Readers

Clockwork -Philip Pullman

**STEAM: Making Connections, Making Changes: All Living Things**

### Stimulus

Children will visit London Zoo to take part in a world habitats workshop exploring animals and ecosystems around the world.

### Suggested Texts

The Tin Forest – Helen Ward  
The Great Kapok Tree – Lynne Cherry  
One Plastic Bag – Isatou Ceesay

### Social purpose

To inform  
To explain  
To persuade

### Outcomes

Children will write a persuasive letters to convince visitors of our STEAM exhibition to protect habitats around the world and explain what changes they can make here in London. They will also produce fact sheets about the impact of loss of habitats on food chains around the globe.

For grammar and punctuation objectives [click here](#).

For termly spelling objectives [click here](#).

### Suggested Class Readers

The Amazing Tale of Ali Pasha Michael Foreman

**A region within Europe - France**

### Stimulus

Children will visit the British Library to explore the Maps exhibition. They will experience interactive, pictorial, and 3D maps

### Suggested Texts

Maps – Aleksandra Mizielinska

### Social purpose

To inform  
To socialise

### Outcomes

Year 4 will produce information books on France. They will then hold a French Fair to share with the community all their learning on France. Year 2 will also visit the fair to discover about France in preparation for learning French in Year 3.

For grammar and punctuation objectives [click here](#).

For termly spelling objectives [click here](#).

### Suggested Class Readers

Roof Toppers- Katherine Rundell

**A region within Europe – France Mapping Our World**

### Stimulus

Year 6 children to share their experiences of Paris from their residential. Children to interview Yr 6 to discover more about the city and key landmarks that they can write about in their narratives.

### Suggested Texts

The Happy Lion – Louise Fatio  
A Lion in Paris – Beatrice Alamanga

### Social purpose

To Entertain

### Outcomes

To write our own version of A Lion in Paris in the style of The Happy Lion (personality, dialogue, powerful imagery)

### Suggested Class Readers

Charlotte's Web by EB White



# Year 4 Curriculum Overview



 <b>Mathematics</b>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i></p>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i>  <i>Measurement</i></p>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i>  <i>Measurement</i>  <i>Geometry</i>  <i>Statistics</i>  <i>Algebra</i></p>
 <b>Science</b>	<p><i>Autumn 1: Materials and their properties</i></p> <p><i>Autumn 2: Sound</i></p>	<p><i>Spring 1: Animals inc Humans</i></p> <p><i>Spring 2: STEAM: Animals inc Humans</i></p>	<p><i>Summer 1: Electricity</i></p> <p><i>Summer 2: All living Things</i></p>
 <b>Computing</b>	<p><i>iPROGRAM – Make shapes and navigate mazes</i></p> <p><i>iSAFE –Staying safe online</i></p>	<p><i>LegoWeDo - CLC</i></p> <p><i>iCONNECT – blogging and computer networking</i></p>	<p><i>iDATA –Introduction to data representation</i></p> <p><i>iALGORITHM – Sorting and Splitting</i></p>
 <b>Physical Education</b>	<p><i>Autumn 1: Football/Gymnastics</i></p> <p><i>Autumn 2: Fitness/Swimming</i></p>	<p><i>Spring 1: Hockey</i></p> <p><i>Spring 2: Dance/Swimming</i></p>	<p><i>Summer 1: Athletics/Multiskills</i></p> <p><i>Summer 2: Swimming/Cricket</i></p>
 <b>RE</b> <b>Living Difference</b>	<p><b>CROSS FAITH</b></p> <p><i>Concept – Symbol</i>  <i>Unit of Work - Trees</i></p> <p><b>CHRISTIANITY</b></p> <p><i>Concept – Holy</i>  <i>Unit of work – Holy Mary, Mother of God</i></p>	<p><b>CHRISTIANITY</b></p> <p><i>Concept – Ritual</i>  <i>Unit of Work – Paschal Candle</i></p> <p><b>HINDUISM</b></p> <p><i>Concept – Good and Evil</i>  <i>Unit of Work - Holi</i></p>	<p><b>HINDUISM</b></p> <p><i>Concept – Devotion</i>  <i>Unit of Work – Mahashivratri</i></p> <p><b>CROSS FAITH</b></p> <p><i>Concept – Creation</i>  <i>Unit of Work – The Environment</i></p>

# Year 4 Curriculum Overview



 <p>Art &amp; Design Design Technology</p>	<p><b>Drawing – self portraits</b></p> <p><b>Mixed media – Greek Temples</b></p> <p><b>3D model making: Greek Gods sculptures:</b></p> <p><b>Printmaking: Mosaics</b></p> <p><b>Careers Week:</b> Portraits of Careers visitors for display installation. Watercolour and ink portraits &amp; mono printing portraits Artist inspiration: Nancy Spero and Marlene Dumas.</p>	<p><b>Collage – Culture in 1940’s &amp; 50’s Britain</b></p> <p><b>Artist study – Caribbean influences</b></p> <p><b>STEAM:</b> Build a sculpture that transforms and grows. ‘An Absurd Future’ - Explore the work of Maarten Vanden Eynde (‘Homo Stupidus Stupidus’, ‘Oil Peak’, ‘Museum of forgotten history’. See also Robert Rauschenberg’s ‘Combine sculptures’ with animals as creative reference. Create large fossil sculptures to install as an interactive ‘game’.</p>	<p><b>Painting: Landscapes with a focus on Monet</b></p> <p><b>Collage – Mastise</b></p> <p><b>Collage and Printing – Maps</b></p> <p><b>Global Dimension Exhibition: TBC</b></p>
 <p>Food Technology</p>	<p><b><u>Gardening/Growing Opportunities</u></b> Sowing cabbage with Jo (Oct)</p> <p><b><u>Food Technology Opportunities</u></b> Rigatoni with sweet tomatoes, aubergine and mozzarella (KGP recipe)</p> <ul style="list-style-type: none"> <li>Using tomatoes grown in school gardens</li> </ul>	<p><b><u>Gardening/Growing Opportunities</u></b> Sowing spinach with Jo (Jan)</p> <p><b><u>Food Technology Opportunities</u></b> Sweet and Sticky Fig Bruschetta (KGP recipe)</p>	<p><b><u>Gardening/Growing Opportunities</u></b> Sowing pak choi with Jo (June)</p> <p><b><u>Food Technology Opportunities</u></b> Rainbow Salad Wrap (KGP recipe)</p> <ul style="list-style-type: none"> <li>Using cabbage grown by Y4 in term 1.</li> </ul>
 <p>Music</p>	<p><b>Wider Ops Violin:</b> Tutors Katy and Romana show students how a violin is constructed, the names of the open strings and how to hold the bow. Students learn some basic songs using open strings.</p> <p><b>Wider Ops Violin:</b> Students will continue to learn new repertoire and hold an informal concerts to parents at the end of term.</p>	<p><b>Wider Ops violin:</b> Students will continue developing their performance techniques. They will also start to use 2 fingers as they start to learn how to play notes on the fingerboard.</p> <p><b>Wider Ops violin:</b> Students will continue learning a range of songs as well as learning how to play several melody lines. This will enhance their technique and overall understanding of the instrument and the construct of songs.</p>	<p><b>Wider Ops Violin:</b> Students will continue to learn a range of songs playing in different parts. This will lead to an end of half term recording.</p> <p><b>Wider Ops violin:</b> Students will prepare pieces for an end of year concert.</p>
 <p>MFL</p>	<p><b>On y va –Transport</b></p> <p><b>L’argent de poche – pocket money</b></p>	<p><b>Le Carnival des animaux</b></p> <p><b>Raconte moi une histoire- Tell me a story</b></p>	<p><b>Vive le Sport – Our sporting lives</b></p> <p><b>Quel temps fait-il? Weather</b></p>

# Year 4 Curriculum Overview



PSHE,  
Citizenship and  
Key Events

**Ways to make the school and class a respectful, happy place to learn:**  
RRS Class Charters – UNCRC

**Citizenship**

RRS Council elections  
Children’s Commissioner’s Takeover Day  
Children’s WorkPlan  
Worlds Largest Lesson  
International Day of the Girl Child - 11<sup>th</sup> October

**Self Awareness: identify features of positive role models**

Careers Week - The local community, different jobs and skills needed

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*

**Keeping safe when things go wrong**  
UNICEF Day For Change  
Feeling safe in different situations

**Citizenship**

Holocaust Memorial Day  
International Women’s Day

Fair trade Fortnight – February 27<sup>th</sup> – March 12<sup>th</sup>

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*

**Keeping Myself Healthy and Safe**  
Drugs Education  
Relationships and Sex Education

**Citizenship**

Send my Friend Campaign SDG4 Quality Education  
Children’s School Self Evaluation  
World Fair Trade Day 13<sup>th</sup> May  
Refugee Week – June 19<sup>th</sup> – 25<sup>th</sup>

International Mother Earth Day –April 22<sup>nd</sup>

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*