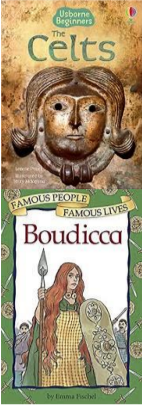
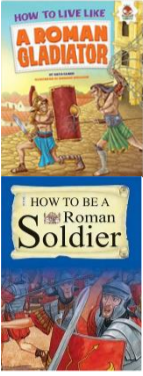
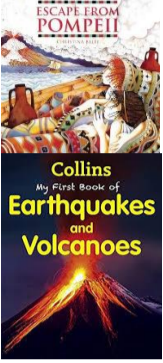
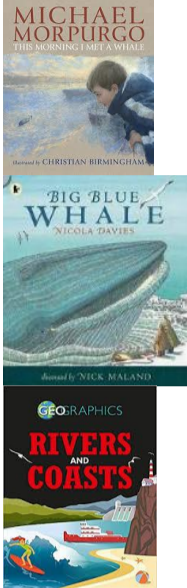
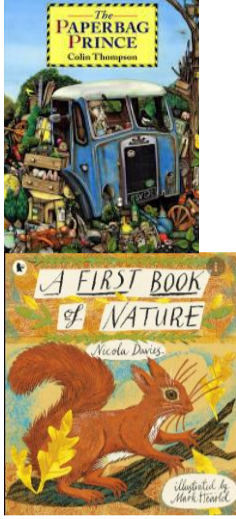
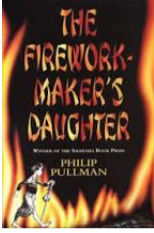


Subjects	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p>Topic (inc. Key Texts, Visits &amp; Websites to explore)</p>	<p>Romans v Celts</p> <p>Texts: The Celts, Boudicca</p> 	<p>Romans on the Rampage</p> <p>Hands on History visit: How to live like a Roman Gladiator How to be a Roman soldier</p> 	<p>Rumble Tumble</p> <p>Texts: Escape from Pompeii Earthquakes and Volcanoes</p> 	<p>Where the river meets the sea</p> <p>Texts: This Morning I met a Whale A River's Journey</p> 	<p>No place like home</p> <p>Visit to Seven Sisters Country Park</p> <p>Texts: The Paperbag Prince</p> 	<p>Down and Alp</p> <p>Texts: Science texts The Firework-Maker's Daughter</p> 
<p>English Reading (Word recognition &amp; Comprehension)</p>	<ul style="list-style-type: none"> <li>Can read a range of standard appropriate texts fluently and accurately.</li> <li>Can read more than half of the Year3/4 common exception words list. Can skim and scan to identify key ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes when reading new words.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</li> <li>Can read most of the Year3/4 common exception words list</li> </ul> <p>Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech</p>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</li> <li>Can read vast majority if not all of the Year3/4 common exception words list</li> </ul>			
<p>English Writing (inc. Punctuation &amp; Grammar)</p>	<p>Writing for a range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>information writing</li> <li>writing in role</li> <li>stories</li> <li>science experiment reports</li> <li>informal letters</li> <li>newspaper reports</li> </ul> <p>Full stops, capital letters, exclamation marks and question marks</p> <p>Inverted commas</p> <p>Nouns and noun phrases</p> <p>Fronted adverbials</p> <p>Understand the grammatical terminology in English Appendix 2 for Y4</p>	<p>Writing for a range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>information writing:</li> <li>writing in role</li> <li>stories</li> <li>science experiment reports</li> <li>descriptions</li> <li>recounts</li> <li>instructions</li> <li>summarising</li> <li>formal letters</li> </ul> <p>Possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</p> <p>The plural and possessive-s</p> <p>Understand the grammatical terminology in English Appendix 2 for Y4</p> <p>Use of commas after fronted adverbials</p> <p>Standard English forms for verb inflections</p>	<p>Writing for a range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>information writing</li> <li>writing in role</li> <li>stories</li> <li>science experiment reports</li> <li>poetry</li> <li>biography</li> <li>instructions</li> <li>play scripts</li> </ul> <p>Present perfect form of verbs in contrast to the simple past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Appendix 2)</p> <p>Use a wider range and understands the grammatical terminology in English Appendix 2 Y3 accurately and appropriately when discussing their writing and reading. (Using an increasing range of conjunctions, adverbs, prepositions to express time and cause e.g. after a while, eventually, because)</p> <p>Understand the grammatical terminology in English Appendix 2 for Y4</p>			
<p>Phonics/Spelling</p>	<ul style="list-style-type: none"> <li>More than <math>\frac{1}{2}</math> of the common exception words from Y3/4 list are spelt accurately.</li> <li>Accurately spells words with the suffixes -ing, -er, ed, -en and -ation</li> </ul>	<ul style="list-style-type: none"> <li>Most common exception words from Y3/4 list are spelt increasingly accurately.</li> <li>Accurately uses the possessive apostrophe with plural words.</li> </ul>	<ul style="list-style-type: none"> <li>Most common exception words from Y3/4 list are spelt accurately.</li> <li>Accurately spells word with the suffixes -ous, -ion, -ian, -tion, -ssion, -sion and -cian.</li> <li>Homophones and near-homophones from the Y3/4 list are spelt accurately</li> <li>Accurately spells words with the suffixes -ing, -er, ed, -en and -ation</li> <li>Accurately uses the possessive apostrophe with plural words.</li> </ul>			



Grovelands School  
Curriculum Overview for Year 4

					Is able to write from memory simple sentences dictated by the teacher that include words included in Appendix. 1 and punctuation from above.	
<b>Maths</b>	Place Value  Addition and Subtraction	Measurement: Length and Perimeter  Multiplication and Division	Multiplication and Division  Measurement: Area	Fractions  Decimals	Decimals  Measurement: Money  Measurement: Time	Statistics  Geometry: Properties of Shape  Geometry: Position and Direction
<b>Science</b>	<b>Sound</b> -identify how sounds are made -how sound travels -features of sound e.g. pitch & vibration	<b>Electricity</b> -uses of electricity -simple series circuits -conductors and insulators	<b>States of matter</b> -compare and group solids, liquids and gases -materials can change state if heated or cooled	<b>States of matter</b> -Water cycle	<b>Living things and habitats</b> -grouping -classification keys -recognise that environments can change and can be dangerous to living things	<b>Animals including humans</b> -digestive system -identify different types of teeth and their functions -food chains
<b>Computing</b>	<b>Online Safety and presentations</b>	<b>Research and presentation</b> Topic link: Romans	<b>Programming a maze game</b> Scratch	<b>Produce digital music</b>  <b>Computer Networks and the Internet</b>	<b>Programming an interactive toy</b> Scratch	<b>Photo Editing</b>
<b>R.E.</b>	Exploring Hindu Beliefs	The Annunciation Christmas	The Teaching and Miracles of Jesus	Parables of Jesus  Peter's Denial	Right Living and Responsibilities	Exploring Hindu Sacred Places
<b>History</b>	<b>Changes in Britain from the Stone Age to the Iron Age: The Celts.</b> Study of the tribal kingdoms, farming, art and culture of the Celts and the resistance towards the Romans (Boudicca).	<b>The Roman Empire and its impact on Britain</b> Study of the Roman Empire by AD 42 and the power of its army, along with Roman technology, culture and beliefs.	<b>The Romans</b> Study of Pompeii through completion of English text.			
<b>Geography</b>	British Geography	Geographical and Field Study Skills	Volcanoes, Earthquakes, and Tsunamis	Rivers of the World	Mountains	Human and physical Geography South Downs and Italian Alps
<b>P.E.</b>	Gymnastics  <b>Dance completed all year</b>	Striking and Fielding - Stoolball/Rounders	Swimming	Invasion Games- Football	Outdoor Adventurous Activities/Health Related Fitness	Athletics
<b>Art and Design</b>	-Design and create a Rangoli pattern (linked with our RE work on Diwali)	-Design and make a Roman mosaic Design and Make a Roman shield - Developing Ideas and responding to Art depicting 'The Annunciation'	-Paint a work depicting Mount Fuji inspired by Hokusai.		-Create a piece of artwork based on the local artist Ravilious.	
<b>Design Technology</b>	Design and make a musical instrument	Design and make a torch using skills and knowledge of circuits and switches.	Design and build a tower to withstand an earthquake	Design and make a paper boat to carry a specific object/weight.	Cooking: Design and make animal biscuits	
<b>Music</b>	Learn about the Musical Theatre Singing songs from several musical productions	Musical Theatre part 2 and posters about it, Christmas singing	Musical Instruments; Groups, Classical Orchestra	Different Music Styles (singing a variety of different styles) and music elements Musical Instruments	Improvising and composing, Singing, body percussion Tempo	Improvising and composing, Singing
<b>Spanish</b>	<b>Revise Year 3</b> Countries that speak Spanish  Classroom instructions  Greetings - how are you? What is your Name?	<b>Revise Year 3</b> The Spanish Alphabet The family Happy birthday!  Feliz Navidad Songs	Colours  Animals  Adjectives for animals	Classroom Objects  In the classroom	Fruits  Vegetables	Parts of the head  Parts of the Body



<b>RSHE/PSHE</b>	<b>My Feelings</b> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	<b>My Body</b> Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	<b>My Relationships</b> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	<b>My Beliefs</b> Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	<b>My Rights and Responsibilities</b> Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	<b>Asking For Help</b> Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help
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