

## Curriculum Overview Year 4

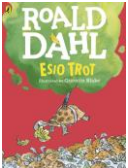

	Autumn Term	Spring Term	Summer Term
<b>Key Dates</b>	All dates in place before September for the whole school		
	Butser Farm	Fieldwork trip	Loan box from Chertsey Museum Owl pellets lesson from Dr Metcalfe
<b>Enrichment Experiences</b>	Whole school themed days, Forest school...	British Science Week Nutrition and Food – Cooking and food tasting	Ancient Egyptian Day


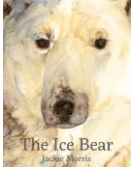
### Our School Values

At West Byfleet Junior School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses the formal requirements of the National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and to develop as independent, healthy, confident and successful learners, with high aspirations towards making a positive contribution to their community and wider society.

#### Our Values based aims are:

- to ensure inclusivity and equality through high quality provision that embraces every child's needs
- to prepare children with the essential knowledge and skills for their future, fostering an understanding of how they connect to the past, live in the present and look to the future
- to encourage a passion to learn through the exploration of new skills and **opportunities** to nurture **creativity** and curiosity
- to provide learning experiences with children's wellbeing at its very heart thus promoting **kindness**, confidence and **resilience**
- to promote an **aspirational** attitude towards learning, so that all children enjoy coming to school and embrace new challenges; pushing their own boundaries to succeed
- to celebrate the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development
- to equip children with the desire to lead both physically and emotionally healthy lives

<b>English Writing</b>	<u><b>Poetry</b></u> <ul style="list-style-type: none"> <li>• Poetry - Jabberwocky</li> </ul> <u><b>Esio Trot</b></u> <ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Speech punctuation</li> <li>• Character perspective</li> <li>• Letter writing</li> </ul> 	<u><b>Grammar:</b></u> <ul style="list-style-type: none"> <li>• Improving sentences</li> <li>• Word classes</li> </ul> <u><b>Persuasion techniques</b></u>  <u><b>The Ice Bear</b></u> <ul style="list-style-type: none"> <li>• Introduction to book</li> </ul>	<u><b>Cinderella of the Nile</b></u>  <ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• Dialogue</li> <li>• Reading and writing fables</li> <li>• Character description</li> <li>• Review of writing</li> </ul>
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	<p><b><u>The Iron Man</u></b></p> <ul style="list-style-type: none"> <li>• Drama to support use of speech</li> <li>• Improving sentences</li> <li>• Recounts</li> <li>• Who was Ted Hughes?</li> <li>• Character feelings</li> </ul> 	<ul style="list-style-type: none"> <li>• Non-fiction – Arctic animals</li> <li>• Information text</li> <li>• Performance Poetry</li> <li>• Research skills – The Inuit</li> <li>• Character empathy</li> </ul> 	<p><b><u>The Story of Tutankhamun</u></b></p> <ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Ancient Egyptian lifestyle</li> <li>• Explaining a process – mummification</li> <li>• Using evidence to make a decision</li> <li>• Howard Carter diary</li> </ul>
<p><b>English Reading</b></p>	<p>To include Y4 books read across all classes as well as skills taught (i.e.</p>		
<p><b>English Spelling, Phonics and Grammar</b></p>	<p><b><u>Autumn 1 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words that are homophones or near homophones</li> <li>• Words with prefix 'in' meaning 'not'</li> <li>• Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>• Words with the prefix 'sub-' meaning 'below' or 'further divided'</li> <li>• Words with the prefix 'inter-' meaning 'between' or 'among'</li> <li>• Challenge words</li> </ul> <p><b><u>Autumn 2 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words ending in '-ation'</li> <li>• Words ending in '-ation'</li> <li>• Words ending '-ly'</li> <li>• Words ending '-lly'</li> <li>• Words where 'ch' makes a /sh/ sound</li> <li>• Challenge words</li> </ul>	<p><b><u>Spring 1 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words where 'au' makes an /or/ sound</li> <li>• Words ending in '-tion'</li> <li>• Words ending in '-ssion'</li> <li>• Words ending in '-cian'</li> <li>• Words that are adverbs of manner</li> <li>• Challenge Words</li> </ul> <p><b><u>Spring 2 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words where 'au' makes an /or/ sound</li> <li>• Words ending in '-tion'</li> <li>• Words ending in '-ssion'</li> <li>• Words ending in '-cian'</li> <li>• Words that are adverbs of manner</li> <li>• Challenge Words</li> </ul>	<p><b><u>Summer 1 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words that are homophones</li> <li>• Words with 'c' before 'i' and 'e'</li> <li>• Words containing 'sol' and 'real'</li> <li>• Words containing 'phon' and 'sign'</li> <li>• Words with the prefixes 'super-', 'anti-' and 'auto-'</li> <li>• Words with the prefix 'bi-</li> </ul> <p><b><u>Summer 2 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• To spell words with irregular spelling patterns</li> <li>• To spell plurals with possessive apostrophes</li> <li>• Revision Words</li> </ul>
<p><b>Maths</b></p>	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Represent and partitioning numbers to 10,000</li> <li>• Estimating, comparing and ordering numbers to 10,000</li> <li>• Roman Numerals</li> <li>• Rounding to the nearest 10, 100 and 1000</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract 1's, 10's, 100's and 1000's</li> </ul>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Factor pairs</li> <li>• Multiply and Divide by 10 and 100</li> <li>• Related multiplication and division facts</li> <li>• Informal written multiplication method</li> <li>• Multiply and Divide 2-digit by 1-digit</li> <li>• Multiply and Divide 3-digit by 1-digit</li> <li>• Multiplication and Division problems</li> </ul> <p><b><u>Length and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Measure in KM and M</li> </ul>	<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Make a whole with tenths or hundredths</li> <li>• Partition decimals</li> <li>• Compare and order decimals</li> <li>• Round to the nearest whole number</li> <li>• Halves and quarters as decimals</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• Write money using decimals</li> <li>• Covert between pounds and pence</li> <li>• Compare amounts of money</li> </ul>

	<ul style="list-style-type: none"> <li>Add and subtract up to two 4-digit numbers with and without exchanging</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>What is area?</li> <li>Counting squares to find the area</li> <li>Making shapes with a certain area</li> <li>Comparing areas</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Continuous MTC practice</li> <li>Multiply and divide by 3, 6, 9, 7, 11 and 12</li> <li>Multiply by 1 and 0</li> <li>Divide by 1 and itself</li> <li>Multiply three numbers</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent lengths in KM and M</li> <li>Perimeter on a grid and rectangle</li> <li>Perimeter of rectilinear shapes</li> <li>Finding missing lengths in rectilinear shapes</li> <li>Calculating the perimeter of rectilinear shapes, regular polygons, and polygons</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Understanding the whole</li> <li>Counting beyond 1</li> <li>Partition mixed numbers</li> <li>Mixed numbers on a number line</li> <li>Compare and order mixed numbers</li> <li>Convert between mixed numbers and improper fractions</li> <li>Equivalent fractions</li> <li>Add and subtract two or more fractions</li> <li>Add fractions and mixed numbers</li> <li>Subtract from a whole amount</li> <li>Subtract from mixed numbers</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Tenth as a fraction or decimal</li> <li>Tenth on a place value chart or number line</li> <li>Divide 1-digit or 2-digit number by 10</li> <li>Hundredths as a fraction or decimal</li> <li>Hundredths on a place value chart</li> <li>Divide a 1 or 2-digit number by 100</li> </ul>	<ul style="list-style-type: none"> <li>Estimate with money</li> <li>Calculate with money</li> <li>Solve problems with money</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Years, months, weeks and days</li> <li>Hour, minutes and seconds</li> <li>Convert between analogue and digital</li> <li>Convert to and from 24 hour clock</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Understand angles as turns</li> <li>Identify angles</li> <li>Compare and order angles</li> <li>Triangles, Quadrilaterals and Polygons</li> <li>Lines of symmetry</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret charts</li> <li>Comparison, sum and difference</li> <li>Interpret line graphs</li> <li>Draw line graphs</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe position using coordinates</li> <li>Plot coordinates</li> <li>Draw 2D shapes on a grid</li> <li>Translate on a grid</li> <li>Describe translation on a grid</li> </ul>
<p><b>Art and Design</b></p>	<p><b>Abstract Portraits</b> (Drawing, painting) Artist: Chuck Close</p> <ul style="list-style-type: none"> <li>Sketching facial features</li> <li>Continuous line drawings</li> <li>Introduction to a range of sketching material</li> </ul>	<p><b>Northern Lights</b> (Collage) Artist: Nicholas Jones (Northern Lights Photographer)</p> <ul style="list-style-type: none"> <li>Looking at the northern lights</li> <li>Understanding tones, shades, and hues</li> <li>Collage – cutting and tearing paper and using the same shades to great northern light effect</li> </ul>	<p><b>Ancient Egyptian Landscapes</b>(Textiles, Batik) Artist: Susan D’Souza</p> <ul style="list-style-type: none"> <li>Learning the art of Batik, researching the art form</li> <li>Looking at landscapes of the pyramids</li> </ul>

	<ul style="list-style-type: none"> <li>Learning how to accurately sketch facial features and use shading and texture</li> </ul>		<ul style="list-style-type: none"> <li>Learning about composition and foreground, middle ground, and back ground</li> </ul>
<b>Computing</b>	<p><b><u>Computer Systems and Networks – the Internet</u></b></p> <ul style="list-style-type: none"> <li>Connecting networks</li> <li>What is the internet?</li> <li>Sharing information</li> <li>What is a website?</li> <li>Who owns the web?</li> <li>Can I believe what I read?</li> </ul> <p><b><u>Creating Media – Audio Production</u></b></p> <ul style="list-style-type: none"> <li>Digital recording</li> <li>Recording sounds</li> <li>Creating a podcast</li> <li>Editing digital recordings</li> <li>Combining audio</li> <li>Reviewing podcasts</li> </ul>	<p><b><u>Programming A – Repetition in Shapes</u></b></p> <ul style="list-style-type: none"> <li>Programming a screen turtle</li> <li>Programming letters</li> <li>Patterns and repeats</li> <li>Using loops to create shapes</li> <li>Breaking things down</li> <li>Creating a program</li> </ul> <p><b><u>Data and Information – Data Logging</u></b></p> <ul style="list-style-type: none"> <li>Answering questions</li> <li>Data collection</li> <li>Logging</li> <li>Analysing data</li> <li>Data for answers</li> <li>Answering my questions</li> </ul>	<p><b><u>Creating Media – Photo Editing</u></b></p> <ul style="list-style-type: none"> <li>Changing digital images</li> <li>Changing the composition of images</li> <li>Changing images for different uses</li> <li>Retouching images</li> <li>Fake images</li> <li>Making and evaluating a publication</li> </ul> <p><b><u>Programming B – Repetition in Games</u></b></p> <ul style="list-style-type: none"> <li>Using loops to create shapes</li> <li>Different loops</li> <li>Animate your name</li> <li>Modifying a game</li> <li>Designing a game</li> <li>Creating our games</li> </ul>
<b>Design and Technology</b>	<p><b><u>Alarms</u></b></p> <ul style="list-style-type: none"> <li>Understanding different types of alarms and switches</li> <li>Building different circuits and switches</li> <li>Design an alarm circuit</li> <li>Create and build an alarm for purpose</li> <li>Evaluating the alarm</li> </ul>	<p><b><u>Seasonal Food</u></b></p> <ul style="list-style-type: none"> <li>Understanding the term ‘seasonal food’</li> <li>Knowing how we still have access to food in the supermarket that isn’t in season</li> <li>British seasoning fruits, vegetables and protein</li> <li>Using seasonal foods to cook</li> </ul>	<p><b><u>Storybooks</u></b></p> <ul style="list-style-type: none"> <li>Analysing storybooks</li> <li>Looking at different mechanisms to make storybooks move</li> <li>Making moving parts for a storybook</li> <li>Exploring different fonts and graphics in storybooks</li> <li>Plan and design a storybook</li> <li>Making a storybook with moving mechanisms</li> <li>Evaluating finished products</li> </ul>
<b>Geography</b>		<p><b><u>What are the similarities and differences between Scandinavia and London?</u></b></p> <ul style="list-style-type: none"> <li>Exploring they physical and human geography of Scandinavia – climate, population, capitals, culture, glaciers, fjords, waterfalls, mountains, tundras</li> <li>Planning a field trip to London as a comparison – enquiry questioning and map work</li> </ul>	

		- Field trip to London to collect geographical data and review the data	
<b>History</b>	<p><b><u>Who were the Anglo-Saxons?</u></b></p> <ul style="list-style-type: none"> <li>- Who were they?</li> <li>- What made Britain an attractive place to settle and why did migrants settle?</li> <li>- Saxon dwellings</li> <li>- Secondary historical resources to learn from the past</li> <li>- Who were the Vikings – explorers, warriors, Kings, society, Battle of Hastings?</li> </ul>		<p><b><u>Who were the Ancient Egyptians?</u></b></p> <ul style="list-style-type: none"> <li>- Loan box from Chertsey museum to see replicas of artefacts</li> <li>- Geography map and scale work linked to Egypt</li> <li>- Life on the River Nile</li> <li>- Pharaohs and sarcophagi</li> <li>- The mummification process</li> <li>- Hieroglyphs</li> <li>- The Rosetta Stone</li> <li>- Howard Carter and Tutankhamun (covered in English)</li> </ul>
<b>Modern Foreign Languages</b>	<p><b><u>La Famille</u></b></p> <ul style="list-style-type: none"> <li>• Learn different family members with the correct definite article/determiner.</li> <li>• Learn how to use the possessive pronoun 'my'.</li> <li>• Ask and answer the question, 'Do you have any siblings?' in French.</li> <li>• How to say, 'I am called' and 'He/She is called'.</li> <li>• Revision of French numbers and to be able to say how old family members are.</li> </ul> <p><b><u>Les Vikings</u></b></p> <ul style="list-style-type: none"> <li>• Describe yourself in terms of height and character.</li> <li>• Use the first person to describe hair colour, length and type.</li> <li>• Use the first and third person to describe eye colour.</li> <li>• Explore the daily routine of two Vikings, Erik and Edda.</li> </ul>	<p><b><u>Manger et Bouger</u></b></p> <ul style="list-style-type: none"> <li>• Recognise ten healthy foods with the correct article/determiner in French.</li> <li>• Recognise nine unhealthy foods with the correct article/determiner in French.</li> <li>• Write simple sentences about healthy and unhealthy foods.</li> <li>• Learn the vocabulary for activities to stay fit and make a survey.</li> <li>• Learn some instructions on how to follow a simple healthy recipe.</li> </ul> <p><b><u>Chez Moi</u></b></p> <ul style="list-style-type: none"> <li>• Say whether you live in a house or apartment and where you live.</li> <li>• Learn the vocabulary for ten different rooms in a house.</li> <li>• Say which rooms you have and don't have in your house.</li> </ul>	<p><b><u>Le Weekend</u></b></p> <ul style="list-style-type: none"> <li>• How to tell the time in French.</li> <li>• Learn phrases to describe the activities that the children may do at the weekend.</li> <li>• Extend sentences by including a time phrase and connective with the vocabulary learnt for weekend activities.</li> <li>• Give an opinion on the different weekend activities with a reason for either liking or disliking them.</li> </ul> <p><b><u>Les Jeux Olympics</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, learn and spell ten different sports in the Olympic games with the correct article/determiner.</li> <li>• Learn to say what sport you do using the verb 'faire' in a sentence.</li> <li>• Learn to say what sport you enjoy doing and why using the verb 'aimer'.</li> <li>• Describe what sports different Olympians do along with their sporting titles.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Recorders</li> <li>• Introduction to music theory: rhythm; notation; treble clef; note lengths</li> <li>• Music Appreciation: Abba (Mama Mia)</li> </ul>	<ul style="list-style-type: none"> <li>• Recorders</li> <li>• Introduction to music theory: rhythm; notation; treble clef; note lengths</li> </ul>	<ul style="list-style-type: none"> <li>• Recorders</li> <li>• Introduction to music theory: rhythm; notation; treble clef; note</li> </ul>

	<ul style="list-style-type: none"> <li>Composition: Song Writing</li> </ul>	<ul style="list-style-type: none"> <li>Music Appreciation: Scandinavian Composer Study - Grieg</li> <li>Grieg : In the Hall of the Mountain King</li> <li>Composition: Song Writing</li> </ul>	<p>lengths, key signatures, bass clef mnemonics</p> <ul style="list-style-type: none"> <li>Music Appreciation: Vaughan Williams – Sinfonia Antarctica</li> <li>Composition: Song Writing</li> <li>Production Songs</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Hockey</li> <li>Indoor Athletics</li> <li>Handball</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Cricket</li> <li>Athletics</li> <li>Dance</li> <li>Tennis</li> <li>Gymnastics</li> <li>Rugby</li> </ul>
<b>Religious Education</b>	<p><b>What are the important times of Jews?</b></p> <ul style="list-style-type: none"> <li>Learning about Jewish celebrations and what we can learn from the religion by what they celebrate.</li> <li>Learning the story of Passover and its significance to the faith.</li> </ul> <p><b>What did God promise to his people?</b></p> <ul style="list-style-type: none"> <li>Understanding what a covenant is and some examples in the bible.</li> <li>Analysing different accounts of the Nativity in the gospels and understanding why there are differences.</li> </ul>	<p><b>Are words more important than actions?</b></p> <ul style="list-style-type: none"> <li>Multi-faith unit: pupils investigate the wisdom shared by leaders of different faith and apply this to the values held by its followers.</li> </ul> <p><b>For Christians, is communion a celebration or act of remembrance?</b></p> <ul style="list-style-type: none"> <li>Learning about the last supper and its links to communion.</li> <li>Learning what is said of Jesus's crucifixion in the bible.</li> </ul>	<p><b>What did Jesus say about God's Kingdom, and why is it Good News?</b></p> <ul style="list-style-type: none"> <li>Understanding what is meant by 'God's Kingdom' and how Christians live in it.</li> <li>What did Jesus say about God's Kingdom in his sermons?</li> </ul> <p><b>How did non-religious people celebrate new life?</b></p> <ul style="list-style-type: none"> <li>Modern and humanist celebrations of new life</li> <li>Different faith's celebrations of new life, applied and contrasted with non-religious celebrations.</li> </ul>
<b>Science</b>	<p><b><u>What is sound and how do we hear it?</u></b></p> <ul style="list-style-type: none"> <li>How sounds are made</li> <li>Vibrations from sound travel to the ear</li> <li>Patterns between the pitch and sound of an object and the volume and sound</li> <li>Sound gets fainter as the distance from the source increases</li> </ul> <p><b><u>How does electricity help us in our daily lives and what do electrical circuits need to be able to work?</u></b></p> <ul style="list-style-type: none"> <li>Common appliances that use electricity</li> <li>Construct electrical circuits including cells, wires, bulbs and switches</li> </ul>	<p><b><u>Why do materials change and what makes them transform?</u></b></p> <ul style="list-style-type: none"> <li>Compare and group materials based of their properties; solids, liquids and gases</li> <li>Changing states due to being heated, cooled, evaporation and condensation</li> </ul> <p><b><u>How are humans similar or different to other animals?</u></b></p> <ul style="list-style-type: none"> <li>Human digestive system</li> <li>Human and animal teeth and their functions</li> <li>Food chains</li> </ul>	<p><b><u>How does the environment affect living things?</u></b></p> <ul style="list-style-type: none"> <li>Grouping living things</li> <li>Using and designing classification keys to group, identify and name living things</li> <li>Understanding the impact of the changing environment and animals and their habitats</li> </ul>

	<ul style="list-style-type: none"><li>• Understanding complete loops of a circuit</li><li>• Common conductors and insulators</li></ul>		
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