YEAR 4 CURRICULUM OVERVIEW

At Christ the King Catholic School, every child, without discrimination, is loved, valued and nurtured. Their uniqueness is celebrated and they are given opportunities to learn and thrive, developing healthy relationships and securing a foundation for life and future learning. Our children's learning is guided by the virtues of faith, hope and love through a curriculum inspired by the Gospel Values. This empowers the children to see, judge and act responsibly in response to their local and global contexts. Learning opportunities foster curiosity and enable children to reach their potential by developing the knowledge, skills and attitudes needed to be compassionate people—young people called to serve and lead.

JUSTICE - working together for a fairer world: How can humankind be fairer to each other? And to the world?   See   Judge   Act

AUTUMN 1			SPRING 1		SPRING 2	SUMMER 1		SUMMER 2
R.E: Domestic Church—Family **People**	**R.E:** Baptism / Confirmation— Belonging **Called**	**R.E:** Advent / Christmas—Loving **Gift**	**R.E:** Local Church— Community **Community**	**R.E:** Eucharist— Relating **Giving & Receiving**	**R.E:** Lent / Easter—Giving **Self-Discipline**	**R.E:** Pentecost— Serving **New Life**	**R.E:** Reconciliation— Inter-relating **Building Bridges**	**R.E:** Universal Church—World **God's People**
Personal, Social & Health Education: The Sacraments We don't have to be the same Respecting our bodies			**Personal, Social & Health Education:** What am I feeling? What am I looking at? I am thankful Life cycles		**Personal, Social & Health Education:** Family friends and others When things feel bad When things change	**Personal, Social & Health Education:** Sharing online Chatting online Physical contact		**Personal, Social & Health Education:** A community of love What is the Church? How do I love others?
Theme: Laudato Si' & Me! Do we show as much compassion for animals and our environment as we do ourselves? Are we kind to one another?	**Theme: Rainforests** Is their justice for the animals and humans that live in and around the rainforest?	**Theme: Brazil** Did the indigenous people show integrity when they first moved to Brazil?	**Theme: Magnificent Mayans** How was life similar for the Mayans and Ancient Egyptians? Did they live in peace? Did they show justice to one another?		**Theme: Extreme Earth (Earthquakes and settlements)** What power does nature have and how does this affect the environment? How can people show compassion to people at times of difficulty?	**Theme: Early Islamic Civilisation** What did the Early Islamic civilisation do for us? How has our world today been influenced by the Early Islamic people? Did they show integrity in the way they lived?		**Theme: Local History-Harry Paye** Harry Paye day – 17th June 2023

English: A big focus on phonics, spelling, punctuation and grammar skills, linking to our theme.	**English:** - Persuasive writing - Brazil - Adventure story	**English:** - adaptation of Charlie and the Chocolate factory - diary entry	**English:** - diary entry - chronological report	**English:** - narrative fairy tale - setting/character description	**English:** - recount - newspaper report

Grammar:
Nouns and adjectives; Adverbs and verbs; Expanded noun phrase; Prepositions; Pronouns; Choice of pronoun or noun; Present perfect instead of simple past Tenses; Standard English was, were; Subordination; Fronted adverbial; Statement; Question; Command; Exclamation; Time conjunctions; Conjunctions; Determiners

Punctuation:
Possessive apostrophe; Plural and possessive 's'; Apostrophe in contractions; !.? and capitals; Inverted commas; Commas in lists

Vocabulary:
Word families; Noun-forming prefixes: sub, inter, super, anti, auto; Suffixes; Homophones and other confusable words

Spelling rules:
Different forms of prefix in as in inactive impossible, illegal, irregular; /g/ spelled gue (e.g. league, tongue);

Grammar:
Nouns; Adjectives; Conjunctions; Adverbs; Verbs; Use of modifying adjectives, nouns and prepositions phrases (eg the pretty little cottage where she lived); Expanded noun phrases; Standard English: did, done; Determiners; Tenses Present perfect instead of simple past; Statements; Questions; Commands; Exclamations; Matching verb forms to singular/ plural nouns; Prepositions; Pronouns and nouns; Co-ordinating conjunctions; Subordination; Fronted adverbials; Time conjunctions

Punctuation:
Commas after fronted adverbials; Inverted commas; Capitals for names and sentences; Full stops Questions; Exclamation marks; Apostrophes for singular and plural possession; Apostrophes after singular proper nouns ending in s

Vocabulary:
Noun-forming prefixes; Suffixes; Homophones and near homophones

Grammar:
Labelling word classes; Nouns; Adjectives; Adverbs; Verbs; Fronted adverbials; Prepositions; Tenses; tense consistency; Sentences and clauses; Co-ordinating conjunctions; Subordinating conjunctions; Present perfect instead of simple past; Determiners; Matching verb forms to singular/ plural nouns; Choice of noun or pronoun; Standard English: did, done, was, were; Possessive pronouns; Noun phrases

Punctuation:
Capitals for names and sentences; Full stops; Questions; Exclamation marks; All apostrophes; Commas in lists; Comma after fronted adverbial; Inverted commas

Vocabulary:
Word families; Prefixes; Suffixes

Spelling rules:
Adjective suffix ous (eg poisonous, humorous, courageous, obvious); Adding suffixes beginning with

/k/ spelled que (antique, unique); /s/ spelled sc (scissors, crescent); /sh/ spelled ch (e.g. chef, brochure)	**Spelling rules:** Different forms of prefix in as in inactive impossible, illegal, irregular; Adding suffixes beginning with vowel letters to words of more than one syllable; Prefixes; The suffix -ation, -sure /ʒə/ or -ture /tʃə/ (eg measure, creature) /ʃən/ -sion (division, collision) /ʃən/ -tion, -sion, ssion, cian (eg invention, confession, expansion, musician); Words containing the letter string ough; Homophones and near homophones:		vowel letters to words of more than one syllable; The suffix –ation; The suffix –ly; Words with endings sounding like /ʒə/ or /tʃə/; Endings that sound like /ʒən/; The suffix –ous;; Endings that sound like /ʃən/ spelt –tion, -sion, -ssion, -cian; Homophones and near homophones; Prefixes	

Class novel for pleasure: Journey to the River Sea – Eva Ibbotson	**Class novel for pleasure:** The Explorer – Katherine Rundell	**Class novel for pleasure:** Charlie and the Chocolate Factory – Roald Dahl	**Class novel for pleasure:** Earthquake Terror – Peg Kehret	**Class novel for pleasure:** 1001 Arabian Nights	
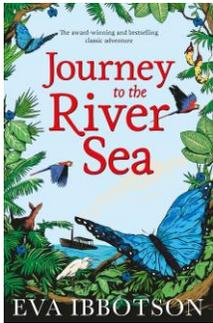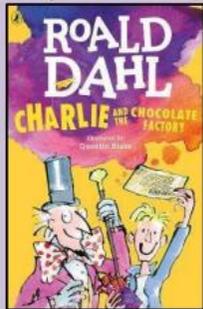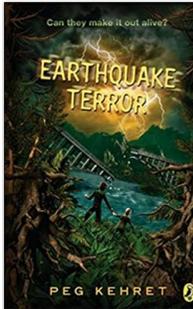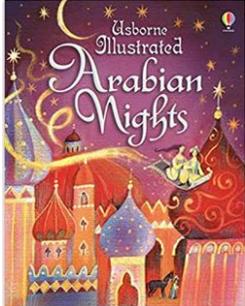
| **Maths:**
Place value – 4-digit numbers
Addition and subtraction | **Maths:**
Measure – perimeter
Multiplication and division | **Maths:**
Multiplication and division
Measure – area
Fractions | **Maths:**
Fractions
Decimals | **Maths:**
Money
Time
Statistics | **Maths:**
Geometry – angles and 2D shapes
Geometry – position and direction |

| **Science Topic: Food and Digestion**
What is the digestive system and how does this work? What are the different types of teeth used for? | | **Science Topic: Particle Molecules**
What is a solid, liquid and gas? Can we name any?
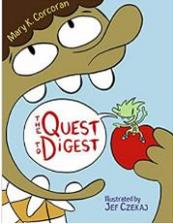
What happens to materials when we heat or cool them?

How does the Water Cycle work? | **Science Topic: Sound**
How are sounds made and how does sound travel to our ears?

What is pitch and what happens to the volume when you move away from a sound source? | **Science Topic: Electricity**
What appliances do we use that need electricity? Can we construct a simple series circuit? What are conductors and insulators?

Science: Properties of Materials | **Science Topic:** Classifying organisms
What are living things and how can they be grouped?
How can we classify animals according to their features?
How does the world we live in pose dangers to living things in the environment? What can we do about this? |

Geography: Rainforests	Geography: Brazil	History: The Mayans	Geography: Earthquakes	History: Early Islamic Civilisation	History: Local History
Art and Design: Painting – Pop art based on Romero Britto? Painting – tone and tints	**Design Technology:** Biscuits – adapt a recipe	**Art and Design:** Sculpture -	**Design Technology:** Construct a shelter that could withstand extreme weather	**Design Technology:** Electric poster	**Art and Design:** Drawing -
Computing: Computing systems and networks – The Internet	**Computing:** Creating media – Audio production	**Computing:** Programming A – repetition in shapes	**Computing:** Data and information – data logging	**Computing:** Creating media – photo editing	**Computing:** Programming B – repetition in games
Music: Children will learn to recognise and understand Pentatonic Scales. They will use Pentatonic scales for composition.	**Music:** Children will learn and perform music for the Christmas period. They will also learn about the life and Music of Handel. They will also improve their General Musicianship Skills.	**Music:** Wider Opportunities Whole Class instrument Playing.	**Music:** Wider Opportunities Whole Class instrument Playing.	**Music:** Children will learn and perform music for a Summer Show. They will increase their General Musicianship Skills. They will also study Music from around the world, focussing especially on China. They will also learn about the life and Music of John Williams.	
P.E: **Invasion:** Netball **Dance:** Different Cultures	**P.E:** **Invasion:** Tag Rugby **Gymnastics:** Balancing shapes/ rolls/ jumps/ circuits	**P.E:** **Net & Wall:** Tennis **Dance:** Themed dance (linked to topic)	**P.E:** **Net & Wall:** Badminton **Gymnastics:** sequences (child led) /levels with apparatus	**P.E:** **Striking & fielding:** Cricket Capture Games & Orienteering	**P.E:** **Striking & Fielding:** Rounders **Athletics:** track events / field events.