



DREAM Curriculum Overview 2022 - 2023

Year 4 Cycle A

Term:	Autumn Term	Spring Term	Summer Term
Unit Name:	Captain Caveman	Disasters and Destruction	Feeling Hot, Hot, Hot
Hook:			
Home Learning:	Create an information poster or model representing something from either the; Stone Age, Iron Age or Bronze Age		
Showcase:	Art gallery showcasing our Stone Age painting techniques		
Enrichment:			
Suggested Books to Enjoy!	<p>Stone Age Boy (Fiction)</p> <p>UG: Boy Genius of the Stone Age and His Search for Soft Trousers (Fiction)</p> <p>Cave Challenge (Non-Fiction)</p> <p>How to Wash a Woolly Mammoth (Instructional)</p>	<p>Journey to the Centre of the Earth (Fiction)</p> <p>The Slow Man- Allan Alhberg (Poetry- The Mysteries of Zigomar)</p>	Mama Panya's Pancakes: a Village Tale from Kenya (Fiction)

Subject Area:	Autumn Term	Spring Term	Summer Term
Reading Y4	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Using dictionaries to check the meaning of words that they have read -Discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. -Identifying themes and conventions in a wide range of books -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> -Reading books that are structured in different ways and reading for a range of purposes -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Identifying main ideas drawn from more than one paragraph and summarising these -Identifying how language, structure, and presentation contribute to meaning -Retrieve and record information from non-fiction -Asking questions to improve their understanding of a text

	-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
Writing Focus and features Y4	Narrative (Story with an unfamiliar setting) Detailed description Use paragraphs to organise Use and punctuate direct speech	Non Fiction (Reports) Use of paragraphs to organise ideas around a theme- headings and subheadings.	Narrative (Story from another culture) Detailed description Use paragraphs to organise Use and punctuate direct speech	Non-Fiction -Explanation Use paragraphs to organise	Narrative (Myths and Legends) Detailed description Use paragraphs to organise Use and punctuate direct speech Poetry- Free verse	Non Fiction (Newspaper Report) Paragraphs to group related ideas Subheadings to label content. Facts and statistics.
SPaG Y4	Skill components from Year 3 consolidated and applied plus: Use inverted commas and other punctuation to punctuate direct speech. The grammatical difference between plural and possessive –s.	Fronted Adverbials Place the possessive apostrophe accurately in words with regular plurals (girl's) and in words with irregular plurals (children's)	Appropriate choice of pronoun or noun within and across sentences.	Use a comma after a fronted adverbial	Use a comma after a fronted adverbial. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Standard English forms for verb inflections instead of local spoken forms (<i>we were instead of we was</i>). Determiner pronoun.
Handwriting Y4	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]					
Spelling Y4	Spelling rule- 'aw' sound spelt 'augh' and 'au' Spelling rule- Prefix in- Spelling rule- Prefix im- Spelling rule- Prefix il- homophones	Place the possessive apostrophe accurately in words with regular plurals (girl's) and in words with irregular plurals (children's) Spelling rule- 'shun' words ending –sion. Spelling rule- Root word ends se, de, d	Spelling rule- Shuhn sound spelt sion. Spelling rule- Words end in se, de, d Spelling rule- Shuhn sound spelt ssion. Spelling rule- Root word ends ss or mit.	Spelling rule- 'ough' spelling with long o, oo, or sounds Challenge words Homophones -ation Sub-, super-	Spelling rule- 's' sound spelt sc. Spelling rule- Soft c sound spelt ce. Spelling rule- Soft c sound spelt ci. Spelling rule- Word families 'phon' 'real' Word families 'sol' 'sign'	Spelling rule- -ous. No change to root word. Spelling rule- -ous. No definitive root word. Spelling rule- -ous. Words ending in 'y' and 'our'. Spelling rule- -ous. Words ending in e and ge.

			Spelling rule- Shuhn sound spelt tion. Spelling rule- Shuhn sound spelt cian. Root word ends in c o cs.		Challenge words Inter-, Anti-, Auto-, Ex-, Non-, ar, -er	Adverbials of frequency and possibility Adverbials of manner
Spoken Language Y4	These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to: - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, role play, improvisations and debates. - gain, maintain and monitor the interest of the listener(s). - consider and evaluate different viewpoints, attending to and building on the contributions of others. - select and use appropriate registers for effective communication.					
Mathematics Y4	Review of column addition and subtraction - 2 weeks https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-1-review-of-column-addition-and-subtraction/ Numbers to 10,000 (4 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-2-numbers-to-10-000/	Perimeter (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-3-perimeter-1-1-1/ 3, 6, 9 times tables (4 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-4-3-6-9-times-tables/ Trust Assessment Checkpoint	7 times table and patterns (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-5-7-times-table-and-patterns/ Understanding and manipulating multiplicative relationships (4 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-6-understanding-and-manipulating-multiplicative-relationships/	Coordinates (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-7-coordinates/ Division with remainders (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-12-division-with-remainders/ Trust Assessment Checkpoint	Review of fractions (1 week) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-8-review-of-fractions/ Fractions greater than 1 (5 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-9-fractions-greater-than-1/	Symmetry in 2D shapes (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-10-symmetry-in-2d-shapes/ Time (1 week) https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-11-time/ Trust Assessment Checkpoint
RE Y	What makes some books sacred?	What are the deeper meanings of festivals of light?	What do different people believe God is like?	What matters to Christians about Easter?	What is worship?	What qualities do leaders of religions demonstrate?
Computing Y4	<u>Digital Citizenship</u> Be Internet Legends: Check it's for real	<u>Computer Science</u> Purple Mash: Coding (Unit 4.1)	<u>Information Technology</u> Apple Everyone Can Create: Photo- Action photo	<u>Computer Science</u>	<u>Information Technology</u> Apple Everyone Can Create: Video- Story Boarding	<u>Computer Science</u> Purple Mash: Hardware Investigators (Unit 4.6)

	Project: Digital Citizenship presentation		Project: Create a moment in motion	Apple Everyone Can Code Early Learners: Variables	Project: Create a movie pitch	*App Design Template from Early Learners. Project: Create an App in Keynote
Science Y	Funny Bones <i>(Animals including humans – Muscles and skeletons)</i> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	We Will Rock You <i>(Rocks and Soils)</i> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Opposites Attract <i>(Forces)</i> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Ready Steady Cook <i>(Animals including humans - nutrition)</i> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	To Infinity and Beyond <i>(Light)</i> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	
	Ready Steady Sow <i>(Plants)</i> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Working Scientifically Children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.					
History Y Y Y4	<i>(Stone Age to Iron Age)</i> Changes in Britain from the Stone Age to the Iron Age.					

Geography Y Y Y4	(Early Settlers - trade links) Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		(Volcanoes and Earthquakes) Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.		(Rainforests) Climate zones, biomes and vegetation belts. Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Tropics, hemispheres and time zones.) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)						
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.										
	Painting/Drawing (Stone Age Art) To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.		Painting/Drawing (Landscapes) To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.		Painting/Drawing (Cold/Hot or Rainforest Mood Boards) To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.						
Art and Design Y Y Y4	Drawing Materials: Experiment with Other implements such as calligraphy pens and slanted nibs for broad, narrow lines and effects with curls and scrolls Tones and textures: Effect of tone and texture using various nibs. Adding shading and tone to various lettering. Apply toning techniques gained with close observations using a variety of view finders. Style: To solidify shapes with pencils to produce a range of tones.										
	Mechanisms Understand and use mechanical systems in their products including pulleys, cams, levers and linkages. For example inventing something to move rocks and/or water.		Structures Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. For example build a structure to withstand an earthquake.		Cooking and Nutrition (Linked to Science Topic) To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. For example plan and make a healthy meal.						
Design and Technology Y Y Y4	When designing and making, pupils should be taught to: Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world										
	Dodgeball Yoga		Dance Fitness		Netball Gymnastics		Hockey Tennis		Tag Rugby Athletics		OAA Rounders

Y4						
Music Y4	<u>Musical Futures</u> Learn to play... Tuned percussion	<u>Musical Futures</u> Learn to play... Tuned percussion	<u>Culture Club</u> World Music Experiences	<u>Culture Club</u> Future Composition	<u>Summertime!</u> Sing, Rap and Play	<u>Sequencing</u> Chrome Music Lab
PSHE Y	<u>Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<u>Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivations and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	<u>Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<u>Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
MFL (Language angels) Y4	Presenting myself	Family	Rooms of the house or habitats	At the café	The classroom	Goldilocks
SMSC	Our Year 4 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	Our Year 4 Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
Global Dimension Cycle 1 2022 2023	GD - Famine	GD – Community links and roles	GD - Human Rights and fairness	GD – Lent appeal	GD - Fairtrade	GD – Change for the better. Clean Air
HGCP Values Cycle 1 2022 2023	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness