



*'As each one does their part, we grow in love'*  
Ephesians 4 vs.16



## OUR VISION

"As each one does their part, we grow in love" Ephesians 4:16

Celebrate

Believe

Aspire

## OUR VALUES

Perseverance

Courage

Compassion

Justice

Respect

Forgiveness

Trust

Selflessness

## Switched On?

Stick at It

Work as a team

Independence

Think hard

Citizenship

Hard Working

On task

## Year 4 Curriculum Overview Themes and Topics

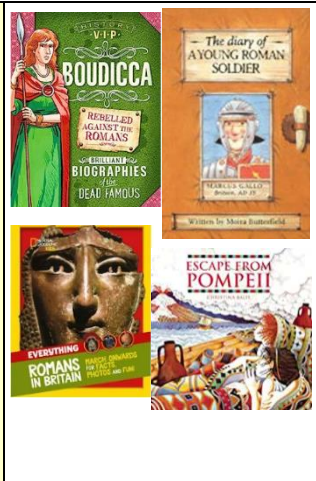
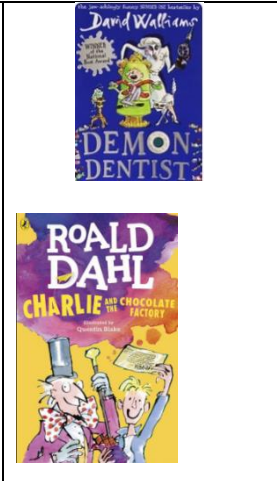
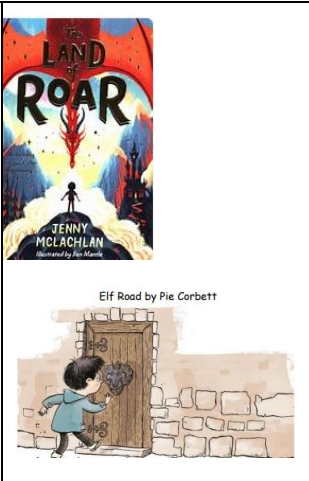
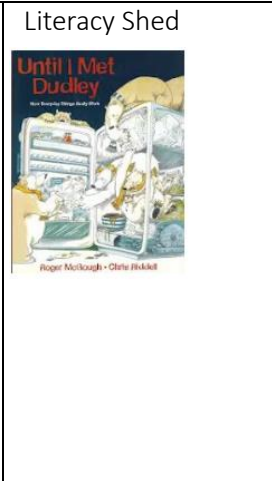
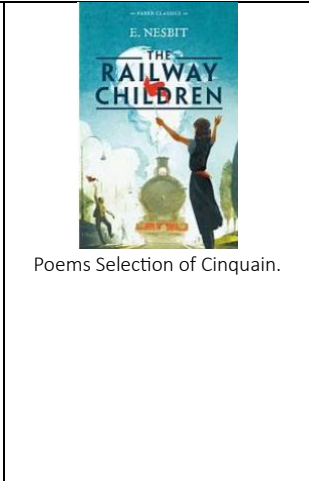
|                                     | Autumn 1<br>Emperors and Empires                                                                                                                           | Autumn 2<br>The Romans in Britain                                                                                                                                                                 | Spring 1<br>Bottoms, Burps and<br>Bile                                                                                                                                                                                                                 | Spring 2<br>Sound                                                                                                                                                                            | Summer 1<br>Misty Mountain,<br>Winding River                                                                                                                                      | Summer 2<br>How has Blandford<br>Changed through time?                                                                                                                                                                                                        |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literacy – Writing<br/>Genre</b> | Writing to INFORM <ul style="list-style-type: none"> <li>• <b>Diary</b> of the eruption of Mount Vesuvius</li> <li>• <b>Biography:</b> Boudicca</li> </ul> | Writing to ENTERTAIN <ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Adventure story-</b> Adventure at Sandy Cove</li> <li>• <b>Performance Poetry</b> Magic Box</li> </ul> | Writing to PERSUADE <ul style="list-style-type: none"> <li>• <b>Persuasive leaflet</b> to encourage good dental hygiene and reduced sugar diet.</li> <li>• <b>Character description</b></li> <li>• <b>Advertisement</b> for a healthy snack</li> </ul> | Writing to ENTERTAIN <ul style="list-style-type: none"> <li>• <b>Comic Strip/dialogue</b> between characters from Land of Roar –</li> <li>• <b>Portal Story</b> Based on Elf Road</li> </ul> | Writing to INFORM <ul style="list-style-type: none"> <li>• <b>Explanation Text –</b> Water Cycle</li> <li>• <b>Non-chronological report –</b> Rivers (The River Stour)</li> </ul> | Writing to ENTERTAIN <ul style="list-style-type: none"> <li>• <b>Informal letter</b> based on the railway Children to father from Roberta.</li> <li>• <b>Newspaper report –</b> Great Fire of Blandford</li> <li>• <b>Poetry -</b> Cinquain. tanka</li> </ul> |



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|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Literacy – Whole Class Books for writing.</p> |                                                 | <p>Adventure at Sandy Cove</p>                  |                                                |                                               | <p>Literacy Shed</p>                          |  <p>Poems Selection of Cinquain.</p>                                        |
| <p>Literacy –Reading Comprehension</p>           | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p> | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p> | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p> | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p> | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p> | <p><b>WHOLE CLASS READING</b><br/>Daily Structured Sessions.<br/>2x weeks fiction<br/>3x weeks nonfiction<br/>1x week Poetry</p>                               |
| <p>Mathematics</p>                               | <p><b>Number:</b> Place value<br/>Addition and subtraction<br/>3x,4x,8x, table</p>                                               | <p><b>Number:</b> Multiplication and Division<br/><b>Measurement:</b>Area<br/>6x,7x table</p>                                    | <p><b>Number:</b> Multiplication and Division<br/>Measurement: Length and Perimeter<br/>9x,11x,12x tables</p>                    | <p><b>Number:</b> Fractions and Decimals<br/><br/>All multiplication tables</p>                                                  | <p><b>Number:</b> Decimals<br/><b>Measurement:</b> Money , Time<br/>Multiplication facts and corresponding divisions.</p>        | <p><b>Geometry:</b> Shape, Statistics, Position and Direction.</p>                                                                                             |
| <p>Science</p>                                   | <p><b>Scientific skills</b></p>                                                                                                  | <p><b>Living things and their habitats</b></p>                                                                                   | <p><b>Animals Including Humans</b> – Teeth and the digestive system</p>                                                          | <p><b>Sound</b></p>                                                                                                              | <p><b>States of Matter</b></p>                                                                                                   | <p><b>Electricity</b></p>                                                                                                                                      |
| <p>Geography</p>                                 |                                                                                                                                  |                                                                                                                                  | <p><b>Seas, Oceans and mountains in the wider world.</b></p>                                                                     |                                                                                                                                  | <p><b>Features of Mountains, rivers &amp; the water cycle</b></p>                                                                | <p>How has <b>Blandford</b> changed through time?<br/><b>River study</b> and fieldwork skills</p>                                                              |
| <p>History</p>                                   | <p><b>Romans</b><br/>How did the arrival of the Romans change Britain?<br/>What was their legacy?</p>                            | <p><b>Romans</b><br/>How did the arrival of the Romans change Britain?<br/>What was their legacy?</p>                            |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  | <p><b>Local Study</b><br/><b>How has Blandford changed through time?</b><br/>What caused the great fire of Blandford and why is it still remembered today?</p> |



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|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Computing</b>        | Coding,<br>Online Safety,<br>Spreadsheets                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                     | Writing for different audiences<br>Logo<br>animation                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                        | Animation,<br>Effective Searching,<br>Hardware Investigators<br>Making Music                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Art &amp; Design</b> | <b>Collage:</b> Mount Vesuvius based on the works of Carole Neilson<br><br><b>Painting:</b> Artist Study Vivienne Westwood                                                                                                                                                                                                                        | <b>Sculpture:</b> Begin to experiment working over an armature (wire athletes)<br><br><b>Printing:</b> Print with two colour overlays. (Christmas Cards)                                                                                                                                                            | <b>Sculpture:</b> paper sculpture (faces)<br><br><b>Painting:</b> Blocking in colour washes, paint on different surfaces.                                                                                                                          | <b>Printing:</b> Artist Study: Kandinsky                                                                                                                                                                                                                                                                               | <b>Drawing:</b> Artist Study Hundertwasser                                                                                                                                                                                                                                          | <b>Drawing:</b> Texture drawings and landscapes                                                                                                                                                                                                                                                                                                                   |
| <b>DT</b>               |                                                                                                                                                                                                                                                                                                                                                   | <b>Mechanisms:</b> Make a simple catapult                                                                                                                                                                                                                                                                           | <b>Food and nutrition:</b> Design a healthy breakfast                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     | <b>Electrical Circuits:</b> Design and make a picture containing a light and a switch.                                                                                                                                                                                                                                                                            |
| <b>PSHE</b>             | <b>Being in My World</b><br><br>Know their place in the school community<br><br>Know what democracy is (applied to pupil voice in school)<br><br>Know how groups work together to reach a consensus<br><br>Know how individual attitudes and actions make a difference to a class<br><br>Know that their own actions affect themselves and others | <b>Celebrating Difference</b><br><br>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying<br><br>Know that sometimes people make assumptions about a person because of the way they look or act<br><br>Know what to do if they think bullying is or might be taking place | <b>Dreams &amp; Goals</b><br><br>Know how to make a new plan and set new goals even if they have been disappointed<br><br>Know how to work as part of a successful group<br><br>Know how to work out the steps they need to take to achieve a goal | <b>Healthy Me</b><br><br>Know the facts about smoking and its effects on health<br><br>Know the facts about alcohol and its effects on health, particularly the liver<br><br>Know ways to resist when people are putting pressure on them<br><br>Know that they can take on different roles according to the situation | <b>Relationships</b><br><br>Know that there are rights and responsibilities when playing a game online<br><br>Know how to stay safe when using technology to communicate with friends<br><br>Know that belonging to an online community can have positive and negative consequences | <b>Changing Me</b><br><br>Know that babies are made by a sperm joining with an ovum<br><br>Know the names of the different internal and external body parts that are needed to make a baby<br><br>Know how the female and male body change at puberty<br><br>Know that change is a normal part of life and that some cannot be controlled and have to be accepted |
| <b>Music</b>            | <b>Notation</b><br><b>Sing:</b> Just like a Roman                                                                                                                                                                                                                                                                                                 | <b>Hildegard</b><br><b>Compose</b> in two parts<br><b>Sing:</b> Lost in Space                                                                                                                                                                                                                                       | <b>Beethoven</b><br><b>3/4 and 4/4 time</b><br><b>Sing:</b> Our Dustbin                                                                                                                                                                            | <b>Oasis</b><br><b>Compose</b> in pentatonic scale<br><b>Sing:</b> World in Union                                                                                                                                                                                                                                      | <b>Duke Ellington</b><br>Study structure of a song<br><b>Sing:</b> Namuma                                                                                                                                                                                                           | <b>Steel Bands</b><br>Staccato and Legato<br><b>Sing:</b> Calypso                                                                                                                                                                                                                                                                                                 |



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| PE  | DANCE – Romans<br>INVASION GAMES<br>SWIMMING<br>HOUSE SPORTS<br>(Competition, team work,<br>leadership & responsibility) | GYMNASTICS<br>SWIMMING<br>HOUSE SPORTS<br>(Competition, team work,<br>leadership & responsibility) | HEALTH & FITNESS<br>INVASION GAMES<br>(Handball)<br>HOUSE SPORTS<br>(Competition, team<br>work, leadership &<br>responsibility) | NET & WALL – TENNIS<br>HOUSE SPORTS<br>(Competition, team work,<br>leadership & responsibility)                   | ATHLETICS<br>HOUSE SPORTS<br>(Competition, team<br>work, leadership &<br>responsibility) | STRIKING & FIELDING<br>OAA<br>HOUSE SPORTS<br>(Competition, team work,<br>leadership & responsibility) |
| RE  | Jigsaw: <b>Judaism</b><br>What is the best way for a<br>Jew to lead a good life?                                         | Understanding Christianity:<br><b>Gospel</b><br>What kind of world did Jesus<br>want?              | Jigsaw <b>Judaism</b><br>How do Jewish<br>beliefs, teachings and<br>stories impact on<br>daily life?                            | Understanding Christianity:<br><b>Salvation</b><br>Why do Christians call the<br>day Jesus died 'Good<br>Friday'? | Jigsaw <b>Humanism</b><br>What motivated<br>Humanists to lead a<br>good life?            | Christianity: <b>Kingdom of<br/>God</b><br>When Jesus left what was<br>the impact of the<br>Pentecost? |
| MFL | Phonics<br>I am able to.....                                                                                             | Fruits                                                                                             | Vegetables                                                                                                                      | Presenting myself                                                                                                 | My family                                                                                | Classroom                                                                                              |