

Whole School Curriculum Overview



Year Group	Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4	Maths	Place value, Addition and subtraction	Area, Multiplication and division	Multiplication and division, Length and perimeter	Fractions, Decimals	Decimals, Money, Time	Shape, Statistics, Position and direction
4	English Text	The Proudest Blue & Myths and Legends	The Lost Happy Endings	The boy at the back of the class	Escape from Pompeii	Varjak Paw	The Wizard of Oz
4	History	Ancient Greece. Women in the Olympics.	Witchcraft	The Windrush. Alexander Graham Bell.	Roman Britain		
4	Geography	Geographical Skills: using maps, atlases & globes; eight points of a compass. Human & Physical: Water Cycle	Geographical Skills: using maps and keys, fieldwork	Human & Physical: Compare rivers with Syria. Trade links - economic activity. Rivers. Place Knowledge: Continent - Asia.	Human and Physical: mountains compared to volcanoes (volcanoes covered in depth in Y6).	Locational Knowledge: UK (geographical regions, human & physical, change over time) Human & Physical: biomes + hemispheres, equator & their significance.	Geographical Skills: four figure grid references;
4	Science	States of Matter. WS focus: gather data & take accurate measurements (thermometer), set up simple fair tests, record findings using bar charts, Water Cycle	Living Things and their Habitats. WS focus: record findings using keys; draw simple conclusions, suggest improvements & raise further questions.	Sound. WS focus: gather data and take accurate measurements (data logger), use results to draw simple conclusions, record findings using labelled diagrams.	Animals including humans. WS focus: reporting on findings - written explanations & displays or presentations.		Electricity. WS focus: set up comparative tests.
4	Computing	PROGRAMMING: Further Coding with Scratch	PROGRAMMING: Computational thinking.	COMPUTING SYSTEMS & NETWORKS: Collaborative learning			DATA HANDLING: Investigating Weather
4	D&T	Project: Designing a hijab		Project: Lunchboxes + Cooking & Nutrition	Project: Cam Toy	Project: Bridges	Project: Electrical Toy
4	Art	PATTERN: Tessellation.	TEXTURE: Observe textural art, collage. Artist Study: Frida Kahlo. COLOUR: Use colour mixing to look at tint and tone, use colour to reflect mood.	DRAWING: portrait drawing (Drawing from different angles), Produce drawings of whole people.	DRAWING: Create a drawing showing the effect of light. Artist Study: Paul Cezanne		FORM: Create a 3D model of a celebration/ceremony building for Oz (3D model) Artist Study: Christopher Wren
4	Music	Whole Class Instrumental Tuition	Whole Class Instrumental Tuition	Changes in pitch, tempo & dynamics (Theme: Rivers)	Adapting & transposing motifs (Theme: Romans)	Body & tuned percussion (Theme: Rainforests)	
4	RE	Diwali (Hinduism): creation and key beliefs	Christmas (Christianity): creation and key beliefs	Ramadan & Eid Al Fitr (Islam): creation and key beliefs	Wesak/Vesak (Buddhism): creation and key beliefs	Baisakhi/Vaisakhi (Sikhism): creation and key beliefs	Rosh Hashana (Judaism): creation and key beliefs
4	MFL	Phonics Lesson 2 (Extra) & Presenting Myself (IN)	My Family (IN)	My Family (IN)	In the Classroom (IN)	In the Classroom (IN)	At the Cafe (IN)
4	PE	Coach Led: Athletics	Coach Led: Netball/Hockey	Coach Led: Netball/Hockey Teacher Led: Swimming/ Gymnastics	Coach Led: Football/Rounders Teacher Led: Swimming/Dance	Coach Led: Football/Rounders Teacher Led: Swimming/OAA	Coach Led: Athletics Consolidation
4	PSHE	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage our feelings?	a difference to others and the environment?	How can we manage risk in different places?
4	Online Safety	Be-Sharp	Be Kind	Be Brave	Be Secure	Be Balanced	Be Alert
4							
4	Trips/visits		Woodlands		In a Nut Shell (Romans - Exit Point)	Residential	London trip- Wicked