

# YEAR 4 CURRICULUM 2017-18

	AUTUMN (7/7 weeks)		SPRING (6/5 weeks)		SUMMER (7/6)	
Topic	The Terrible Tudors (British History) Jesse Owens (BHM)		Rise of the Robots (Science)		Rainforest Defenders (Geography)	
RE	1: What does it mean to be a Sikh? (7 weeks) 2: Should every Christian go on a pilgrimage? (2 weeks) 1: Jesus and the gift of peace. (4 weeks)		1: What are the miracles of Jesus? (LDBS) OR What would Jesus do? (TOWER HAMLETS) (6 weeks) 2: What are the Beatitudes? (2 weeks) 3: Holy communion (3 weeks)		1: What does it mean to be a Hindu? (7 weeks) 2: What does it mean to be a Christian in Britain today? (6 weeks)	
Science	Sound Animals, including humans		Electricity States of Matter		Living things and their habitats	
ICT	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular		Computer Science – Espresso coding: design programs that accomplish specific goals; design and create programs; debug programs that accomplish specific goals; use repetition in programs; control or simulate physical systems; use logical reasoning to detect and correct errors in programs; understand how computer networks can provide multiple services, such as World Wide Web; appreciate how search results are selected Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer networks offer for communication; identify a range of ways to report concerns about content and contact; use technology respectfully; recognize acceptable / unacceptable behaviour ICT – cross-curricular: select a variety of software to accomplish given goals; select, use and combine internet services, analyse information; evaluate information; collect data; present data		Computer Science – Espresso coding: design programs that accomplish specific goals; design and create programs; debug programs that accomplish specific goals; use repetition in programs; control or simulate physical systems; use logical reasoning to detect and correct errors in programs; understand how computer networks can provide multiple services, such as World Wide Web; appreciate how search results are selected Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer networks offer for communication; identify a range of ways to report concerns about content and contact; use technology respectfully; recognize acceptable / unacceptable behaviour ICT – cross-curricular: select a variety of software to accomplish given goals; select, use and combine internet services, analyse information; evaluate information; collect data; present data	
Art/DT	Drawing – Mini portraits Textiles – Tudor Rose wall hanging		Sculpture - 3-D junk modeling robots Printmaking – Iron Man		Painting- Study of Rousseau Collage – create class collage of rainforest	
Music	Greensleeves Mama Mia Five Gold Rings		Glockenspiel Stage 3 Benjamin Britten – Cuckoo!		Lean On Me Reflect, Rewind and Replay	
PSHCE	Being Me in my World	Celebrating Differences (including Anti-Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Ed.)
PE	Games (Mini Tag Rugby) Gymnastics (Lesson 1-3)		Gymnastics (7 Action Sequences) Dance (Linking Shape Sections – Cheerdance)		Games (Athletics and Kwik-Cricket) Games (Athletics and Short Tennis 2)	

	Gymnastics (Flight 2) Games (Hockey 1)	Dance (Speed and Action – Combat) Games (Outdoor and adventure)	
French	Rigolo 1 (Lgfl)	Rigolo 1 (Lgfl)	Rigolo 1 (Lgfl)
Trips and visits	Globe Theatre Hampton Court Palace	The Iron Man at the Unicorn Theatre ( Science museum	Kew Gardens Stepney City Farm
Text Based Literacy Texts	Fiction: Romeo and Juliet NF: Tudor Theatre  Other texts: Shakespeare plays	The Iron Man The Iron Giant National Geographic Kids Robots  Other texts: Big Hero 6	The Great Kapok Tree Rainforest (NF)  Other texts: Where the forest Meets the Sea
WC reading texts	Princess Phoebe Meets the Tudors/ My Friend Walter (HA)	The Iron Man	Stanley saves the Rainforest
Promotion of British Values SMSC	Rule of Law – how things have changed since the Tudor times. Tolerance of others with different faiths or beliefs Mutual respect	Individual liberty Tolerance of others with different faiths or beliefs Mutual respect	Rule of law Tolerance of others with different faiths or beliefs Mutual respect
Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]		
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]		
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition		
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>		
Spelling	Revision of work from years 1 and 2 Suffixes (-ed –ing –er –est –ment –ness –ful –less –ly –tion) Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words Words with the /ei/ sound spelt ei, eigh, or, ey The /ʌ/ sound spelt ou Words with endings sounding like /zə/ or /tʃə/ Possessive apostrophe with plural words Homophones and near homophones		
Terminology for pupil	determiner /pronoun, possessive pronoun /adverbial		

\*For detailed information regarding the NC for your year group, see separate planning documents.