

Year 4 Curriculum Overview

Subject	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: <i>How to Train Your Dragon</i> by Cressida Cowell Writing: Monologues. Creating formal persuasive letters and diary entries. SPaG: • Use expanded noun phrases for description and specification • Use conjunctions, adverbs and prepositions to express time and cause • Use the present perfect form of verbs in contrast to simple past tense • Use and punctuate direct speech • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if',	Book: <i>The Day I Was Erased</i> by Lisa Thompson Writing: Writing diary entries. New chapters in the style of the author. SPaG: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although' • use fronted adverbials and using commas after fronted adverbials • use and punctuating direct speech • use and understand grammatical terminology accurately and appropriately when	Book: <i>Phileas's Fortune</i> by Agnès de Lestrade Writing: Writing narrative setting descriptions. Exploring creative self-expression through writing. SPaG: • spell further homophones • spell words that are often misspelt • use the first two or three letters of a word to check its spelling in a dictionary • use fronted adverbials and punctuate these accurately • use and punctuate direct speech • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use	Book: <i>The Wolves in the Walls</i> by Neil Gaiman Writing: Poems. Creating fact cards and narratives. SPaG: • Using conjunctions, adverbs and prepositions to express time and cause • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Proposing changes to	Book: <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis Writing: Writing mind maps and thought bubbles. Writing in the style of the story. SPaG: Grammar, punctuation and spelling: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • use expanded noun phrases for description and specification • use conjunctions, adverbs and prepositions to express time and cause • use the	Book: <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis Writing: Creating travel guides to Narnia. Composing monologues and haikus. SPaG: • write grammatically accurate sentences using a range of co-ordinating and subordinating conjunctions, adverbials and noun phrases • use a range of cohesive devices showing an awareness of how their writing is organised and related • choose grammar and punctuation features to match the formality of a writing

	‘because’ and ‘although’ • Review grammar and punctuation content from Key Stage 1 – past progressive tense and exclamation sentences • Choose nouns or pronouns appropriately for clarity and to avoid repetition • Spell contractions correctly for informality • Use commas after fronted adverbials • Use an appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition • Indicate possession by using the possessive apostrophe with plural nouns Reading: • Discuss words and phrases that capture the reader’s interest and imagination • Predict what might happen from details stated and implied • Draw inferences such as inferring characters’ feelings,	discussing their writing and reading Reading: • identify themes and conventions in a wide range of books • discuss words and phrases that capture the reader’s interest and imagination • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied • identify main ideas and summarising these	conjunctions, adverbs and prepositions to express time and cause • use a wider range of conjunctions Reading: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. • listen to and discuss a wide range of fiction and retrieve and infer information from these texts • read books that are structured in different ways • identify and discuss themes and conventions in and across a wide range of books • check that the text makes sense to them, discuss their understanding and exploring the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as	grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Using an appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition Reading • Discussing words and phrases that capture the reader’s interest and imagination • Identifying how language, structure and presentation contribute to meaning • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Predicting what might happen	present perfect form of verbs in contrast to simple past tense • explore the changes in word meaning when prefixes and/ or suffixes are added to a root word • spell contractions correctly for informality • use an apostrophe to mark singular possession • indicate possession by using the possessive apostrophe with plural nouns • use and punctuate direct speech • use commas after fronted adverbials Reading: • discuss words and phrases that capture the reader’s interest and imagination • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • ask questions to extend knowledge and understanding of a	task • show an understanding for using appropriate vocabulary throughout sessions • demonstrate an understanding of how the writer can impact the reader through choice of sentence length, punctuation for effect and position of words in a sentence Reading: • identify and discuss themes, characters and plot – showing an understanding by answering questions • summarise the main points from more than a paragraph and across a chapter (application of this through a range of strategies) • justify opinions by articulating reasoned inferred responses in various ways including choosing the appropriate evidence from the text to support their points • discuss the impact an author can
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	thoughts and motives from their actions, and justifying inferences with evidence • Identify how language, structure and presentation contribute to meaning • Summarise main ideas • Ask questions to extend knowledge and understanding of a text • Summarise and sequence main ideas • Retrieve and record information • Consider and evaluate different characters' viewpoint • Identify themes and conventions in a wide range of books • Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Read aloud their own writing, to a group or the whole class, using appropriate	• identify how language, structure, and presentation contribute to meaning • participate in discussion, taking turns and listening to what others say	inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • discuss the words and phrases that capture the reader's interest and imagination • predict what might happen from details stated and implied • identify the main ideas drawn from more than one paragraph and summarising these • identify how language, structure and presentation contribute to meaning • 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	from details stated and implied	text • predict what might happen from details stated and implied • check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • retrieve and record information • identify main ideas drawn from more than one paragraph and summarise these • identify how language, structure and presentation contribute to meaning • summarise main ideas • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • consider and evaluate different characters' viewpoints • identify themes and	have on their reader – be able to make comparisons within and across books
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	intonation and controlling the tone and volume so that the meaning is clear • Identify main ideas drawn from more than one paragraph and summarise these				conventions in a wide range of books	
Mathematics	Number and place value, addition and subtraction, properties of shapes	Fractions, position and direction, multiplication and division, decimals	Measurement (mass), measurement (time) Number and place value, multiplication and division, fractions	Measurement (length), addition and subtraction, measurement (perimeter and area), decimals, statistics	Number and place value, addition and subtraction, measurement (money), properties of shapes	Multiplication and division, measurement (volume and capacity), decimals, statistics, fractions, position and direction
Science	Living Things and Their Habitats	States of Matter	Animals inc. Humans	Electricity	Sounds	Scientists and Inventors
Topic	Railways	Water	Crime and Punishment	All Around the World	British Royalty	Somewhere to Settle
Art/DT	Edible Garden	Mechanical Posters	Let's go fly a Kite	Insects	British Art	Fruits & Vegetables
Computing	Scratch	Word Processing	Programming	Animation	Online Safety	Using and Applying Skills
PE	Gymnastics	Dance	Invasion Games	Athletics	Invasion Games	Outdoor Adventure
Arabic Language	Greetings and Introductions: Advanced Greetings and Politeness, Expanded Self-Introduction, Interactive Conversations, Cultural Etiquette, Greetings in Different Arab Countries,	Numbers and Counting: Basic Numbers 1-20, Place Value in Arabic Numbers, Simple Addition and Subtraction, Multiplication Basics, Division Basics,	Colours and Shapes: Colours, Shapes, Describing Objects, Comparing Shapes and Colours, Art and Design, Cultural Connections	Daily Activities and Routine: Daily Routine Vocabulary, Telling Time in Arabic, Sequencing Daily Activities, Asking and Answering Questions, Daily Habits and Healthy Routines,	Family and Relationships: Family Members, Family Activities, Extended Family, Celebrations and Traditions, Expressing Feelings, Family Tree	Common Objects and Places: Everyday Objects in the Classroom, At Home Vocabulary, Around the Town, Directional Vocabulary, In the Garden, Community Buildings



	Role-playing Scenarios, Handwriting Practice	Word Problems and Storytelling with Numbers, Handwriting Practice		Creating a Daily Routine Diary, Cultural Insights: Daily Routines in Arabic- Speaking Countries		
RE/IS	RE- Hinduism	IS- Aqeedah (Theology)	RE- Sikhism	IS- Fiqh (Jurisprudence)	RE- Buddhism	IS- Tarbiyah (Personal Development)
PSHE	Very Important People (VIPs)	Safety First	Respecting Rights	Growing Up	Think Positive	One World