

Year 4 Curriculum Overview Spring 2025

ENGLISH

Writing

Texts used:

- The Selfish Giant by Oscar Wilde
- Baker by the Sea by Paula White

Outcomes:

- To write a narrative text, creating setting and character.
- To plan and write a tourist brochure.

Vocabulary, Grammar & Punctuation

- Introduction to paragraphs as a way to group related material
- Expanded noun phrases
- Use of fronted adverbials
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate direct speech
- Expressing time, place and cause using conjunctions
- Appropriate choice of pronoun or noun to aid cohesion and avoid repetition
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms
- Apostrophes to mark plural possession
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Writing (Composition)

- Discussing and recording ideas
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Reading

Texts used:

- The Ice Garden by Guy Jones
- Winter's Child by Angela McAllister & Grahame Baker Smith

- We will also look at a range of short texts to explore and practise reading skills.

We will:

- Give/explain the meaning of words in context
- Retrieve and record information /identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify /explain how information / narrative content is related and contributes to meaning as whole
- Identify/ explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text.

	Content Domain	
Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

Spelling

Daily phonics practice will continue for children who still need this.

We will continue to learn and practise words from the statutory Year 3/4 Word List.

Please see the Hawking Homework page on the school website for differentiated spelling coverage for this term.

MATHS

Number:

Multiplication and Division A

Multiples of 3
Multiply and divide by 6
6 times-table and division facts
Multiply and divide by 9
9 times-table and division facts
The 3, 6 and 9 times-tables
Multiply and divide by 7
7 times-table and division facts
11 times-table and division facts
12 times-table and division facts
Multiply by 1 and 0
Divide a number by 1 and itself
Multiply three numbers

Measurement:

Length and Perimeter

Find missing lengths in rectilinear shapes
Calculate perimeter of rectilinear shapes
Perimeter of regular polygons
Perimeter of polygons

Measurement:

Area

What is area?
Count squares
Make shapes
Compare areas

Number:

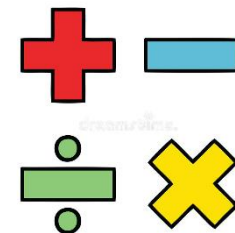
Multiplication and Division B

Factor pairs
Use factor pairs
Multiply by 10
Multiply by 100
Divide by 10
Divide by 100
Related facts – multiplication and division
Informal written methods for multiplication
Multiply a 2-digit number by a 1-digit number
Multiply a 3-digit number by a 1-digit number
Divide a 2-digit number by a 1-digit number
Divide a 3-digit number by a 1-digit number
Correspondence problems
Efficient multiplication

Number:

Fractions

Understand the whole
Count beyond 1
Partition a mixed number
Number lines with mixed numbers
Compare and order mixed numbers
Understand improper fractions
Convert mixed numbers to improper fractions
Convert improper fractions to mixed numbers
Equivalent fractions on a number line
Equivalent fraction families
Add two or more fractions
Add fractions and mixed numbers
Subtract two fractions
Subtract from whole amounts
Subtract from mixed numbers



ART & DESIGN



Exploring Pattern

Disciplines: Drawing, Collage, Design

Key Concepts:

- That the act of making drawings can be mindful.
- That we can use line, shape and colour to create patterns.
- That we can use folding, cutting and collage to help us create pattern.
- That we can create repeated patterns to apply to a range of products or outcomes.

COMPUTING

Programming – Repetition in Shapes

We will learn:

- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome

DESIGN & TECHNOLOGY

The Great Bread Bake Off



We will learn:

- about important people and events in the past that have shaped the way bread is made and sold today.
- To investigate and analyse existing products according to their characteristics.
- To develop a design criteria.
- To think of original ideas for a product based on design criteria.
- To develop designs based on design criteria and clearly communicate final designs
- To select ingredients and kitchen equipment to help me follow a bread making recipe.
- To knead and bake.

GEOGRAPHY

What's it like in Whitby?

We will learn:

- To identify Whitby and its major features.
- To compare the physical geography of Whitby with that of our own area.
- To identify Whitby and its major features
- To compare the human geography of Whitby with that of our own area
- To create a travel guide for a trip to Whitby
- To compare the physical and human features of Whitby with those of the area we live in.

HISTORY



Crime and Punishment

We will learn:

- About and to compare the punishments that were used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them.
- To explain some key terms in the history of crime and punishment in Britain
- To use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.
- To compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day

LANGUAGES: FRENCH

Spring 1: All About Me

We will learn:

To understand and follow instructions, name parts of the body, identify colours and say what we are wearing.

Spring 2: Our School

We will learn:

Key vocabulary and phrases on the theme of school.

Vocabulary for places around school and classroom objects.

To express preferences about activities and school subjects.

MUSIC

Trumpets

We will learn to:

- Count accurately and interpret rests and pauses.
- Show good breath control to produce a phrase of music.
- Play the correct pitch of note and adjust accordingly.
- Play C, B, D, E, F and recognise them on the music stave.
- Sing the phrases we are playing and sing in two parts.
- Maintain their individual part accurately.
- Play in two or more parts from simple notation.
- Improvise and make decisions about the structure of a composition.
- Combine known rhythmic notation with letter names to create short phrases.

P.E.

Gymnastics & Dance

Net & Wall Games

We will learn:

- To use larger apparatus, demonstrating control and precision with movements, shapes and rolls, linking longer sequences together.
- Partner work, linking movements and creating routines.
- Racket skills, serving, receiving.

P.S.H.E.

Nutrition and Food – Communication – Emotions Health and Wellbeing, Relationships

We will learn:

- To make informed decisions about food
- To plan a well-balanced meal
- To inform others about healthy eating
- Understand why it is important to listen to others
- To know how to communicate our opinions in a group setting
- To know that loneliness can affect children and that it is important to discuss their feelings and seek support
- To understand that family units can be different and can sometimes change
- To understand that others' families can look different to their own but to respect those differences.

R.E.

Salvation

We will learn:

- To recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.
- To explain the Christian Salvation story
- To recall the key features of the story of Zacchaeus
- To recall the story of Jesus' death on the cross.
- That Christians believe that because Jesus died they can be forgiven by God.

SCIENCE

States of Matter

We will learn:

- The difference in structure between solids, liquids or gases.
- Melting is a change of state from solid to liquid. The melting point of water is 0°C.
- Freezing is a change of state from liquid to solid. The freezing point of water is 0°C.
- Boiling is a change of state from liquid to gas. Water boils when it is heated to 100°C.
- Evaporation is the change from a liquid to a gas at the surface of the liquid.
- Condensation is the change from a gas to a liquid, caused by cooling.
- The water cycle is the never-ending process of water moving from the oceans, up into the atmosphere, and back to the Earth and oceans. It involves evaporation and condensation.

AWARENESS AND ENRICHMENT OPPORTUNITIES

- Year 4 Crime and Punishment Workshop 22nd January
- Children's Mental Health Week 3rd – 9th February
- Safer Internet Day - Tuesday 11th February
- World Book Day - Thursday 6th March
- British Science Week 7th – 16th March