
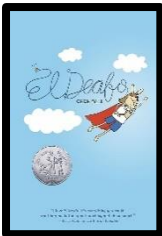
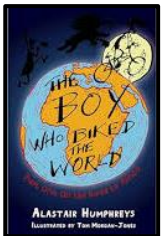
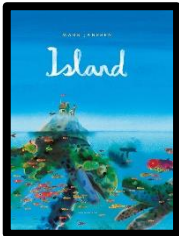
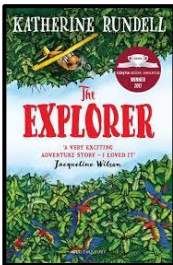
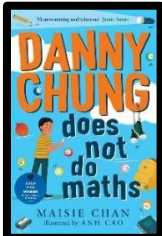
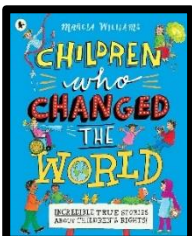













## Barham Long Term Year Group Curriculum Overview




Year 4 2024-2025

Year group: 4	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Learning to learn skills and half termly launch morning activity	Launch all 5 Rs Designing posters for each of the 5Rs.	Respectful Activity: Students work in groups to prepare a short skit displaying this R	Risk Taking Activity: Blindfolded activity in groups in the class.	Resilience activity: Football kick ups activity in the playground	Resourceful Activity: Scavenger hunt in the playground	Reflective activity: Writing a letter to themselves about what they have achieved this year.
Enrichment links	Library Visits Diwali Anti-Bullying Week Maths Week Road safety week Christmas		World Book Day Humanities Week Anglo-Saxons & Vikings Workshop Science Week		Visit to the River Thames Walk to School Week MTC Sports Day Art Week	
Key & Lock 	Key: Children to be introduced to the 5R's and SDGs  Lock: Children create posters about their family's migration to the UK	Key: Roman dress up day  Lock: Creating a poster about the digestive system	Key: Create their own script for a blog and publishing it  Lock: Art activity based on the images in 'Island'	Key: Anglo-Saxon Workshop  Lock: Writing instructions about the rules of Tennis	Key: Visiting the River Thames with the Thames explorer group  Lock: Making a 3D model of a habitat and all the plants and animals that can be found there	Key: Create a poster about the Vikings  Lock: Creating a comic about a child who has changed the world
Core Texts & global goal	Global Goal: <b>Reduced Inequality</b>	Global Goal: <b>Gender Equality</b>	Global Goal: <b>Clean Water and Sanitation</b>	Global Goal: <b>Climate Action</b>	Global Goal: <b>Quality Education</b>	Global Goal: <b>Peace, Justice and strong institutions</b>

	<b>El Deafo by Cece Bell</b> 	<b>The Boy who Biked the World by Alastair Humphreys</b> 	<b>Island by Mark Janssen</b> 	<b>Explorer by Katherine Rundell</b> 	<b>Danny Chung does not do Maths by Maisie Chung</b> 	<b>Children who changed the world by Marcia Williams</b> 
<b>English – genres &amp; P.A.T.T. (Purpose, Audience, Text and Tone)</b> 	<b>Writing Outcomes:</b> 1. Fiction: Character Description Purpose: To entertain; Audience: Anyone interested in the book; Tone: Informal  2. Fiction: Narrative - Emulating the comic strip style Purpose: To entertain; Audience: Everyone; Tone: Informal  3. Fiction: Poem – 4 Senses Purpose: To entertain; Audience: Anyone interested in the book; Tone: Informal	<b>Writing Outcomes:</b> 1. Non-Fiction: Diary Entry Purpose: To inform; Audience: Self; Tone: Informal  2. Fiction: Narrative – Rewriting a chapter from a perspective Purpose: To entertain; Audience: Everyone; Tone: Informal  3. Non-Fiction: Explanation text Purpose: To explain; Audience: Anyone interested in the topic; Tone: Formal	<b>Writing Outcomes:</b> 1. Fiction: Narrative – Rewriting the story – Incorporating dialogue Purpose: To entertain; Audience: Everyone; Tone: Informal  2. Non-Fiction: Book Review Purpose: To persuade; Audience: Anyone interested in the book; Tone: Formal	<b>Writing Outcomes:</b> 1. Non-Fiction: Newspaper Report Purpose: To inform; Audience: General public; Tone: Formal  2. Fiction: Rewriting a chapter in first person Purpose: To entertain; Audience: Everyone; Tone: Informal	<b>Writing Outcomes:</b> 1. Non-Fiction: Informal letter to Agony Aunt Purpose: To inform; Audience: Agony Aunt; Tone: Informal  2. Fiction: Narrative – Rewriting a chapter in third person Purpose: To entertain; Audience: Everyone; Tone: Informal  3. Non-Fiction: Balanced Argument Purpose: To discuss; Audience: Anyone interested in the topic; Tone: Formal	<b>Writing Outcomes:</b> 1. Fiction: Narrative in first person Purpose: To entertain; Audience: Everyone; Tone: Informal  2. Non-Fiction: Persuasive Speech Purpose: To persuade; Audience: All Barham Students and Staff; Tone: Formal  3. Fiction: Poem Purpose: To entertain; Audience: Anyone interested in the topic; Tone: Informal

<b>Reading DR</b> 	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.
<b>Maths</b> 	Unit 1: Reasoning with 4-digit numbers Unit 2: Addition and subtraction	Unit 3: Multiplication and division Unit 4: Interpreting and presenting data	Unit 5: Calculating with multiplication and division Unit 6: Fractions Unit 7: Time	Unit 8: Decimals Unit 9: Area and perimeter	Unit 10: Solving measure and money problems Unit 11: 2-D Shape and Symmetry	Unit 12: Position and Direction Unit 13: Reasoning with patterns and sequences Unit 14: 3D Shape
<b>Science</b> 	<b>Electricity and Circuits</b> Concept: Forces, Earth and Space	<b>Digestion and Food</b> Concept: Animals including Humans	<b>States of Matter</b> Concept: Material	<b>Sound and vibration</b> Concept: Forces, Earth and Space	<b>Classification and Changing Habitats</b> Concept: Living things and their habitats	<b>How does the flow of liquids compare?</b> Concept: Making Connections
<b>History</b> 		<b>Romans</b>		<b>Anglo-Saxons</b>		<b>Vikings</b>
<b>Geography</b> 	<b>Migration</b>		<b>Natural Resources</b>		<b>Rivers</b>	
<b>D.T.</b> 		<b>Unit 1</b> Mechanical Sling shot car  <b>Unit 4</b> Cooking & Nutrition Adapting Recipes Baking biscuits 4 lessons		<b>Unit 3</b> Structures Pavilions		<b>Unit 2</b> Textiles Fastenings  <b>Unit 5</b> Electrical systems Torches 3 lessons
<b>Art</b> 	<b>Self- Portraits</b>  <b>Artists:</b> Vincent Van Gogh		<b>Exploring Still Life</b>  <b>Artists:</b> Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary		<b>The Art of Display</b>  <b>Artists:</b> Anthony Gormley, Yinka Shonibare, Thomas J Price.	

			Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato.			
<b>RE</b> 	<b>Is it possible for everyone to be happy?</b> Theme/content: Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering  <b>World view: Buddhism</b>	<b>What is the most significant part of the nativity story for Christians today?</b> Theme/content: Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.  <b>World view: Christianity</b>	<b>Can Buddha's teachings make the world a better place?</b> Theme/content: Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, the Buddha's teaching on how compassion can lessen suffering.  <b>World view: Buddhism</b>	<b>Is forgiveness always possible for Christians?</b> Theme/content: Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).  <b>World view: Christianity</b>	<b>What is the best way for a Buddhist to lead a good life?</b> Theme: Examples of the Eightfold Path that a Buddhist might put into action in their lives (especially Right Mindfulness and Right Effort), Nirvana, enlightenment, reincarnation.  <b>World view: Buddhism</b>	<b>Do people need to go to church to show they are Christians?</b> Theme/content: Uses of the church for worship and other events such as baptism and taking of Holy Communion.  <b>World view: Christianity</b>
<b>RHE</b> 	<b>Being me in my world</b> <ul style="list-style-type: none"> <li>• Being part of class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<b>Celebrating difference</b> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on an falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<b>Changing me</b> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>
<b>MFL</b> 	<b>Phonics &amp; Pronunciation</b>	<b>Presenting Myself</b>	<b>My Family</b>	<b>My Home / In the classroom</b>	<b>At The Tea Room / Café / Restaurant</b>	

<b>Computing</b> 	<b>The Internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	<b>Audio Editing</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Repetition in Shapes</b> Using a text based programming language to explore count controlled loops when drawing shapes.	<b>Data Logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	<b>Photo Editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	<b>Repetition in Games</b> Using a block based programming language to explore count controlled and infinite loops when creating a game.
<b>Music</b> 	<b>Music Theory with Keyboards</b>	<b>Class Jam</b>	<b>Ukeleles</b>	<b>Singing</b>	<b>Keyboards</b>	<b>Song writing with Glockenspiels</b>
<b>PE</b> 	<b>Dance</b>	<b>Floor Gym</b>	<b>Football</b>	<b>Tennis</b>	<b>Athletics</b>	<b>Rounders</b>