



St. Wilfrid's CE Primary Academy Curriculum Overview 2024 - 2025  
Year 4



<u>Term:</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Focus Theme:</u>	'The Rotten Romans'		'What on Earth has happened?'	'Island Invaders'
<u>Hook:</u>	Possessions Box		Earthquake Emergency Procedure	Viking Artefacts
<u>Focus Reading Text:</u>	Empire's End - A Roman Story by Leila Rasheed 		Firework Makers Daughter by Philip Pullman 	Monster Slayer by Brian Patten 
<u>Home Learning project:</u>	Make a Roman shield		Write a fact file about a famous earthquake, volcanic eruption or mountain expedition	Make a Viking Long ship or an Anglo-Saxon Longhouse
<u>Showcase:</u>	Roman Exhibition		Performance of Volcano poetry to KS2 classes	Viking Exhibition
<u>Focus Theme Enrichment:</u>	Trip to Ribchester		Freshwater Theatre Company: Volcanoes and Earthquakes workshop	Portals from the Past: Viking workshop

Subject Area:	Autumn Term		Spring Term		Summer Term	
<p><b>English</b> <b>Other Reading</b> <b>Texts:</b></p>	<p><b>The Roman Mysteries -The Secrets of Vesuvius</b> by Caroline Lawrence</p>  <p><b>The Orchard Book of Roman Myths</b> by Geraldine McCaughrean</p>  <p><b>Romans on the Rampage</b> by Jeremy Strong</p> 	<p><b>Escape from Pompeii</b> by Christina Balit</p>  <p><b>Boudicca</b> by Paul Harrison</p>  <p><b>Boudicca</b> by Emma Fischel</p> 	<p><b>Volcanoes &amp; Earthquakes</b> by Ken Rubin</p>  <p><b>Pop-Up Volcano</b> by Tom Vaillant</p>  <p><b>Everything: Volcanoes and Earthquakes</b> by National Geographic Kids</p> 	<p><b>Everest</b> By David Long</p>  <p><b>Mountains of the World</b> By Dieter Braun</p>  <p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b> by Alexandra Stewart</p> 	<p><b>Anglo-Saxon Boy</b> by Tony Bradman</p>  <p><b>Raiders</b> by Lynne Benton</p> 	<p><b>Odd and the Frost Giants</b> by Neil Gaiman</p>  <p><b>Viking Voyages</b> by Jack Tite</p>  <p><b>The Vikings: Raiders, Traders and Adventurers</b> by Marcia Williams</p> 
<p><b>Shared Class</b> <b>Read</b></p>	<p><b>Roman Diary - The Journal of Iliona</b> by Richard Platt</p> 	<p><b>We Are the Romans: Meet the People Behind the History</b> David Long and Allen Fatimaharan</p> 	<p><b>King of the Cloud Forests</b> Michael Morpurgo</p> 	<p><b>The Abominables</b> Eva Ibbotson</p> 	<p><b>The King Who Threw Away His Throne</b> Terry Deary</p> 	<p><b>The Dragon's Hoard: Stories from the Viking Sagas</b> Lari Don</p> 
<p><b>English</b> <b>Poetry</b></p>	<p><b>Read and Analyse:</b> Figurative Language – Roman Soldier</p>	<p><b>Read, Analyse and Recite:</b> From my mouth, going South by Jillian Harker</p>	<p><b>Read, Analyse and Compose:</b> The Fire Monster by John Foster</p>	<p><b>Read, Analyse and Recite - Narrative:</b> The Tale of Custard the Dragon by Ogden Nash</p>	<p><b>Poetic forms and device - Compose:</b> Haiku</p>	<p><b>Read and Analyse - Classic:</b> Mr. Moore by David Harmer</p>
<p><b>English</b> <b>Writing Focus:</b></p>	<p><b>(NF) Baseline – Letter Aspirations (informal)</b></p> <p><b>(N) Roman Myth:</b> Roman Myth (informal)</p> <p><b>(N) Mystery Story:</b> Create a new mystery for the book series 'The Roman Mysteries' (informal)</p>	<p><b>(N) Literary description:</b> Setting description -Pompeii before and after the eruption (formal)</p> <p><b>(NF) Informal Letter:</b> Letter to a friend after escaping Pompeii (informal)</p> <p><b>(NF) Persuasive Advert:</b> Join Boudicca's army (informal)</p>	<p><b>(P) Poetry</b> Free verse Volcanoes</p> <p><b>(NF) Literary description:</b> Setting description – climbing Mount Merapi (Firework Maker's Daughter) (formal)</p> <p><b>(NF) Procedure:</b> Earthquake Drill Procedure (formal)</p>	<p><b>(N) Play scripts:</b> Firework Maker's Daughter (informal)</p> <p><b>(NF) Diary Recount:</b> Lila's Diary (informal)</p> <p><b>(NF) Discussion:</b> One-sided argument - Should more houses be built in Standish? (informal)</p>	<p><b>(N) Anglo Saxon Legend:</b> The legend of Beowulf</p> <p><b>(NF) Persuasive Speech:</b> write a speech, in role as a housecarl, about why they should be a member of Harold's household.</p> <p><b>(P) Poetry:</b> Haiku</p>	<p><b>(NF) Non-chronological report:</b> Viking Daily Life (formal)</p> <p><b>(NF) Explanation:</b> How did the Vikings raid Anglo-Saxon settlements? (informal)</p> <p><b>(N) Historical Flashback:</b> Raiders</p>

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<b><u>Mathematics</u></b>	Number – Multiplication and Division  Number - Number and Place Value	Number -Addition and Subtraction  Number - Number and Place Value  Measurement  Number – Multiplication and Division	Measurement  Number – Fractions (including Decimals)	Geometry – Properties of shapes  Geometry – Position and Direction	Measurement  Number – Fractions (including Decimals)	Number – Multiplication and Division  Measurement  Number – Fractions (including Decimals)
<b><u>RE</u></b>	<b>The Church:</b> Are all Churches the same?  <b>Links to World Faiths:</b> Are all places of worship the same? Do people worship God in the same way?	<b>Christmas:</b> Why is Jesus described as the light of the world?  <b>Links to World Faiths:</b> Jewish Festival of Hanukkah	<b>What is Prayer?</b>  <b>Links to World Faiths:</b> How do people of world faiths pray?	<b>Easter:</b> A story of trust and betrayal  <b>Links to World Faiths:</b> What do faiths say about forgiveness?	<b>Jesus:</b> Why do Christians believe Jesus is the Son of God?  <b>Links to World Faiths:</b> Why do Jewish people believe that the Sabbath/Shabbat is so important?	<b>David and the Psalms:</b> What values do you consider to be important?
<b><u>Computing</u></b>	<b>Online Safety</b> Cyberbullying	<b>Algorithms</b> Introduction to Scratch & Purple Mash  <b>Concept Maps</b> 2Connect	<b>3D Game</b> Purple Mash (2DIY 3D)	<b>Story Adventure</b> Purple Mash (2Connect)	<b>Algorithms</b> 2Logo	<b>Advanced Animation</b> 2Animate  <b>Making Music</b> Busy Beats
<b><u>Science</u></b>	<b>Animals, including Humans</b> (Teeth)	<b>Animals, including Humans</b> (Digestion)	<b>Electricity</b>	<b>States of Matter</b>	<b>Sound</b>	<b>Living things and their habitats</b> (Food chain and food webs)
<b><u>History</u></b>	<b>The Roman Empire and its impact on Britain</b>				<b>Britain’s settlement by Anglo-Saxons and Scots</b>	<b>Vikings and Anglo-Saxon struggle for the Kingdom of England</b>
<b><u>Geography</u></b>			<b>Earthquakes, Volcanoes and Mountains</b> (Human and Physical Geography)	<b>Living in our Region Improving our Local Area</b> (Place Knowledge)	<b>Early Settlers</b> (Human and Physical Geography)	

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<u>Art and Design</u>	Collage - musical instruments Architect & Designer in History - Picasso		Painting - Volcanoes Artist in History - Margaret Godfrey		Clay Sculpture - Sutton Hoo Masks Artists in History	
<u>Design and Technology</u>	Pompeii bread (Cooking and Nutrition Topic)		Light up the Volcano (Electrical systems)		Bayeux Tapestry (Joining - three to four sewing stitches)	
<u>Physical Education</u>	Invasion Games Swimming	Net Games Tennis Swimming	Sports hall Athletics Dance	Gymnastics Dance	Striking & Fielding Games Rounders Swimming	Outdoor Adventurous Activities Swimming
<u>Music</u>	Wider Opportunities Strings and The Orchestra	Wider Opportunities Strings and Performing	Wider Opportunities Strings and Pitch	Wider Opportunities Strings and Rhythm	Wider Opportunities Strings and Sol-F	Wider Opportunities Strings and Performing
	Musicianship skills for ensembles	Performing	Pitch Scales and Steps	Hall of the Mountain King	Baroque Beats	Performing
<u>PSHE</u>	Relationships Friendships	Health & Wellbeing Making Healthy Choices	Relationships Safe Relationships	Living in the Wider World Economic Wellbeing: Aspirations, work and career	Health & Wellbeing Mental Health	Living in the Wider World Economic Wellbeing: Money
<u>French</u>	How old are you? - Quel âge as-tu? Do you have a pet? - As-tu un animal?		Colours - Les couleurs Months of the year - Les mois de l'année		Numbers 13 to 31 - Les nombres de 13 à 31 Days of the week - Les jours de la semaine	
<u>SMSC</u>	Our Year 4 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.					
<u>Fundamental British Values</u>	Our Year 4 Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
<u>Christian Values</u>	Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.					