



# Holland Park Primary School Curriculum Overview 2023/24 Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Respect</b>	<b>Resilience</b>	<b>Integrity</b>	<b>Responsibility</b>	<b>Enthusiasm</b>	<b>Aspiration</b>
<b>Learning powers</b>	<b>Managing distractions Perseverance</b>	<b>Listening Empathy</b>	<b>Noticing Questioning</b>	<b>Revising Meta-learning</b>	<b>Imagining Capitalising</b>	<b>Planning Making links</b>
<b>Metacognition</b>	<b>ReflectEd</b> -learning new skills and reflecting	<b>ReflectEd</b> -Growth Mindset and learning from mistakes	<b>ReflectEd</b> -Being a successful learner	<b>ReflectEd</b> -Problem Solving and memory	<b>ReflectEd</b> -Growth Mindset, metacognitive talk	<b>ReflectEd</b> -Plan, monitor, evaluate. Coaching and feedback, cooperative learning
<b>Link</b>	<i>The Romans</i>	<i>Italy</i>	<i>Mighty Mayans</i>	<i>Sound</i>	<i>Life by the water</i>	<i>Water</i>
<b>Reading</b>	*Queen of Darkness *A Roman Story Meet the Ancient Romans	The Orchard Book Of Roman Myths by <a href="#">Geraldine Mccaughrean</a>	*Charlie and the Chocolate Factory The Chocolate Tree Historical books on Mayans African Tales The Pot of Wisdom	*The Land of Roar The Sound of Silence The Sound Collector poem	I talk like a river - poem *Varjak Paw by SF Said Gut Garden	*The Iron Woman
<b>Writing</b> <small>Use of paragraphs to organise ideas around a theme</small>	To entertain - narrative - historical setting  To persuade - persuasive blog (linked to geography)	To inform - recount/diary entry (linked to /trip)  To entertain - narrative - classic literature stories from a different culture/myths and legends	To inform - non-chronological report (linked to history)  To entertain - narrative openings and character focus	To entertain - poetry - performance poetry (linked to science)  To inform - explanation (linked to science)	To inform - informal letter (linked to Varjak Paw)  To entertain - narrative - stories in unfamiliar settings	To persuade - persuasive leaflet (linked to rivers/pollution or the Iron Woman)  To entertain - poetry - free verse (poem to pass on to next year's Y4 pupils about life in Y4)
<b>Grammar and Punctuation</b> <small>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</small>	Revise and apply Y3 NC Expectations for sentences, tenses and punctuation: - when using noun phrases use the correct form of 'a' or 'an'. - use conjunctions to join two clauses together to express time, place or cause. - use adverbs to modify a verb, an adjective, another adverb or even a whole clause to express time or place, - use the present perfect form of verbs - use inverted commas to demarcate direct speech.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  The grammatical difference between plural and possessive –s and the use of apostrophe for the possessive s.  Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for Y1, 2, 3 and the new terminology for year 4: determiner pronoun, possessive pronoun, adverbial	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for Y1, 2, 3 and the new terminology for year 4: determiner pronoun, possessive pronoun, adverbial
<b>Spelling</b>	Words that are homophones Words with prefixes. Y3/4 Challenge words	Words ending in '-ation' Words ending '-ly' and 'lly' Words where 'ch' makes a /sh/ sound Y3/4 Challenge words	Words ending in '-sion' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' Y3/4 Challenge words	Words ending in '-tion, 'cian' and 'sion' Words where 'au' makes an /or/ sound  Words that are adverbs of manner  Y3/4 Challenge words	Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sof' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto	Words that are plurals with possessive apostrophes Words with the prefix 'bi-' meaning 'two' Revision of spelling rules taught and Y3/4 challenge words.
<b>Oracy</b>		Presentation - Roman knowledge (to parents?)		Debate - linked to value/PSHE		The Jubilee Trophy - oracy challenge
<b>Maths</b>	Number: Place value Number: Addition and subtraction Measurement: Length and perimeter Number: Multiplication and division		Number: Multiplication and division Measurement: Area Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of shape Geometry: Position and direction	
<b>Science</b>	Group and classify living things	States of matter	Sound	Electricity <b>Sustainability</b> - Energy	Data Collection Habitats <b>Sustainability</b> - Deforestation	The Digestive System Food chains
<b>History</b>	The Roman Empire		Mayan Civilization			
<b>Geography</b>	Similarities and differences between UK and modern Italy		Locational knowledge - physical features of the UK, identify counties, towns and cities		Habitats near water, the impact of flooding	The water cycle, water pollution and its

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			Locational knowledge - name rivers in the UK and around the world, look at settlement patterns near rivers,		on animals, people and the environment. Visit a river and collect/record evidence renewable energy (hydro power) from rivers	effects  (World Oceans Day - June 8th)
<b>RE</b>	<b>Theme:</b> Buddha's teachings <b>Key Question:</b> Is it possible for everyone to be happy?	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the Christmas story for Christians today?	<b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians?	<b>Theme:</b> Rites of Passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to god?	<b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians?
<b>Art</b>	Observational Art - portraits		Mayan Repeated Patterns			Paul Seurat
<b>Technology</b>		(Roman) Food - healthy and varied diet		DT - Electrical systems		
<b>Computing</b>	Understanding Technology - LAN, Internet, WLAN Using Technology - Create stop/start animations using Pivot E-Safety - Protecting your identity (avatars); rings of responsibility		Coding - Scratch 2 Online E-Safety - Private and personal information; Cyberbullying		Information Technology - How to produce and present information (Publisher) E-Safety - The key to words; plagiarism and copyright	
<b>PE</b>	Swimming or Dance Invasion Games - Tag Rugby and m	Swimming or Gymnastics Invasion Games - Tag Rugby and mini basketball	Swimming or /Dance Invasion Games - Football and Hockey	Swimming or Gymnastics Invasion games - Football and Hockey	Athletics Net and wall games - Tennis	Athletics Striking and fielding Games - Cricket and Rounders
<b>Music</b>	Perform (singing and playing) Explore and compose Charanga – Mamma Mia (Voice and Percussion)		Perform (singing and playing) Explore and compose Charanga - Glockenspiel stage 2 (Glockenspiel)		Perform (singing and playing) Listen, reflect and appraise Charanga – Blackbird (Voice and Glockenspiel)	
<b>PSHE / RSE (jigsaw)</b>	<b>Being Me in My World</b> "Who am I and how do I fit?"	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
<b>Spanish</b>	Language Angels Presenting myself	Language Angels Family	Language Angels The classroom	Language Angels At the cafe	Language Angels Habitats	Language Angels What is the weather?
<b>SMSC</b>	<b>Social:</b> willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively <b>E.g:reflect on the effect of volunteering and doing good for others</b> <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities <b>E.g:reflect on the legacy of Mayan culture</b>	<b>Social:</b> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds <b>E.g:link to P.E 'What does it mean to be part of a team?/ invasion games'</b> <b>Moral:</b> interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues <b>E.g:link to Inquiry- How should we respect people's choices?</b> <b>Spiritual:</b> knowledge of, and respect for, different people's faiths, feelings and values <b>E.g:link to R.E. respect for different beliefs (Hinduism)</b> <b>Cultural:</b> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities <b>E.g: explore Hinduism in the local community</b>	<b>Moral:</b> understanding of the consequences of their behaviour and actions <b>E.g:link to Integrity and doing the right thing and Inquiry question about whether building an empire shows respect?</b> <b>Spiritual:</b> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life <b>E.g:link to RE and the teachings of Jesus</b> <b>Cultural:</b> ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities <b>E.g:explore the culture of food across communities (inked to technology)</b>	<b>Moral:</b> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England <b>E.g:link to Inquiry 'how are we accountable for our own actions?'</b> <b>Spiritual:</b> willingness to reflect on their experiences <b>E.g:link to ReflectED and overcoming problems</b> <b>Cultural:</b> knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain <b>E.g:link to value of responsibility -personal responsibility and collective responsibility</b>	<b>Spiritual:</b> sense of enjoyment and fascination in learning about themselves, others and the world around them . Use of imagination and creativity in their learning <b>E.g:link to passion for water environments (rivers, seafront) and related class literature</b> <b>Cultural:</b> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others <b>E.g:Historical cultural influences from the Romans</b>	<b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain <b>E.g:link to PSHE, respecting ourselves and others</b> <b>Cultural:</b> understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain <b>E.g:link to PSHE and what makes a community and shared responsibilities</b>

Other possible texts:  
The Thieves of Ostia