

# BCS Curriculum Overview for Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<b>Cubism</b> Artist: Picasso Self Portraits			<b>Foodscapes</b> Artist: Giuseppe Archiboldo Carl Warner Collage/ different media	<b>Batik</b> Batik Guild and Jewish art/ patterns	
<b>Computing</b>	<b>Unit 4.1</b> - Coding <b>Unit 4.2</b> - Internet Safety throughout (PSHE)	<b>Unit 4.3</b> - Spreadsheets	<b>Unit 4.7</b> - Effective Searching	<b>Unit 4.4</b> - Writing for Different Audiences	<b>Unit 4.6</b> - Animation	<b>Unit 4.5</b> - Design
<b>DT</b>		<b>Structures</b> Shell structures using CAD. Design and make packaging for a product.	<b>Cooking</b> Healthy and varied diet. Choose ingredients to make a toasty.			<b>Electrical Systems</b> Simple circuits and switches. Design and make a working torch.
<b>English</b>	<b>Class Novel:</b> <i>The Miraculous Journey of Edward Tulane</i> <b>Core texts:</b> <i>Horrid Henry</i> ; <i>The Boy, the Mole, the Fox &amp; the Horse</i> ; Black History Month 2024 - BBC; poetry about character; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction and fiction to build schema <b>Writing Tasks:</b> handwriting & writing baseline task; humorous narrative inspired by <i>Horrid Henry</i> ; writing inspired by <i>The Boy, the Mole, the Fox &amp; the Horse</i> <b>SPaG/English Language:</b> prefixes & suffixes; Year 3/4 statutory words; dictionary & thesaurus work; revising word classes; punctuating fronted adverbials; complex sentences and subordination; revision of paragraphs; revision of poetic language devices (metaphor, simile, alliteration, repetition, onomatopoeia) <b>Oracy/Performance:</b> choral & echo reading aloud; speaking in scholar sentences; performing our <i>Horrid Henry</i> stories; National Poetry Day	<b>Class Novel:</b> <i>Race to the Frozen North</i> <b>Core texts:</b> <i>The Great Kapok Tree</i> ; <i>Once Upon a Raindrop</i> ; Christmas & seasonal poetry; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction and fiction to build schema <b>Writing Tasks:</b> narratives inspired by core texts; non-chronological report based on the water cycle; persuasive letter inspired by <i>The Great Kapok Tree</i> <b>SPaG/English Language:</b> more prefixes & suffixes; 'Eigh' 'ei', 'ey' sounds; Year 3/4 statutory words; dictionary & thesaurus work; pronouns to replace nouns; ; punctuation of direct speech, including a comma after the reporting clause <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; M&M theatre production of <i>Snow White</i> ; class assemblies;	<b>Class Novels:</b> <i>How to Train Your Dragon</i> <b>Core texts:</b> <i>The Lost Happy Endings</i> ; patriotic poetry; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction and fiction to build schema <b>Writing Tasks:</b> fiction and non-fiction writing for different audiences and purposes inspired by core texts and wider curriculum work <b>SPaG/English Language:</b> words ending in -ous; the 'sc' sounds (s); Year 3/4 statutory words; dictionary & thesaurus work; conjunctions to add cohesion <b>Oracy/Performance:</b> scholar sentences; performing our writing	<b>Class Novel:</b> <i>The Firework Maker's Daughter</i> <b>Core texts:</b> World Book Day text; sonnets & odes including <i>Composed Upon Westminster Bridge</i> ; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction and fiction to build schema <b>Writing Tasks:</b> fiction and non-fiction writing for different audiences and purposes inspired by core texts and wider curriculum work; World Book Day writing inspired by <i>Leaf</i> <b>SPaG/English Language:</b> 'shun' ending with -tion, (and recap sion, -clan, -ssion); reflex to change to the antonyms with -il; Year 3/4 statutory words; dictionary & thesaurus work; apostrophes <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; performing our own poems; Topical Talk & Thanks	<b>Class Novel:</b> <i>Kensuke's Kingdom</i> <b>Core texts:</b> <i>Shackleton's Journey</i> ; <i>A Street Through Time</i> ; poems to perform including <i>Utaii Lampada</i> ; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> fiction and non-fiction writing for different audiences and purposes inspired by core texts and wider curriculum work <b>SPaG/English Language:</b> spelling patterns -que and -gue; prefix 'ir'; Year 3/4 statutory words; dictionary & thesaurus work; tenses <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; performing poems	<b>Class Novel:</b> <i>Percy Jackson Lightning Thief</i> <b>Core texts:</b> <i>Escape from Pompeii</i> ; <i>Henry's Freedom Box</i> ; poems about strong feelings including <i>A Poison Tree</i> ; <i>I am the seed that grew the tree</i> anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> fiction and non-fiction writing for different audiences and purposes inspired by core texts and wider curriculum work <b>SPaG/English Language:</b> 'shun' ending with -ion; Year 3/4 statutory words; dictionary & thesaurus work; revision of all P&G taught content <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; debating an issue that matters to us (class vote)
<b>French</b>	<b>Greetings, Numbers, Months</b> Classroom Items	<b>My Town, Your Town</b> Names, places, questions	<b>My Face</b> Face nouns Describing an alien's face	<b>Face and Body Parts</b> Physical Description Yoga sequence	<b>Jungle animals</b> Descriptive sentences	<b>Revision &amp; Summertime vocabulary!</b>
<b>Geography</b>	<b>Europe</b> How are we part of Europe?		<b>Comparison study</b> How does the north-west compare to the west coast of Italy?		<b>Earthquakes and volcanoes</b> Is Iceland really just a land of ice?	
<b>History</b>		<b>Ancient Greek Study</b> How have the ancient Greeks influenced our lives today?		<b>The Roman Empire and Britain</b> Where are Mamucium, Deva Victrix and Eboracum and what do they have to do with us? <b>Chester Trip</b>		<b>British History</b> What does it mean to be British cont..
<b>Maths</b>	Place Value (Weeks 1-3) Addition (Weeks 3-6)	Subtraction (Weeks 6-7) Area (Week 8) Multiplication and Division A (Week 9-11) Consolidation (Week 12)	Multiplication and Division B (week 1-3) Length and Perimeter (Week 3-5)	Fractions (Week 6-9) Decimal A (Week 10-12)	Decimals B (Week 1-2) Money (week 4-5) Time (week 5-6)	Shape (week 8-9) Statistics (week 10) Position and direction (week 11-12)
<b>Music</b>	Playing with rhythm TMS Trumpet - 1 class Performing together rhythmically Learn to follow musical instructions Develop their knowledge of rhythmic notation Learn how music can be built by combining layers of rhythm Composing music within a rhythmic framework Explore rhythm grid notation or create a class composition using rhythmic motifs		Musical Contrasts TMS Trumpet - 1 class Explore different instrumental timbres Learn how instruments can be grouped and classified in different ways Learn to identify changes in tonality through singing songs Playing together as an ensemble is a key focus for the term Learn to lead and follow musical instructions Explore contrasts between staccato and legato articulation Learn to vary dynamics, tempo, timbre and pitch Developing their understanding of musical structure		Melody Builders TMS Trumpet - 1 class Describing and internalizing pitch Develop their composition and improvisation skills Create simple melodies using a given range of notes Compose and notate melodies using graphic and letter notation Identify how melodies can be organized in different ways Opportunity to compose lyrics and create simple musical arrangements	
<b>PE</b>	Swimming			OAA	Dance/Gymnastics	Athletics
	Football	Handball	Tag Rugby	Basketball	Athletics	Striking & Fielding
<b>PSED</b>	<b>Being me in my world:</b> Democracy	<b>Celebrating difference:</b> Challenging assumptions	<b>Dreams and goals:</b> Resilience	<b>Healthy Me:</b> Healthier friendships	<b>Relationships:</b> Getting on and falling out	<b>Changing Me:</b> Accepting change
<b>RE</b>	<b>4.1 David and the Psalms [6]</b> What values do you consider to be important?	<b>4.2 Christmas [4+2]</b> Why is Jesus described as the light of the world? Why is light an important symbol in world faiths Judaism	<b>4.6 Prayer [4+2]</b> What is Prayer? How do people of world faiths pray? Buddhism, Hinduism, Islam, Judaism	<b>4.4 Easter [5+1]</b> A story of betrayal or trust? What do world faiths say about forgiveness? Hinduism, Islam, Judaism and Sikhism St Mary's Easter Service	<b>4.5 The Church [6]</b> Are all churches the same? Do people worship God in the same way? CHRISTIANITY Visit Local Churches/Cathedral	<b>4.5 The Church [6]</b> Are all places of worship the same? Do people worship God in the same way? Hinduism, Islam, Judaism, Sikhism Visit Synagogue or Visit from Jewish Teacher
<b>Science</b>	Animals including humans (Digestion and Teeth).	States of matters (Solids, Liquids and Gases)	Sound (Vibrations, pitch and volume)	Electricity (Staying safe, sources, symbols and in the home)	Living things and their habitats (Classification)	Inspirational scientists.