William Tyndale Primary School

YEAR 4 — CURRICULUM OVERVIEW 2024- 2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	*September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to*	*November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion*	*January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights*	*March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care*	*April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion*	*June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest*
Skills Builder	*September: Listening October: Speaking*	*November: Teamwork December: GLOBAL GOALS*	*January: Problem Solving February: Staying Positive*	*March: Creativity April: GLOBAL GOALS*	*April: GLOBAL GOALS May: Aiming High* **SKills Builder Project (Number Crunching)**	*June: Leadership July: GLOBAL GOALS*
DT	Food Technology (vegan muffins) I understand seasonality and know where and how a variety of ingredients are grown.	Computer Science Make my code more efficient using repetition and explain the choices I have made	Textiles Create a Tudor room. Use cross stitch/back stitch for furnishings.	Electronics Torches (Kapow)	Skills Builder Project Use research and develop design criteria to inform the design of innovative, functional and appealing products.	Computer Science understand, use and debug selection and conditionals in block coding
English	Asha and the Spirit Bird Rama & Sita	South Asian Folktales Myths and Legends	I was There	Midsummer Night's Dream	Children of the Benin Kingdom The Caravan (Pie Corbett)	Akimbo and the Lions Echo & Narcissus
	Character description Narrative Play script	Non-Chronological report News report	Persuasive Writing Diary entry	Biography Letter Writing	Discussion Text Narrative	Explanation Poetry Setting Description
	Y1, 2, 3+ fronted adverbials, direct speech, standard English, conjunctions for contrast, apostrophe for possessive plural, possessive pronouns					
	Oracy, including Skills Builder Step 4 and debating motions e.g.*This house believes that all humans should be vegetarian...that Henry VIII should not have been allowed to divorce...single use plastics should be banned.*					
Maths	Daily fluency practice of addition, subtraction, multiplication and division facts.					

	Place value Addition/subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Geometry	Fractions and Decimals	Fractions and Decimals Measure	Multiplication and Division Measure Statistics
Science	Materials and States of Matter	Animals including humans	Sound	Electricity	Living things and their habitats	SRE
History			EQ: How powerful was the monarchy in Tudor England?			EQ: Should the Benin Bronzes be Returned?

Geography				**Africa** Know equator and tropics across Africa. Identify countries in Africa and major rivers. Identify similarities and differences with the UK. **Comparing and Contrasting** Locations in the UK and Africa What is the same and what is different between the UK and Ghana? **Green Schools Project**	
RE	What can it mean to be a Hindu in Britain today? Why are festivals important to religious communities? (Christians and Hindus) What do different people believe about God? (Christians, Hindus)	Incidental learning about Protestants and Catholics through History topic.			
PE	Invasion Games - Tag Rugby Athletics	Orienteering Invasion Games - Hockey	Invasion Games - Football Gymnastics - Bridges	Problem Solving Swimming	Invasion Games - Netball African Dance	Striking and Fielding Games - Cricket African Dance
Art	Sculpture Diwali Lamps using clay Henri Moore	Collage Rangoli patterns Hinduism S.H Raza	Textiles Tudor Architecture Lucienne Day	Portraits Tudors Hans Holbein	African Art Kenya Bernard Ndichu Njuguna	Collage Africa Ndebele Art
Music	**Mamma Mia** - Learn to sing and play instrumental parts (using note range G,A,B,C, and rhythm values quavers, crotchets and rests). Explore ABBA's music in depth.	**Glockenspiel 2** – Using multiple songs explore instrumental technique, reading notation and the language of music (using note range C,D,E,F, G and rhythm values quavers crotchets, minims, semibreves and rests).	**Stop!** – Composing a rap around the theme of anti-bullying. Exploring the genres of Grime, hiphop, classical, pop and tango.	**Lean on Me** - Learn to sing and play instrumental parts (using note range G,A,B,C,D and rhythm values quavers, crotchets, dotted crotchets and minims). Explore Soul & Gospel genres in depth.	**Blackbird** - Learn to sing and play instrumental parts (using note range C,D,E,F,G and rhythm values crochets, dotted minims, minims and semibreves). Explore Beatle's music.	**Rehearse, Perform and Share** key song from Summer 1 (whole class orchestra) **Rewind and Replay** - learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language

						of Music.

PSHE/RRS	**Physical Health and Wellbeing** *What is important to me?*	**Identity, society and Equality** *Democracy*	**Keeping Safe and Managing Risk** *Playing safe*	**Drug, Alcohol and Tobacco Education** *Making Choices*	**Relationships and Sex Education (RSE)** *Growing up and changing*	
Latin	Minimus Textbook Chapter 4 – The best days of your life Grammar focus: Recap (Nouns, adjectives, verbs)	Minimus Textbook 4 – The best days of your life Grammar focus: Recap (Nouns, adjectives, verbs)	Minimus Textbook Chapter 5 – Romans and Britons Grammar focus: Adverbs	Minimus Textbook Chapter 5 – Romans and Britons Grammar focus: Adverbs	Minimus Textbook Chapter 6 – Off to town Grammar focus: Consolidation	Minimus Textbook Chapter 6 – Off to town Grammar focus: Consolidation
Computing	**Computing systems and networks** can explain what a website is and how to contribute to the www	**Computer Science** make my code more efficient using repetition and explain the choices I have made	**Computer Science** use sequence, repetition to code a microcontroller use selection (an 'if…then…' statement) with physical computing	**Creating Media** can make simple edits to a photograph	**Data and information** use a data logger to collect information	**Creating Media** can create a Vlog is and explain how it is created using visual and audio inputs