# Whole School Curriculum Overview Year 4

| | Autumn 1 | | | | | | | | | | Autumn 2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **English** | Job Application | Advertisement | Setting Description | Group Speech | Tourist Brochure | Formal and informal letters | Setting Description | Interviews | Diary Entry | Newspaper Report | Letter | Poem | Setting Description | Persuasive Speech | Narrative Sequel | Diary | Poem | Interview | Poster | Information Text |
| | The Baker By The Sea | | | | | Shackleton's Journey | | | | | Frindleswylde | | | | | The Crown | | | | |
| **Reading** | The Secret Diary of Jane Pinny | | | | | Asha and The Spirit Bird | | | | | Oliver Twist | | | | | The Railway Children | | | | |
| **Maths** | Place Value | | | Addition and Subtraction | | | | | | | Area | | Multiplication and Division (A) | | | | | | | Assessments |
| **History** | Children: Should they be Seen and not Heard? | | | | | | | | | | Children: Should they be Seen and not Heard? | | | | | | | | | |
| **Geography** | | | | | | | | | | | Children: Should they be Seen and not Heard? | | | | | | | | | |
| **Science** | Living Things | | | | | Evolution and Inheritance | | | | | Living Things | | Animals including humans | | | Plants | | | | Assessment |
| **Art** | | | | | Painting | | | | | | | | | | | | | Printmaking | | |
| **Computing** | Online Safety | | | | | Effective Search | | | | | Coding | | | | | | | | | |
| **Design Technology** | | | | | | | | | | | | Linked Levers | | | | | | | | |
| **Religious Education** | Are All Religions Equal? | | | | | | | | | | What Makes a Text Sacred? | | | | | | | | | |
| **Music** | Ukulele (Coventry Music Hub) | | | | | | | | | | Carols by Candlelight | | | | | | | | | |
| **PSHE** | Being Me in My World | | | | | | | | | | Celebrating Differences | | | | | | | | | |
| **Physical Education: Skills** | Invasion: Football | | | | | | | | | | Invasion: Basketball | | | | | | | | | |
| **Physical Education: Wellbeing** | OAA Orienteering | | | | | | | | | | Dance: Space | | | | | | | | | |
| **MFL** | Welcome to School | | | | | | | | | | My Town, Your Town | | | | | | | | | |

| | Spring 1 | | | | | | | | | Spring 2 | | | | | | | | | | |
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| **English** | Recount | Setting Description | Diary Entry | Instructions | Sequel Story | Poem | Setting Description | Formal Letter | Description | Script | Informal Letter | Postcard | Diary Entry | Speech | Factual Report | Aspirations | Thought Bubbles | Speech | Simple Leaflet | Biography |
| | Farther | | | | | Tar Scheme | | | | | Granny Came Here on the Empire Windrush | | | | | Pride: The Story of Harvey Milk and The Rainbow Flag | | | | |
| **Reading** | Riddle of the Runes | | | | | Sky Chasers | | | | | Fantastically Great Women Who Saved the Planet | | | | | Varjak Paw | | | | |
| **Maths** | Multiplication and Division (B) | | | | | | | | Length and Perimeter | | Fractions | | | Decimals (A) | | | | | Assessments | |
| **History** | | | | | | Raiders or Traders? | | | | | Raiders or Traders? | | | | | | | | | |
| **Geography** | Raiders or Traders? | | | | | | | | | | Raiders or Traders? | | | | | | | | | |
| **Science** | Electrical Circuits | | | | | | | | | | Materials | | | STEM WEEK | | | | Assessment | | |
| **Art** | | | | | | | | | | | | | | Sculpture | | | | | | |
| **Computing** | Writing for different audiences | | | | | Animation | | | | | Logo | | | | | | | | | |
| **Design Technology** | | | | | | | | Pneumatics | | | | | App Control | | | | | | | |
| **Religious Education** | Just How Important Are Our Beliefs? | | | | | | | | | | Who was Jesus Really? | | | | | | | | | |
| **Music** | Ukulele (Coventry Music Hub) | | | | | | | | | | Ukulele (Coventry Music Hub) | | | | | | | | | |
| **PSHE** | Dreams and Goals | | | | | | | | | | Healthy Me | | | | | | | | | |
| **Physical Education: Skills** | Net/Wall Tennis | | | | | | | | | | Invasion: Netball | | | | | | | | | |
| **Physical Education: Wellbeing** | Gymnastics: Bridges | | | | | | | | | | Health & Wellbeing: Mindfulness | | | | | | | | | |
| **MFL** | Family Tree and Faces | | | | | | | | | | Face and Body Parts | | | | | | | | | |

| | Summer 1 | | | | | | | | | | Summer 2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **English** | Retelling | Character Description | Book Review | Non-chronological Report | Informal Letter | Explanatory text | List poems | Dictionary of terms | Narrative Sequel | Diary Entry | Speech | Explanation | Character Description | News Bulletin | Letters of Advice | Diary Entry | Mystery Narrative | | | |
| | Weslandia | | | | | The Ever-Changing Earth | | | | | Varmints | | | | | The Iron Man | | | | |
| **Reading** | Charlotte's Web | | | | | The Lotterys Plus | | | | | The Boy with the Butterfly Mind | | | | | The Fastest Boy in the World | | | | |
| **Maths** | Decimals (B) | | Money | | | Time | | | | | Shape | | | Statistics | | | Position and Direction | | Assessments | |
| **History** | | | | | | | | | | | | | | | | | | | | |
| **Geography** | Europe: A Diverse Continent? | | | | | | | | | | Europe: A Diverse Continent? | | | | | | | | | |
| **Science** | Earth's Movement in Space | | | | | Sound and Hearing | | | | | Movement, Forces and Magnets | | | | | Light and Seeing | | | | Assessment |
| **Art** | | | | | | | | | | | | | | | | | | Drawing | | |
| **Computing** | Making Music | | | | | Hardware Investigators | | | | | Artificial Intelligence | | | | | Micro:bits | | | | |
| **Design Technology** | | | | | | | | | | | | | | Shakshuka | | | | | | |
| **Religious Education** | Why Is The Bible The Best-selling Book Of All Time? | | | | | | | | | | Does The Language of Scripture Matter? | | | | | | | | | |
| **Music** | Ukulele (Coventry Music Hub) | | | | | | | | | | Ukulele (Coventry Music Hub) | | | | | | | | | |
| **PSHE** | Relationships | | | | | | | | | | Changing Me | | | | | | | | | |
| **Physical Education: Skills** | Invasion: Hockey | | | | | | | | | | Striking & Fielding: Rounders | | | | | | | | | |
| **Physical Education: Wellbeing** | OAA Communication & Tactics | | | | | | | | | | Athletics | | | | | | | | | |
| **MFL** | Feeling Unwell/ Jungle Animals | | | | | | | | | | The Weather | | | | | | | | | |