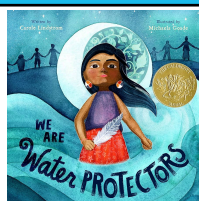
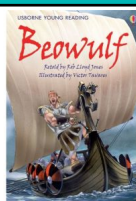
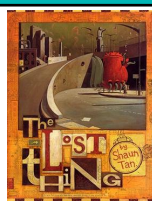
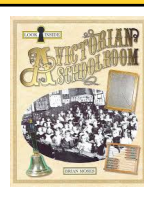
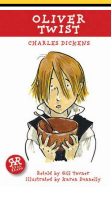
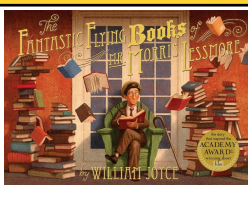


Year 4 Curriculum Overview

At Marner, we are committed to creating a safe, inclusive and respectful community where every child is inspired to flourish and achieve their potential. We teach subjects discretely, ensuring the knowledge and skills of each discipline are explicitly developed and carefully sequenced, whilst looking for connections across the curriculum through cross-curricular links, trips and enrichment that support personal development and broaden understanding. Oracy is at the core of everything we do – by developing every child's voice, we develop every child's ability to think, learn and articulate themselves with confidence. All subjects are taught with parity and ambition, underpinned by evidence-informed teaching and high expectations for every pupil, ensuring equality of access and opportunity for all. We want every child to leave Marner equipped for the future and ready for the next stage of their education and life: curious, compassionate and confident in themselves, ready to contribute positively to the world.

For each subject:

- National Curriculum programme of study and attainment targets
- Curriculum overview with progression of knowledge and skills from Nursery to Year 6
- Scheme of learning / scheme of learning adapted for Marner – e.g. History curriculum with 6 lesson units resourced supported by Pearson Primary History
- Unit cover sheets for each subject with: lessons/what we will be learning, subject specific skills and vocabulary
- Summarised in year group curriculum overviews (see below).

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key English Texts Working with THEP					 	
Writing Outcomes Marner writing outcomes	1. Explanation text 2. Poem – to perform 3. Persuasive: protest banner	4. Narrative: innovating a new trick 5. Playscript: writing a trick as a playscript	6. Narrative: innovating a new ‘defeating the monster’ story with dialogue	7. Diary Entry: from the perspective of a character.	8. Non-chronological report 10. Narrative: story set in the past with dialogue	11. Poem – to perform 12. Persuasive: letter 13. Persuasive: balanced argument
Grammar	 Marner Writing Unit Cover Sheets – includes Year Group Knowledge and Skills: Word, Sentence, Text and Punctuation Link to NC– Appendix 2 (Grammar)					
Spelling Twinkl	Twinkl Spelling Objectives Overview – by year group Link to NC – Appendix 1 (Spelling)					
Handwriting Letter-Join	By the end of Year 4: children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility. Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency.					
Maths White Rose Maths small steps (NC broken down into small steps)	Number: Place Value Number: Addition & Subtraction	Measurement: Length and Perimeter Number: Multiplication and Division	Number: Multiplication and Division Measurement: Area Number: Fractions	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time Statistics	Geometry: Properties of Shape Geometry: Position & Direction
Science Marner adapted PLAN primary science resources	States of matter: solids, liquids and gases Water cycle	Animals including humans: digestive systems, teeth	Sound: how sounds are made, pitch, volume, sound sources and travel of sound	Electricity: simple circuits, conductors and insulators	Living things and their habitats: classification and impact of environmental change	
Geography Supported by Pearson Primary	The water cycle – physical and human geography	Energy: how energy is sourced, distributed and looking at green energy – human geography				Migration – linked to PSHE and History RGS: Map Skills 4
	I am a Geographer: Marner geography progression of knowledge and skills including fieldwork – Link to NC Geographical Skills and Fieldwork					
History Marner knowledge organisers – supported by Pearson			Anglo-Saxons and Scots	Vikings	Local study: Victorian children	
	I am a Historian: Marner history progression of knowledge and skills – Link to NC Historical Enquiry Skills					
RE Tower Hamlets Agreed Syllabus 22–27	Living: Excellent RE project: What do different religions believe about how we should treat the environment?	Living: L2.8 What does it mean to be a Hindu in Britain today?	Believing: L2.2 Why is the Bible so important for Christians today?	Living: L2.8 What does it mean to be a Muslim in Britain today?	Expressing: L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	Living: L2.9 What can we learn from religions about deciding what is right and wrong?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Me

Marner adapted Jigsaw Curriculum						
Computing Teach Computing	Creating media Photo editing	Data and information Data logging	Programming Repetition in shapes	Creating media Repetition in gaming		
Music Working with THAMES	Singing rounds and notation, then starting recorder with a nature-themed piece developing breath control, tone and simple improvisation.		A story-based recorder piece developing technique (including staccato and slurs), note reading, and group improvisation.		A space-themed recorder piece extending the range of notes played, with scope for creative composition.	
Languages – Spanish Working with THEP	Revision Family	Numbers 1-100 Christmas in Spanish speaking countries	Classroom objects Using the verb ‘tener’ (to have)	Fruit Easter in Spanish speaking countries	Where do you live? Learn about some Spanish cities	School subjects
Art Marner art progression of knowledge and skills		3D: Sculptures and figure drawing Drawing moving figures A – Anthony Gormley	Painting: Creating own imaginary world A – Salvador Dali		Printing: Design and print A: William Morris Textiles –Embroidery leaves A: LS Lowry	
	Sketchbooks: used to record observations, review and revisit ideas, track progression and master techniques.					
D&T Marner D&T progression of knowledge and skills	Food: healthy and varied diet – bread making			Electrical systems: simple circuits and switches – torch		Mechanical systems: levers and linkages – card / Victorian house
	Sketchbooks: used record ideas, complete product analysis, create annotated sketches, and document evaluations of finished products as part of the <i>design, make and evaluate</i> process.					
PE Adapted Real PE Curriculum	Unit 1 A: Personal Best (Pair/Group) Footwork and one leg balance Unit 1B: Invasion Sending and receiving and stance	Unit 2A: Personal Best (Pair/Group) Jumping and landing and seated balance Unit 2B: Net & wall Ball skills and reaction / response	Unit 3A: Personal Best (Pair/Group) Dynamic balance and ball skills	Unit 4A: Pair/Group Sending and receiving and counter balance	Unit 5A: Personal Best (Pair/Group) Reaction/response and floor work	Unit 6A: Personal Best (Pair/Group) Ball chasing and stance
	Dance – Artistry, Partnering, Circles, Shapes Gym –Balance & Rotation & Flight & Travel Gym – Applying – Flight & Travel					
	Y1–6: all pupils receive two hours of climbing tuition with an opportunity to join a NICAS after school climbing club in Y5–6.					
Enrichment including Curriculum Days and Trips	Science Water day (in school): making dams, windmills and water wheels Baking Bread Stepney Green Farm		Anglo-Saxon day (in school): includes... Viking Day (in school): includes... British Museum		Victorian day (in school): making Victorian Dolls Houses / Kew Gardens	