GREEN OAKS PRIMARY ACADEMY

# Curriculum Framework Overview Year 4 (2023/24)

**Curriculum Drivers**

**Culture** – growth mindset, high standards, aspirational **Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums **Environment** – independent learning, extensive vocabulary, incidental learning, developing cultural capital

| | AUTUMN | SPRING | SUMMER |
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| PSHE | Dreams and Goals & Being me in my World | Healthy Me & Celebrating Differences | Relationships & Changing Me |
| School values and attributes | Ambitious and aspirational<br>Responsible and respectful | Reflective and critical thinker<br>Collaborative and independent | Creative and curious<br>Enthusiastic and engaged |
| Careers and employability CDI framework | Skillsbuilder Challenge Days (New Class)<br>Grow throughout life and Explore possibilities | Manage careers<br>Create opportunities | Big picture<br>Balance life and work |
| Employer encounters links to topic | Shoemakers and Designers<br>Dentists<br>Photographers<br>Scientists and Engineers (STEM) | Ecologists<br>Explorers<br>Author visit<br>Historians | Working in the arts<br>Career curiosity – what else could I do?<br>Tourist guide |
| Skills builder themes | Aim high<br>Speaking and listening | Problem solving<br>Teamwork and leadership | Creativity<br>Stay positive |
| **Topic Titles** | Shoe Town | Frozen Kingdom | Terrible Tudors |
| **English** | Writing to entertain – playscript F<br>*The Small Shoemaker (film text)*<br>Writing to entertain - narrative (classic literature) F<br>*The Elves and the Shoemaker*<br>Writing to inform – instructions NF<br>*(Hook: visitor from Trickers)*<br>Writing to persuade NF<br>Brochure on Northampton<br>*Hook: Museum visit/visitor*<br><br>*Whole Class Text: The Firework Maker's Daughter* | Writing to entertain - poetry (Metaphorical poetry) F<br>*'Frost' by Valerie Bloom*<br>Writing to entertain– setting description with personification F<br>*The Snow Spider*<br>Writing to entertain – alternative ending) F<br>*The Snow Spider*<br>Writing to inform (biography) NF<br>*Antarctic explorer biography – Hook: Shackleton's Journey*<br><br>*Whole Class Text: The Snow Spider / The Last Bear* | Writing to persuade<br>*Speech to avoid Tudor punishment*<br>Writing to inform – newspaper report<br>*Sinking of the Mary Rose*<br>Writing to entertain - narrative with tension and suspence F<br>The Firework Maker's Daughter<br>Writing to inform NF<br>*Non-chronological report about Tudor life*<br><br>*Whole Class Text: A Diver's Daughter* |

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| Mathematics<br>Number<br>Measurement<br>Shape<br>Statistics | **Place Value to 10,000** *(Mastering Reading and Writing Number to 10,000, Place Value Standard and Non-Standard Partitioning, Nearest and Furthest, Rounding, Comparing and Ordering, Roman Numerals)*<br>**Measure** (Length, Perimeter of rectilinear shapes, Estimating, Comparing mass, Comparing capacity, Temperature)<br>**Decimals** *(Tenths and hundredths, Reading and writing numbers to 2DP, Rounding to the nearest whole number)*<br>**Money** *(Mastering decimal notation, Comparing and ordering)*<br>**Counting** *(Negative numbers, Counting in 6s, 7s, 9s, 25s, 100s, 1000s)*<br>**Geometry - Shape** *(Identifying angles, Comparing and classifying polygons, Triangles, Quadrilaterals, Lines of symmetry)*<br>**Area** (Counting squares, Comparing) | | **Addition** *(Mastering number bonds, Calculation efficiency, Adding 4-digit numbers and 1-digit – crossing 10s up to Adding 4-digit numbers and 1000s with exchanging)*<br>**Measure** (Adding length, mass, capacity, money)<br>**Statistics** (Mastering sum and difference questions) *(Bar Charts, Pictograms, Time Charts)*<br>**Fractions** *(Making the whole, Fractions greater than 1, Adding and subtracting fractions)*<br>**Subtracting** *(Mastering number bonds, Calculation efficiency, Subtracting 4-digit numbers and 1-digit – crossing 10s up to Subtracting 4-digit numbers and 1000s with exchanging)*<br>**Measure** (Subtracting length, mass, capacity, money)<br>**Multiplication and Division** *(Doubling numbers, Multiplying 3 numbers, Deriving facts from known facts, Multiplying by 10 and 100, Multiplying and dividing by 6, 7, 9, 11 and 12,*<br>**Money** (Estimating and comparing) | | **Multiplication and Division** *Multiplying 2-digit numbers by 1-digit, Multiplying and dividing 3-digit numbers by 1-digit)*<br>**Time** *(Years, months, weeks, hours, minutes, seconds)*<br>**Fractions** *(Counting, Fractions of quantity, Equivalence, Simplifying)*<br>**Fractions as decimals** *(Tenths as fractions, Decimal number bonds, Hundredths as fractions)*<br>**Position and Direction** *(Describing positions on a grid, Completing polygons with co-ordinates, Mastering and describing movement on a grid)*<br>**Time** *(Mastering analogue to digital, 24 Hours, Calculating durations)* | |
| Science | Animals including Humans<br>Digestion | Sound | States of Matter<br>Evaporation and condensation in the Water Cycle, Solids, liquids and gases (heating and cooling)<br>[History/Geog link]<br>British Science Week | | Electricity | Living Things and Their Habitats |
| Computing | **Computing Systems and Networks**<br>The Internet | **Creating Media**<br>Photo Editing<br>[History/Geog link] | **Programming**<br>Repetition in Shapes<br>(using: Turtle academy.com) | **Programming**<br>Repetition in Games | **Data and Information**<br>Data Logging<br>[Science link] | **Creating Media**<br>Audio Editing<br>[Science link] |
| History/Geography | *Local History Study*<br>Why is Northampton Town Football Club called the 'Cobblers'?<br>How famous was the town of Northampton on a national scale?<br>How has the design of shoes developed over time?<br>Why is Northampton a good place for distributing products?<br>Why does Northampton have a growing population? | | ***A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066***<br>Why do we remember the Titanic?<br>What is the history around exploration in the polar regions?<br>How are the polar climates different from that of the UK?<br>What is the difference between the North Pole and the South Pole?<br>How do people live in such conditions? | | ***A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066***<br>What legacy did the Tudors leave behind?<br>Who ruled during the Tudor period and how significant were they?<br>How have maps changed over time since the Tudor period? | |

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| Art and Design/ Design and Technology | | Textiles<br>Elves and the shoemaker book<br>[English Link]<br>Textiles<br>Sewing a shoe bag<br>[Topic link] | | Collage<br>Frozen landscape<br>[Geography Link]<br>Electronics<br>Alarm warnings<br>[History Link] | | Sculpture<br>Tudor goblet/bust<br>[History Link]<br>Food<br>Tudor Food<br>[History Link] | |
| Religious Education | | **Buddhism**<br>Teachings and authority<br>Religion and the individual | **Christianity**<br>What is the most significant part of the nativity story for Christians today? | **Buddhism**<br>Worship, Pilgrimage and sacred places.<br>Symbols | **Christianity**<br>Is forgiveness always possible for Christians? | **Buddhism**<br>Inspirational people.<br>Journey of life and death. | **Buddhism**<br>Action in the World |
| Physical Education | Indoor | (FMS)<br>Multi skills | Developing flexibility/strength<br>Yoga | Dance<br>[History/Geog link] | Gymnastics | Swimming | Achieving personal best<br>Health related exercise |
| | Outdoor | Developing control<br>Trigolf | Team games<br>High 5 netball | Team games<br>Tag rugby | Team games<br>Basketball | (running, throwing, jumping)<br>Athletics | Striking, Fielding & Catching games (Cricket) |
| MFL (KS2 only) Spanish | | Phonetics 1&2 (C)<br>Vegetables (E) | Greetings (E) | Colours and Numbers (E) | Transport (E)<br>[History/Geog link] | The Tudors (I)<br>[History/Geog link] | Minibeasts (E)<br>[Science link] |
| Music | | Singing in Rounds<br>Experiencing different periods of musical history<br>Understanding the difference between the major and minor key | | Children learn to play the recorder<br>(Perform and reading notation)<br>To compose a piece of ghostly music from the titanic<br>(Listening and composing) | | Tudor music<br>Glockenspiel Stage 1 (Charanga)<br>(Singing and Improvising) | |
| Trips/Visitors | | Northampton Museum | | Residential | | Tudor Trip | |