



Year 4 COJO Curriculum overview



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Subject	Autumn Bear Grylls - 'Survival'			Spring Kira Salak - 'Gorillas in the Mist'			Summer Leif Erikson - 'Voyage of Discovery'		
English	Fiction Imaginative Stories	Non-Fiction Chronological Reports Recounts Instructions & Explanations Letters	Poetry Poetic Form: Syllabic Poems Poetry to Create Images	Fiction Myths and Legends Play Writing Stories Descriptive Writing	Non-Fiction Information texts Instructions	Poetry Skalds and Nordic	Fiction Myths and Legends Stories from Other Cultures	Non-Fiction Persuasive Writing Non-Chronological Reports	Poetry Performance Poems Kennings
Maths	Number & Place Value Addition & Subtraction Geometry – Shape & symmetry		Multiplication & Division Measurement – Area Measurement – Money	Number & Place Value Fractions Measurement - Time		Fractions – Decimals Measurement – Money Fractions	Measurement – Perimeter & length Geometry – Angles Geometry – Shape & symmetry Geometry – Position & direction		Statistics – including mode & median Measurement – Area & Perimeter Measurement - Time
Geography	Place Knowledge Studying how landscapes around the world differ to our local area	Locational Knowledge Map Skills - Locating mountain ranges and Asian countries	Physical Geography Rivers and Mountains - Study including Rivers of the Himalayas E.g The Ganges, locating the source and the mouth. Earthquakes - Study including earthquake locations in Asia, tectonic plates, safety measures, seismographs.	Place Knowledge Studying how landscapes around the world differ to our local area. Plotting locations on a map.	Locational Knowledge Map Skills - Locating the equator and discovering how it affects the climate.	Physical Geography Lakes - E.g. Lake Tanganyika. Landscapes - Studying the physical terrain of places such as the Serengeti and comparing to the local area. Mountains - Studying Mount Kilimanjaro.	Geography Skills and Fieldwork Fieldtrip to a local lake to study wildlife.		
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History									Viking & Anglo-Saxon struggles A Local History Study		
									Chronology Studying where the Vikings fit in the timeline of History. What came before and what came after? What was happening at the same time in other places?	Historical Enquiry Using a range of sources in their study to develop an understanding of what it was like during the Viking period	Historical Knowledge Learning about life during the Viking period. Such as studying trade links, life style and land and sea battles. Learning about advances in technology during the Viking period - E.g. longboats.
Art	Artist Study Himalayan artwork.	Painting Blending colours to create different tones.	Drawing Sketching landscapes .	3D Art Constructing 3D models.	Artist Study Gary Hodges, wildlife art.	Painting Watercolours	Sculpture Papier Mache modelling.	Textiles See D&T.	Sketching and Drawing Life drawings of plants and trees.	Painting Illustrations - Literacy link	3D Art Creating a Nordic forest.
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D&T	Design Simple structures E.g. a bridge, towers or designing a buggy.	Make Making their designs and following their plans.	Evaluate Evaluating their own work and that of others in the class.	Cooking and Nutrition Learning about sources of food, studying how food gets from the field to our plates.	Design Structures such as a mini-raft. Designing an outfit to be made from textiles.	Make Making their designs and following their plans. Needle-work.	Evaluate Evaluating their own work and that of others in the class	Technical Knowledge Applying their knowledge of how to, for example, strengthen and stiffen their rafts.	Design Longboats, Viking shields, a settlement, a statue.	Make Making their designs and following their plans.	Evaluate Evaluating their own work and that of others in the class.	Cooking and Nutrition Sampling European food.
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<p>COJO Characteristics</p> <p>RESPECT</p>	<p>Teamwork Applies simple strategies that help to resolve differences and to ensure cooperation within the team. Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</p>	<p>Empathy Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them</p>	<p>Self-Awareness Makes choices about the way they engage in activities being aware of how their action(s) can influence others. Value the different people in their group and can work under pressure, remaining controlled and focused. Adapts quickly to new situations.</p>	<p>Positivity and Excellence Challenges themselves and are inquisitive in order to get better and be successful. Commits fully to tasks and recognises what has been learned and the behaviours they have used to support them. Is very proud of what they have achieved. Curious about tasks set and reasons for them so they can think in different ways about how to tackle them. Takes time to reflect so that the decisions made contribute to successful task outcomes. Stays motivated even when things are not going well</p>	<p>Communication Uses listening and reflection skills to resolve difficulties and support positive relationships within a group. Articulate clearly their point of view so what they say and do is clearly understood. Recognise the importance of communication and use simple techniques to express themselves.</p>	<p>Resilience Displays a number of behaviours associated with being resilient. Seeks clarification and provides examples which supports their group(s) to improve and achieve success</p>
<p>British Values</p>	<p>Democracy Voting for School Councillors and conducting regular class meetings to discuss and review agenda items. How do Democracies work across Britain?</p>	<p>Mutual Respect How do we respect the local community? Potential trip to the local residential home, litter picking or planting in the local community. Develop and awareness of and acceptance of different religions (Christianity, Hinduism, Muslim, Judaism and non-religious) and cultures. Potential trip to a Place of Worship to learn about a Festival or Rite of Passage. Accepts that everybody has different views and opinions and is entitled to their opinion.</p>	<p>Rule of Law Formulate the laws of the classroom and within school. Learn about the laws British civilians follow and what the consequences are if laws are broken. Potential trip to a Police or Fire Station.</p>	<p>Individual Liberty How do we keep ourselves safe online? Freedom to make choices in and around school with regards to choices of after school clubs, lunchtime activities and the choices about behaviour. How do children and adults access support if they are worried or upset?</p>	<p>Tolerance Accept others and ourselves. Value the opinions and beliefs of others. Understand that we are all different.</p>	