



Year 4 Curriculum Overview

@ACE

THE ACE Curriculum 2020

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Curriculum Implementation:

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

ACE Spiral Curriculum

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



Cyclical: ACE pupils should return to the same topic several times throughout their school career at ACE;

Increasing Depth: Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Subjects first (NOT TOPICS)

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

Knowledge and Concepts organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

Knowledge selection

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

Inclusive and ambitious

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Online safety for the individual.	Using a camera, then software to manipulate images and finally produce a multimedia presentation.		Coding		Search engines.
Creative Arts (Art, DT and Music *)	Developing Pulse Exploring time signatures The Bayeux Tapestry	Exploring Sound Sources Exploring percussion Local artists Healthy diets	Developing Rhythm Improvising rhythm patterns and read rhythmic notation Mechanical systems used by explorers or invaders.	Developing Pitch <i>The Octave Scale</i> <i>Melodies</i> Portraiture in the Norman period. <i>Norman style self portrait</i>	Repetition and Contrast <i>Simple structures used to organise musical sound</i>	Non-musical stimulus Visual Exploring how sounds can be combined and used expressively Images and portraits displayed in Arundel Castle
English	Bridging Unit - Year 3 to Year 4 – The Loch Ness Monster					



YEAR 4						
Reading Spine (to read aloud)		Reading Focus Texts		Writing to...		Poetry
Bill's New Frock by Anne Fine Charlotte's Web by EB White Why the Whales Came by Michael Morpurgo The Firework-Maker's Daughter by Phillip Pullman The Snow Walker's Son by Catherine Fisher Perry Angel's Suitcase by Glenda Millard		Vikings in 30 Seconds by Philip Steele How to Train Your Dragon by Cressida Cowell Poppy, Waldo & the Giant by Pie Corbett Kassim & the Greedy Dragon by Pie Corbett Peace Lily by H Robinson & R Impey		Inform: Own versions of Vikings in 30 Seconds (voiceovers) Letters to Cressida Cowell Biography of Cressida Cowell (new Children's Laureate) How to Look After a Pet Dragon (T4W p121)* Diary entry or letter from each character in Voices in the Park Entertain: Giant story moving on to dragon story (T4W p129)*		Dragon's Wood and other poems from Poetry for Writing The Lady of Shallot by Alfred Lord Tennyson
Voices in the Park by Anthony Browne		Voices in the Park by Anthony Browne		Persuade: Video advertisement for Arundel Castle (T4W video)*		
Humanities (Geography and History)	The Normans The United Kingdom and the changing high street.		Invading and settling. Exploring the key cities in the United Kingdom and Ireland.		The Vikings <i>Weather in England, Scandinavia and Northern France</i> Scandinavia.	



Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																										
	<table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> <th>Week 9</th> <th>Week 10</th> <th>Week 11</th> <th>Week 12</th> </tr> </thead> <tbody> <tr> <th>Autumn</th> <td colspan="3">Number: Place Value</td> <td colspan="3">Number: Addition and Subtraction</td> <td colspan="2">Measurement: Length and Perimeter</td> <td colspan="4">Number: Multiplication and Division</td> </tr> <tr> <th>Spring</th> <td colspan="3">Number: Multiplication and Division</td> <td colspan="1">Measurement: Area</td> <td colspan="4">Number: Fractions</td> <td colspan="3">Number: Decimals</td> <td colspan="1">Consolidation</td> </tr> <tr> <th>Summer</th> <td colspan="2">Number: Decimals</td> <td colspan="2">Measurement: Money</td> <td colspan="2">Measurement: Time</td> <td colspan="1">Statistics</td> <td colspan="2">Geometry: Properties of Shape</td> <td colspan="2">Geometry: Position and Direction</td> <td colspan="1">Consolidation</td> </tr> </tbody> </table>													Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Autumn	Number: Place Value			Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division				Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation	Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation
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MFL	-All About Me -Harvest	-Colours	-Animals	-Sports	-Clothes	-Ice-cream -likes and dislikes
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Physical Education	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">Year 4</td> <td style="width: 15%; background-color: #FFC0CB;">Tag Rugby</td> <td style="width: 15%; background-color: #00AEEF; color: white;">Dodgeball</td> <td style="width: 15%; background-color: #FFC0CB;">Basketball</td> <td style="width: 15%; background-color: #FFC0CB;">Netball</td> <td style="width: 15%; background-color: #F08080;">Fitness</td> <td style="width: 15%; background-color: #FFD700;">Athletics</td> </tr> <tr> <td></td> <td style="background-color: #70E0E0;">Gymnastics</td> <td style="background-color: #A9A9A9;">Yoga</td> <td style="background-color: #4169E1; color: white;">Dance</td> <td style="background-color: #3CB371; color: white;">OAA</td> <td style="background-color: #9ACD32;">Tennis</td> <td style="background-color: #9370DB;">Cricket</td> </tr> <tr> <td></td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> </tr> </table>						Year 4	Tag Rugby	Dodgeball	Basketball	Netball	Fitness	Athletics		Gymnastics	Yoga	Dance	OAA	Tennis	Cricket		+	+	+	+	+	+
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RHE and Citizenship (Global Education and Character Education)	<p>CARING Why should we care for our immediate environment and the global environment? How can we care for it? What ways can we reduce the waste we produce? What kind of world did Jesus want?</p> <p><u>Caring for the Environment, Session A; Caring for the Environment, Session B</u></p> <p><u>Helpfulness in Your Class, Session A; Helpfulness in Your Class, Session B</u></p> <p><u>Team Building Skills: The Human Knot, Session A; Team Building Skills: The Human Knot, Session B</u></p> <p><u>Sports Day, Session A; Sports Day, Session B</u></p> <p><u>Kindness Acrostics</u></p> <p><u>Aristotle's Bottles</u></p>		<p>INSPIRATIONAL PEOPLE</p> <p>Hinduism</p> <p>How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p><u>Clean Words, Session A; Clean Words, Session B</u></p> <p><u>School Rules, Session A; School Rules, Session B</u></p> <p><u>Flexible Friends, Session A; Flexible Friends, Session B</u></p> <p><u>Fundraising for the Community, Session A; Fundraising for the Community, Session B</u></p> <p><u>A Patient Survivor; Games That Develop Patience</u></p> <p><u>Powerful Respect, Session A; Powerful Respect, Session B</u></p>		<p><u>Courtesy on School Trips: Out and About; Courtesy to Our Neighbours: The Good Samaritan</u></p> <p><u>Feelings of Forgiveness; Forgiving Myself</u></p> <p><u>Never Give Up!; What an Example</u></p> <p><u>Can You Wait, Session A; Can You Wait, Session B</u></p> <p><u>A Visit From The School Cook; Writing A Class Thank You letter</u></p> <p><u>Being Honest With Yourself, Session B</u></p> <p><u>Aristotle's Bottles; Reflection Writing (See Reflection Teacher's Guide)</u></p>																						
Science	Sound		States of matter	Electricity	Animals including humans	All living things																					