



Year 4 Curriculum Overview

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

2019-2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Empathy Justice	Humility	Peace	Forgiveness	Compassion	Courage
Religious Education	Creation Sacraments (assess) Using religious vocabulary; making links between stories & beliefs. Comparing our ideas and answers about difficult questions.	ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. Make links how feelings and beliefs affect behaviours.	Christmas Revelation (assess) Judaism Make links how feelings and beliefs affect behaviours.	Lent Holy Week Give reasons for actions by believers. Compare our ideas and answers about difficult questions.	Easter (assess) Pentecost Give reasons for actions by believers. Make links how feelings and beliefs affect behaviours.	Mission Judaism Week Hinduism/ Sikhism Week Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. Make links how feelings and beliefs affect behaviours.
Personal, Social & Health Education	Well-being: Trick box Caring for the Environment Rights and Responsibilities Class Charter 7Cs	Well-being: Trick box and Anti-bullying Health and Wellbeing- Healthy Lifestyles	Well-being: Trick box and E safety Keeping Safe (medicines) Medicines: check the label	Well-being: Trick box Growing and changing	Well-being: Trick box Healthy relationships	Well-being: Trick box Living in the Wider World-
Class Text	Bear Grylls Adventures - The Jungle Challenge	The Christmasaurus and the Winter witch- Tom Fletcher	Alice in Wonderland	Tilly and The Time Machine	Romans on the Rampage Jeremy Strong	Where the river runs gold? Once upon a river?
English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation	Writing to Persuade: letter Writing to entertain: Narrative and setting Rainforest poetry	Writing to Inform: Recount of trip Writing to persuade: Hooke court advert Writing to entertain: Christmas Poetry	Writing to Inform: Instructions Writing to persuade: poster/advert Writing to entertain: narrative about a magical potion	Writing to Inform and discuss: Newspaper report	Writing to inform: Diary entry of a Roman Writing to entertain: narrative about time travelling to Rome	Writing to inform: Non chronological report on Water Cycle
Maths	Block 1 Place Value weeks 1-5 Block 2 Number- Addition and Subtraction weeks 6-8	Block 3 Measurement - Length and Perimeter week 9-10 Block 4 Number- Multiplication and Division weeks 10-12 Consolidation week 12	Block 5 Number- Multiplication and Division weeks 1-5 Block 6 Measurement - Area week 6	Block 7 Fractions Weeks 5-8 Block 8 Number- Multiplication and Division Block 9 Decimals weeks 9-11 Consolidation week 12	Block 10 Decimals week 1 and 2 Block 11 Measure and money week 3 and 4 Block 12 Time week 5	Block 13 Statistics week 6 and 7 Block 14 Geometry-properties of shape weeks 8-10 Block 15 Geometry- position and direction weeks 11 Consolidation week 12



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Science

Habitats, classification and food chains

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Sounds

Exploring sounds through Music (Tudors). What can we find out about Tudor instruments? What did they look like and how were the sounds made? How are they similar to instruments we play today? Can we make a table to compare how to make sounds louder or quieter in different instruments? How would we change an instrument's pitch?

Identify how sounds are made, associating some of them with something vibrating,.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Electricity

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors.

The Digestive system and Teeth

What food did the Romans eat? Design a Healthy Roman Banquet. Link to Geography-food settlements and trade links.

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

The Water Cycle

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



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History

Focus on Geography

The Tudors

Find out about everyday lives of people in time studied. Compare with our life today.

Identify reasons for and results of people's actions.

Place events from period studied on time line.

Use terms related to the period and begin to date events. Use evidence to reconstruct life in time studied.

Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.

Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research.

A local history study-carried over from Year 3

Find out why potions were used in the past for medical and magical reasons.

Find out about everyday lives of people in time studied.

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do things.

What was life like before electricity?

What do we use electricity for now? Research transport...electric cars? Talk about pollution?

Research inventors Thomas Edison, Benjamin Franklin and Graham Bell

Identify reasons for and results of people's actions. Offer a reasonable explanation for some events.

Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research.

The Roman Empire and its impact on Britain.

Find out about everyday lives of people in time studied. Compare with our life today.

Identify reasons for and results of people's actions. Understand why people may have wanted to do things.

Place events from period studied on time line. Use terms related to the period and begin to date events.

Use evidence to reconstruct life in time studied.

Identify key features and events of time studied.

Look for links and effects in time studied. Offer a reasonable explanation for some events.

Choose relevant material to present a picture of one aspect of life in time past.

Use the library and internet for research.

Focus on Geography



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<p>Geography</p>	<p>locate rainforests on a map and google Earth • locate equator • use atlas to find information • find out about layers of a rainforest • who lives in a rainforest? • what do we get from a rainforest? • problems facing rainforests / deforestation etc.</p> <p>Look at layers of the rainforest</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Research how people live in/near rainforests compare to rural areas.</p> <p>Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Focus on Tudor living in England</p> <p>Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Focus on History</p>	<p>Discuss countries/areas that do not have electricity-links to PHSE understanding that people are not as fortunate.</p> <p>Describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p>Focus on Italy</p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions and key physical and human characteristics, countries and major cities. Rome</p> <p>Describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p>Focus on France</p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions and key physical and human characteristics, countries and major cities. Paris</p> <p>Describe and understand key aspects of:</p> <p>*Physical geography, including: rivers and the water cycle.</p> <p>*Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>
<p>Design Technology</p>			<p>Design potion bottles using clay and paint</p> <p>Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and component, according to their functional properties and aesthetic qualities</p>	<p>Design a game that needs to be run by electricity.</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups .</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>		<p>Create a 3D moving Water Cycle</p>



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			<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>D&T understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		
Art and Design	<p>Use Henri Rousseau 'Tiger in a Tropical Storm' painting. Children to create their own collage based on the picture. Paint pictures of animals and plants from the rainforest. Forest picture using different techniques - printing, blow painting etc</p> <p>Can use ripping as a technique for collage.</p> <p>Papier Mache Earth</p> <p>Mixing colours</p>	Tudor portraits	<p>Observe a range of perfume bottles to sketch to develop ideas about shape. We will also look at the painting 'The Love potion' by Evelyn de Morgan and discuss the story the artist is trying to tell us.</p> <p>Draw whole sketches with detail of surrounds (i.e including the background.)</p> <p>Solidify infill shapes with coloured pencils and can produce a range of tones with each.</p> <p>Express different feelings through drawing.</p>		<p>Research Italian Artist Modigliani and recreate portraits in his style.</p>	<p>Research French Artists and recreate cubist and impressionist art.</p>
Computing	We are Software developers	We are toy designers	We are musicians	We are HTML editors	We are co authors	We are meteorologists
E-safety	The children will develop a simple educational game	The children will create a prototype of an educational toy	The children will produce digital music	The children will edit and write a HTML	The children will produce a wiki	The children will become weather presenters
Music	Children will learn to recognise and understand Pentatonic Scales. They will use Pentatonic scales for composition.	Children will learn and perform music for the Christmas period. They will also learn about the life and Music of Handel . They will also improve their General Musicianship Skills.	Wider Opportunities Whole Class instrument Playing.	Wider Opportunities Whole Class instrument Playing.	<p>Children will learn and perform music for a Summer Show. They will increase their General Musicianship Skills. They will also study Music from around the world, focussing especially on China.</p> <p>They will also learn about the life and Music of John Williams.</p>	
Physical Education	Indoor athletics and invasion games	Gymnastics and invasion games	Net and wall games	Dance	Athletics Striking and fielding games	Swimming
Spanish	Listen & engage. Engage in conversations. Expressing opinions		Speak in simple language & be understood. Develop appropriate pronunciation. Present ideas & information orally		Show understanding in simple reading.	Adapt known language to create new ideas. Describe people, places & things. Understand basic grammar, e.g. gender



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Enrichment**

Laudato Si

D day Anniversary

The themes/topics shown may change according to the children's needs and interests. Please read the class newsletters with the attached guide to your child's learning each half term.