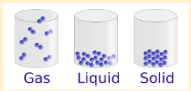
Year 4 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term 2 Second Half	Summer Term First Half	Summer Term Second Half
Science   	<u>Animals including humans</u> We will: 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	<u>Living things and their habitats</u> We will: recognise that living things can be grouped in a variety of ways construct and interpret a variety of food chains, identifying producers, predators and prey. 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	<u>Electricity</u> We will: 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		<u>Sound</u> We will: identify how sounds are made, something associating some of them with 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	<u>States of matter</u> We will: 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Geography 	<u>What will we see on a map of Europe?</u> Using atlases, globes and digital technology, we will develop an awareness of the countries within Europe and their capital cities. We will also reflect on the main physical and human features of Europe. We will carry out a		<u>Can the Earth shake, rattle and roll?</u> This is a geographical unit where mountains, volcanoes and the earthquakes studied. We will study where mountains are located and how they are formed. We will investigate the features of a volcano and the impact of		<u>Where are the counties of the UK?</u> We will locate counties around the UK and focus on contrasting Staffordshire with two other counties. We will also develop our skills of using compass points, grid references, symbols and keys on a map.	

Year 4 Curriculum Overview

 	specific study of Copenhagen and we make a comparison between this capital city and London.		eruption as well as what causes an earthquake.			
History   		<u>What was new about the stone age?</u> We will explore how Britain changed from the beginning of the Stone Age through to the end of the Iron age. We will look in further detail at how people's lives changed during this period with a spotlight on understanding what Hunter gathers were.		<u>What happened when the Romans invaded Britain?</u> We will discover how Roman occupation of Britain helped to advance our society through inventions. We will also learn about the resistance to the Romans and the role Boudica played. As well, we will develop our knowledge of one of the Roman emperors.		<u>What happened when the Saxons and Vikings invaded Britain?</u> We will build on our understanding of invasion by looking at the next group chronologically of invaders – the Saxons and Vikings. We will first explore how the Anglo-Saxons divided up Britain into 7 kingdoms. Then, learn how both sets of invaders were often in conflict and why the Viking frequently won more battles.
Art / D and T 	<u>Fix and Repair Kit</u> Looking at the problem of fast fashion and textile waste we will look at the 3 Rs and make our own fix and repair kit learning sewing techniques along the way.	<u>Insects</u> We will develop our observation drawings, paintings and modelling found items into a sculpture. We will develop our knowledge of what a sculpture is and the 4 different processes of sculpture.	<u>Room Set light circuit</u> We will make links to our learning within Science, to design and create a room set with a working light. We will use our construction skills to design and make a room set. We will then use our knowledge of electrical circuits to create a light	<u>Hundertwasser</u> We will develop our skills in observation, imaginative drawing, complimentary colours and contours. We will develop our knowledge of colour theory, Hundertwasser the artist and environmentalist.	<u>Musical Instruments</u> Alongside the science learning we will use our knowledge of sound, pitch and volume. We will make a musical instrument of our own choice which plays 3 notes. It must be strong, original and attractive too!	<u>Aboriginal Art</u> We will develop our skills in observation, painting, scratch art, hatching, cross hatching and use of fine pen. We will develop our knowledge of the history of aboriginal art and modern day artists.

Year 4 Curriculum Overview

			with a switch our own made switch.			
PE	Invasion Sports Sportshall Athletics Handball / Tag Rugby Children further develop their knowledge and understanding of invasion games and apply attacking and defending principles in different small sided games focussing on handball and tag rugby. Children also learn events in sportshall athletics and try to develop techniques to further improve their personal best.		Dance Children further develop their movement patterns to music and create routines with a partner and in small groups. Children start to focus on the 5 different type of dance move and apply them to music around the 'Chariots of Fire'.	Gymnastics Children practice individual balances and apply them to routines using different travels, shapes, rolls and jumps. Children also begin to use different equipment and apparatus and apply basic dismounts to their routines, as well as using equipment to perform different sequences.	Tennis / Cricket / Athletics Children further develop their racket control and knowledge of how to play shots on both the forehand and backhand side. Children should be able to play a short rally and understand basic rules and tactics. Children further develop their batting, bowling and fielding techniques so they can apply them in more competitive game like environments, applying them to cricket and rounders. Children further develop their running / jumping / throwing skills in preparation for sports day.	
MFL	Phonetics 2 Introduce: i in ique ille Les Instructions Children will explore key classroom instructions and language to be used by both teachers and children. Presenting myself By the end of this unit children will be able to: • Use basic greetings in French, ask somebody how they are feeling and reply when asked. • Ask somebody their name in French and reply when asked. • Recall numbers 1-20 in French. • Ask somebody how old they are in French and reply when asked. • Ask somebody where they live in French and reply when asked. • Express my nationality in French		My Family By the end of this unit children will be able to: • Remember the nouns for different family members in French from memory with their articles/determiners. • Describe our own or a fictitious family in French by name, age and relationship. • Learn numbers up to 70 and the multiples of ten (10-100) in French. • Understand possessive adjectives better in French ('my' form only). At the tea room (Au salon de thé) Pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room.		In the classroom By the end of this unit children will be able to: • Recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case. Respond to simple classroom commands. What is the weather? (Quel temps fait-il ?) Pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language.	
RE	Theme: The Life of The Buddha Key Question: Is it possible for everyone to be happy?	Theme: Christmas Concept: Incarnation Key Key Question:	Theme: Buddhas Teachings Key Question:	Theme: Forgiveness. Key Question:	Theme: Beliefs in Practice Key Question:	Theme: Prayer and Worship Key Question:

Year 4 Curriculum Overview

	Religions: Buddhism	What is the most significant part of the nativity story for Christians today? Religions: Christianity	Could the Buddhas teachings make the world a better place?	Is forgiveness always possible to Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
Music 	Blown away by brass! Following on from learning in Year 3, Mr Walker will be continue to come in to school to teach us to play our brass instruments. What a Performance! We will be using our voices as instruments to develop an effective performance for our Christmas concert. We will perform, demonstrating changes in dynamics pitch, tempo and articulation and demonstrating clear diction and good posture.		Pyramid Concert We join our local pyramid schools to perform with our voices a variety of songs. There is always a theme for the concert and we enjoy singing our own spotlight song! .	Mamma Mia! We will be inspired by the seventies classic 'Mamma Mia' and create our own rhythm patterns which begin after a rest, in the same way that the first three lines of the chorus from Mamma Mia .	Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Lean on me We will explore gospel music in its historical context from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. We will be analysing their performances.
PSHE	Being me in my world Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Changing Me Being unique Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Computing	Keeping it Private *(E-Safe)* This unit builds on the pupils learning of passwords in Year 2. The unit starts by recapping the importance of using passwords to keep our personal information private. Pupils then learn about the need to think carefully about the information we share and the consequence of identity theft. Pupils will then create an avatar that explains their understanding of protecting their information It's all in the Presentation *(Creative)*		Scratch – On the move! *(Computer Scientist)* This unit continues to build on the pupils understanding of algorithms. Using Scratch, the pupils will look at using various inputs and outputs to make things move, change size or play sounds. Pupils will understand that each control block links to form the algorithm. After learning the basic features, the pupils will create their own sprite with a background that is able to be moved based on the conditional statements programmed.		Green Screening *(Creative)* This unit gives the children the opportunity to experience Green Screening. Pupils will first understand the purpose of green screening and how it is used in filming. The basic filming techniques will be learnt before the children work in small groups to create their short green screening video. The pupils will add their film clips to iMovie to then edit and add sound and titles before sharing and evaluating as a class.	

Year 4 Curriculum Overview

	Pupils learn some of the basic features of a presenting program (MS PowerPoint). Pupils will be able to add backgrounds, animations and transitions to their presentations. Pupils will also look at the information that is needed on a presentation and how to present effectively. As a result of the unit the pupils will produce an outcome that applies their new skills. In Years 5 and 6 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.		<u>Whose is it Anyway?</u> *(E-Safe)* In this unit pupils will learn about the term plagiarism. Pupils will look at how we need to treat the information we learn from others. Through the use of a practical activity the pupils will consider how copying work can make others feel. Finally, the pupils will create their own piece of work on a given topic ensuring they follow the rules of plagiarism and copyright rules.