

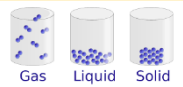









## Year 4 Curriculum Overview

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
<b>Science</b>      	<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  construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Living things and their habitats</u>  We will:  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	<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	
<b>Geography</b>  	<u>What will I see along the river?</u>  This is a geographical unit where we reflect on the importance of water and its impact on rivers. We will develop our map and atlas		<u>What is special about the Potteries?</u>  We will start by exploring the location of major cities within the UK, before focussing on the local city of Stoke-on-Trent. We will		<u>Why is Liverpool a gateway to the world?</u>  Trade is the focus of our learning in this unit. We will investigate some of the places that the things we buy come from and how	


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 	<p>skills to locate major rivers both in the UK and worldwide. We will study the features of a river and develop understanding of how a river changes along its course. Fieldwork involves a river study which takes place at Cardingmill Valley.</p>		<p>explore the significance of the pottery industry and look at how land is used in Stoke-on-Trent, as well as the natural resources which helped Stoke become the world leaders in the pottery industry.</p>		<p>goods reach and leave the UK. This helps develop understanding of how we are linked to people in other parts of the world. We will study the city of Liverpool in greater depth and how trade links Liverpool to other parts of the world.</p>	
<p><b>History</b></p>   		<p><u>How much did the Ancient Egyptians achieve?</u></p> <p>We will learn about, and name, some of the advanced societies that were in the world around 3000 years ago. In addition, we will learn about the Egyptian legacy by looking at the inventions they created. Finally, we will be able to explain how one key figure such as Cleopatra or Howard Carter is associated with the Ancient Egyptians and explain why they are famous.</p>		<p><u>Who was Josiah Wedgwood?</u></p> <p>We will build on our Geography learning of Stoke-on-Trent and understand why it was the centre of the pottery industry. We will also have a deep dive into Josiah Wedgwood and learn of his contribution to the Pottery industry.</p>		<p><u>How has education changed over time?</u></p> <p>During this unit, our main focus will be on comparing school life today to in the past. We will be able to explain why we are happy that some items are no longer used in school. In addition, we will look at the similarities and differences between the two time frames.</p>
<p><b>Art / D and T</b></p> 	<p><u>Egyptians</u></p> <p><b>Skills:</b> Observation, drawing, painting, colour study, mod-roc modelling.</p> <p><b>Knowledge:</b> Egyptian artefacts, culture history and hierarchy of craft workers in Ancient Egypt.</p>	<p><u>Fix and Repair Kit</u></p> <p>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. We will learn some</p>	<p><u>The Potteries</u></p> <p><b>Skills:</b> Observation, drawing, printing, painting, collage, charcoal.</p> <p><b>Knowledge:</b> History of Milton Tiles, Clarice Cliff, Sid Kirkham.</p>	<p><u>Room Set light circuit</u></p> <p>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</p>	<p><u>Op Art/Pop Art</u></p> <p><b>Skills:</b> observation, oil pastel, painting, teamwork, collage, stencilling</p> <p><b>Knowledge:</b> Pop Art, Op Art, Andy Warhol, Lichtenstein, Sir Peter Blake, Bridget Riley</p>	<p><u>Musical Instruments</u></p> <p>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!</p>

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				create a light with a switch our own made switch.		
PE	<u>Invasion Sports Sportshall Athletics</u> <u>Handball / Tag Rugby</u> 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.		<u>Dance</u> 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.	<u>Gymnastics</u> Children practice individual and partner balances and apply them to routines using different travels and shapes. Children also begin to use different equipment and apparatus and apply basic dismounts to their routines,	<u>Tennis / Cricket / Athletics</u> 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, Children further develop their running / jumping / throwing skills in preparation for sports day.	
MFL	<u>C'est la vie!</u> Children will begin their new learning by learning numbers to 40 in French. Children will revisit their learning on body parts and will then be able to respond to French actions involving their learning of body parts as a part of their new learning. Children will then begin to learn to ask and respond to what is in their wardrobe. They learn to name some of the clothes that they can wear. Children will be able to ask and respond to what they are wearing. Children will apply their new learning about clothes to describe some different outfits worn by members of their family. This will combine their previous learning of family and new learning of clothes. Children will take part in a class fashion show where they will be applying some of their new French learning about clothes.		<u>C'est la vie!</u> Children will begin to learn how to use a French dictionary. They will then be given some items to find the meaning of which will link to their new learning topic, school. They will then be able to name things in the classroom.  Children will learn to ask and say what is in their pencil case. They will also begin to explore the masculine and feminine versions of words when stating what is in their pencil case. Children will also learn the names of the different subjects in school. They will apply this learning to say if they like, dislike, hate or love a subject. Children will the move on to learn to name some of the places around the school such as the playground, the classroom and the library and so on in French. Children will apply all of their learning to write a short leaflet describing their experiences at school		<u>C'est la vie!</u> Children will begin this unit by learning the months of the year in French. They will then apply this learning to how to ask what the date is and respond. Following this, children will learn how to ask when someone's birthday is and also how to say when their own birthday is. Children will then learn how to use different words to describe time and will move on to learn about the seasons of the year in French. They will then combine their learning of months of the year with the seasons of the year. Children will then take this further to learn how to describe the weather. They will link this to their learning of seasons and months. Children will combine their learning of seasons, months of the year and the weather to produce a weather report for England at different times of the year.	
RE	<u>Theme:</u> <u>The Life of The Buddha</u>  <u>Key Question:</u> Is it possible for everyone to be happy?  Religions: Buddhism	<u>Theme:</u> <u>Christmas</u>  Concept: Incarnation Key  <u>Key Question:</u>  What is the most significant part of the nativity story for	<u>Theme:</u> <u>Buddhas Teachings</u>  <u>Key Question:</u>  Could the Buddhas teachings make the world a better place?	<u>Theme:</u> <u>Forgiveness.</u>  <u>Key Question:</u>  Is forgiveness always possible to Christians?	<u>Theme:</u> <u>Beliefs in Practice</u>  <u>Key Question:</u>  What is the best way for a Buddhist to lead a good life?	<u>Theme:</u> <u>Prayer and Worship</u>  <u>Key Question:</u>  Do people need to go to church to show they are Christians?

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		Christians today? Religions: Christianity				
<b>Music</b> 	<u>Blown away by brass!</u> 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.  <u>What a Performance!</u> 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.		<u>Mamma Mia!</u> 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	<u>Stop!</u> Stop! - a rap/song about bullying. We will continue to learn about the interrelated dimensions of music through games, singing and composing.	<u>Blackbird</u> 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.	<u>Lean on me</u> 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.
<b>PSHE</b>	<u>Being me in my world</u> 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	<u>Celebrating difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<u>Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals	<u>Changing Me</u> Being unique Confidence in change Accepting change Preparing for transition Environmental change
<b>Computing</b>	<u>Keeping it Private (E-Safe)</u> 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  <u>It's all in the Presentation (Creative)</u> 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.		<u>Scratch - On the move! (Computer Scientist)</u> 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.		<u>Green Screening (Creative)</u> 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.  <u>Whose is it Anyway? (E-Safe)</u> 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.	

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	In Years 5 and 6 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.		
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