

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
<p>Science</p>   	<p><u>Animals including humans</u></p> <p>We will:</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>	<p><u>Living things and their habitats</u></p> <p>We will:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p style="text-align: center;"><u>Electricity</u></p> <p>We will:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p style="text-align: center;"><u>Sound</u></p> <p>We will:</p> <p>identify how sounds are made, something associating some of them with vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p style="text-align: center;"><u>States of matter</u></p> <p>We will:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
<p>Geography</p>  	<p><u>What will I see along the river?</u></p> <p>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 skills to locate major rivers both in the UK and worldwide. We will study the features of a river and develop understanding of</p>		<p><u>What is special about the Potteries?</u></p> <p>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 explore the significance of the pottery industry and look at how land is used in Stoke-on-Trent, as well the natural resources which</p>		<p><u>Why is Liverpool a gateway to the world?</u></p> <p>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 goods reach and leave the UK. This helps develop understanding of how we are linked to people in other parts of the world.</p>	

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	<p>how a river changes along its course. Fieldwork involves a river study of the physical geography of the River Trent, comparing it to another freshwater habitat.</p>		<p>helped Stoke become the world leaders in the pottery industry.</p>		<p>We will study the city of Liverpool in greater depth and how trade links Liverpool to other parts of the world.</p>	
<p>History</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>Art / D and T</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 learning sewing techniques along the way.</p>	<p><u>Egyptians</u></p> <p>Skills: Observation, drawing, painting, colour study, mod-roc modelling. Knowledge: Egyptian artefacts, culture history and hierarchy of craft workers in Ancient Egypt</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 create a light with a switch our own made switch.</p>	<p><u>The Potteries</u></p> <p>Skills: Observation, drawing, printing, painting, collage, charcoal. Knowledge: History of Milton Tiles, Clarice Cliff, Sid Kirkham.</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>	<p><u>Op Art/Pop Art</u></p> <p>Skills: observation, oil pastel, painting, teamwork, collage, stencilling Knowledge: Pop Art, Op Art, Andy Warhol, Lichtenstein, Sir Peter Blake, Bridget Riley</p>

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PE	<u>Invasion Sports Sportshall Athletics</u> Handball / Tag Rugby		<u>Dance</u>	<u>Gymnastics</u>	<u>Tennis / Cricket / Athletics</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.		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'.	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.	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	<u>Phonetics 1 and 2</u> To recap the first set of phonics sounds/phonemes in French: ch ou on oi and introduce: i in ique ille <u>Les Instructions</u> Children will explore key classroom instructions and language to be used by both teachers and children. <u>The seasons</u> By the end of this unit children will be able to: <ul style="list-style-type: none"> • Name, recognise and remember all four seasons in French. • Say which is our favourite season in French. • Say why it is our favourite season in French. • Start to recognise and use the conjunction 'et' (and) in our spoken and written responses. 		<u>Vegetables</u> <ul style="list-style-type: none"> • By the end of this unit children will be able to: • Name, recognise and recall from memory up to 10 vegetables in French. • Attempt to spell some of these nouns with their plural article/determiner. • Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French. <u>Presenting myself</u> <ul style="list-style-type: none"> • 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 and understand basic gender agreement rules 		<u>My Family</u> <ul style="list-style-type: none"> • 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). <u>In the classroom</u> <ul style="list-style-type: none"> • 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. 	
RE	<u>Theme:</u> The Life of The Buddha <u>Key Question:</u> Is it possible for everyone to be happy?	<u>Theme:</u> Christmas Concept: Incarnation Key <u>Key Question:</u>	<u>Theme:</u> Buddhas Teachings <u>Key Question:</u>	<u>Theme:</u> Forgiveness. <u>Key Question:</u>	<u>Theme:</u> Beliefs in Practice <u>Key Question:</u>	<u>Theme:</u> Prayer and Worship <u>Key Question:</u>

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

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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.

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.