



Year 4 - Curriculum Overview

	Autumn Term Rotten Romans - History	Spring Term South Africa - Geography	Summer Term 1 Planet Earth -Geography	Summer Term 2 Smashing Saxons - History
English	<p>Text: Tiger Tiger / Gladiator & Braveheart / Lost words</p> <p>Genres: Battle Speech (Mr P unit) / Roman artefacts leading into Non chron /Historical setting / Recount (Lunt Fort trip) / Newspaper report (Boudicca)</p> <ul style="list-style-type: none"> Extend sentences using a range of conjunctions appropriate to the genre. Edit work on the run and make additions, corrections to their own writing. Use of paragraphs is consistent across the range. More varied tenses used eg perfect form. Spell most words from the Years 3/4 list correctly. Writing is joined and legible. Write narratives with detail provided for setting and character, including some use of figurative language. Use of punctuation for direct speech is accurate, including commas. Signpost the reader through non-fiction by using a variety of organisational devices for clarity Identify how language, structure and presentation contribute to the overall meaning of a text. Retrieve and record information from non-fiction texts through careful selection. Use dictionaries confidently to check for meaning. Explain the meaning and effect of words in a text. <p>Battle speech performance (green screen and video editing) // Website (adobe spark pages) non chronological reports // Word processing (newspaper report)</p> <p>To appreciate how values can change over time.</p>	<p>Text: Journey to Jo' Burg (Beverley Naidoo)</p> <p>The long walk to freedom (picture book)</p> <p>They tried to lock up freedom (Beverley Naidoo)</p> <p>S is for South Africa (poetry)</p> <p>Genres: Diary entry / persuasive speech / instructions / letter writing / performance poetry</p> <ul style="list-style-type: none"> As Autumn and...More varied tenses used eg perfect form. Use of comma to mark clauses sometimes. Some use of fronted adverbials to add interest, followed by a comma. GD Write narratives with a well structured plot to engage the reader GD Make use of figurative language for effect. GD Explore different formats to present non-fiction for reader appeal. GD Select vocabulary more precisely, especially more sophisticated synonyms. GD Varies sentence starters considering the placement of subordinating clauses. Identify and summarise main ideas drawn from more than one paragraph. Identify themes and conventions in a wide range of texts. Infer characters' feelings, thoughts and motives from their actions, increasingly justifying inferences with appropriate evidence. Retrieve and record information from non-fiction texts through careful selection. Comment on the effect of figurative language eg simile, alliteration etc. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and 	<p>Text: The King of cloud forest (Michael Morpurgo) / Explanation texts / Earth from Space (BBC) / Mr P first person viewpoint (palm oil)</p> <p>Genres: Explanation / Recount / Narrative (character and setting)</p> <ul style="list-style-type: none"> Extend sentences using a range of conjunctions appropriate to the genre. Edit work on the run and make additions, corrections to their own writing. Use of paragraphs is consistent across the range. More varied tenses used eg perfect form. Spell most words from the Years 3/4 list correctly. Writing is joined and legible. Write narratives with detail provided for setting and character, including some use of figurative language. Use of punctuation for direct speech is accurate, including commas. Signpost the reader through non-fiction by using a variety of organisational devices for clarity More varied tenses used eg perfect form. Use of comma to mark clauses sometimes. Some use of fronted adverbials to add interest, followed by a comma. GD Write narratives with a well structured plot to engage the reader GD Make use of figurative language for effect. 	<p>Text: Anglo-Saxon boy (Tony Bradman) / Smashing Saxons / Freedom for Bron</p> <p>Genres: Taking notes / historical fiction / character description / newspaper report / descriptive writing / formal letter</p> <ul style="list-style-type: none"> Extend sentences using a range of conjunctions appropriate to the genre. Edit work on the run and make additions, corrections to their own writing. Use of paragraphs is consistent across the range. More varied tenses used eg perfect form. Spell most words from the Years 3/4 list correctly. Writing is joined and legible. Write narratives with detail provided for setting and character, including some use of figurative language. Use of punctuation for direct speech is accurate, including commas. Signpost the reader through non-fiction by using a variety of organisational devices for clarity More varied tenses used eg perfect form. Use of comma to mark clauses sometimes. Some use of fronted adverbials to add interest, followed by a comma. GD Write narratives with a well structured plot to engage the reader GD Make use of figurative language for effect.



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	<p><i>To respond to inspiring stories.</i> <i>To use the senses</i> <i>To dramatize situations which raise moral issues</i> <i>To develop communication skills</i> <i>Lunt Fort visit</i> <i>Artefacts box</i> <i>ICT opportunities</i></p> <p><i>Writing objectives</i> <i>Reading objectives</i> <i>ICT/STEM opportunities</i> <i>SMSC</i> <i>Wider enrichment</i></p>	<p><i>reference books, considering the views of others.</i></p> <ul style="list-style-type: none"> • Explain the meaning and effect of words in a text. • Use dictionaries confidently to check for meaning. • Predict what might happen from details stated and implied, with greater accuracy. • <i>GD Confidently makes predictions about content, plot and characters, from stated details and implied details.</i> • <i>GD Recognise that language, structures and presentation can affect the reader, for example, persuasion.</i> • <i>GD Listen attentively, discuss in detail and justify opinions referring to different parts of a text.</i> • <i>GD Extract information using more than one reference point in a text</i> • <i>GD Scan across a whole text to identify several related details or pieces of information.</i> • <i>GD Make accurate inferences about plot and characters, from their actions and dialogue with specific evidence to back up their ideas.</i> <p><i>Pic jointer - instructions planning</i> <i>Characters' emotion - video</i> <i>Online dictionaries</i> <i>Green screen - persuasive speech</i> <i>Seesaw for text analysis</i> <i>To respond to inspiring stories.</i> <i>To dramatise situations which raise moral issues</i> <i>To examine stories which tell of human</i></p>	<p><i>structured plot to engage the reader</i></p> <ul style="list-style-type: none"> • <i>GD Make use of figurative language for effect.</i> • <i>GD Explore different formats to present non-fiction for reader appeal.</i> • <i>GD Select vocabulary more precisely, especially more sophisticated synonyms.</i> • <i>GD Varies sentence starters considering the placement of subordinating clauses.</i> • <i>Identify how language, structure and presentation contribute to the overall meaning of a text.</i> • <i>Retrieve and record information from non-fiction texts through careful selection.</i> • <i>Identify and summarise main ideas drawn from more than one paragraph.</i> • <i>Infer characters' feelings, thoughts and motives from their actions, increasingly justifying inferences with appropriate evidence.</i> • <i>Predict what might happen from details stated and implied, with greater accuracy.</i> • <i>GD Confidently makes predictions about content, plot and characters, from stated details and implied details.</i> • <i>GD Listen attentively, discuss in detail and justify opinions referring to different parts of a text.</i> • <i>GD Scan across a whole text to identify several related details or pieces of information.</i> • <i>GD Make accurate inferences about plot and characters, from their</i> 	<ul style="list-style-type: none"> • <i>GD Explore different formats to present non-fiction for reader appeal.</i> • <i>GD Select vocabulary more precisely, especially more sophisticated synonyms.</i> • <i>GD Varies sentence starters considering the placement of subordinating clauses.</i> • <i>Identify how language, structure and presentation contribute to the overall meaning of a text.</i> • <i>Retrieve and record information from non-fiction texts through careful selection.</i> • <i>Identify and summarise main ideas drawn from more than one paragraph.</i> • <i>Infer characters' feelings, thoughts and motives from their actions, increasingly justifying inferences with appropriate evidence.</i> • <i>Predict what might happen from details stated and implied, with greater accuracy.</i> • <i>GD Confidently makes predictions about content, plot and characters, from stated details and implied details.</i> • <i>GD Listen attentively, discuss in detail and justify opinions referring to different parts of a text.</i> • <i>GD Scan across a whole text to identify several related details or pieces of information.</i> • <i>GD Make accurate inferences about plot and characters, from their</i>



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		<p>achievement; To use group drama work - social issues Learn from listening to Authors To explore the different ways in which humans have given expression to their hopes and fears; To know about language and meanings in different cultures <i>Cooking South African dishes</i> <i>Skype Beverley Naidoo</i> <i>Skype a South African school</i> <i>ICT opportunities</i></p>	<p>text. <ul style="list-style-type: none"> • GD Scan across a whole text to identify several related details or pieces of information. • GD Make accurate inferences about plot and characters, from their actions and dialogue with specific evidence to back up their ideas. <i>Voice over BBC explanation</i> <i>'Do you know?' video</i> <i>Skype Maddie Moate</i> <i>To dramatise situations which raise moral issues</i> <i>To develop communication skills</i> <i>To use circle time skills - speaking & list</i> <i>To use group drama work - social issues</i> <i>To know about language and meanings in different cultures</i> <i>Oaker Wood visit</i> <i>ICT opportunities</i></p>	<p><i>actions and dialogue with specific evidence to back up their ideas.</i></p> <p><i>To appreciate how values can change over time.</i></p> <p><i>To evaluate the influences of characters and plots on themselves</i></p> <p><i>To write letters to 'important' people in local and national government</i></p> <p><i>To explore the different ways in which humans have given expression to their hopes and fears;</i></p> <p><i>Artefacts box</i> <i>Augmented reality - postcard</i> <i>ICT opportunities</i></p>
Maths	White Rose Maths <ul style="list-style-type: none"> • Place Value • Addition & Subtraction • Multiplication & Division • Length and perimeter <p>Counts in multiples of 6, 7, 9, 25 and 1,000 Counts backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)</p>	White Rose Maths <ul style="list-style-type: none"> • Multiplication & Division • Area • Fractions • Decimals <p>Recalls multiplication and division facts multiplication tables 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together with</p>	White Rose Maths <ul style="list-style-type: none"> • Decimals • Money • Time • Statistics <p>Counts up and down in hundredths Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Recognises and write decimal equivalents</p>	White Rose Maths <ul style="list-style-type: none"> • Property of shapes • Position & direction <p>Compare and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in 2 dimensional shapes presented in different orientations Plot specified points and draws sides to</p>



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	<p>Orders and compares numbers beyond 1,000</p> <p>Rounds any number to the nearest 10, 100 or 1,000</p> <p>Solves addition and subtraction two-step problems in context, deciding which operations to use and why</p> <p>Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p> <p>Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate</p> <p>Recalls multiplication and division facts multiplication tables 12×12</p> <p>Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together with 3 numbers</p> <p>Multiply two-digit and three-digit numbers by a one-digit number, using formal written layout</p> <p>Divide two-digit and three-digit numbers by a one-digit number, using formal written layout</p> <p>Converts between different units of measure e.g. kilometre to metre, hour to minute</p>	<p>3 numbers</p> <p>Multiply two-digit and three-digit numbers by a one-digit number, using formal written layout</p> <p>Divide two-digit and three-digit numbers by a one-digit number, using formal written layout</p> <p>Recognises and shows, using diagrams, families of common equivalent fractions</p> <p>Counts up and down in hundredths</p> <p>Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</p> <p>Recognises and write decimal equivalents of any numbers of tenths or hundredths</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Recognise and write decimal equivalents to $1/4$, $1/2$ and $3/4$</p> <p>Rounds decimals with one decimal place to the nearest whole number</p>	<p>of any numbers of tenths or hundredths</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Recognise and write decimal equivalents to $1/4$, $1/2$ and $3/4$</p> <p>Rounds decimals with one decimal place to the nearest whole number</p> <p>Read, write and convert time between analogue and digital 12 and 24 hour clocks</p> <p>Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p>complete a given polygon</p>
	<p>SMSC</p> <p><i>To Reflect and puzzle on numbers, patterns, shapes and mathematics symbols</i></p> <p><i>To use maths skills in relation to a part of everyday life. E.g. understanding loan repayments calculating whether the cheapest item is the best buy</i></p> <p><i>To collect data in groups</i></p> <p><i>To solve problems</i></p> <p><i>To know that Mathematics is a universal language with numerous cultural inputs throughout the ages.</i></p> <p><i>To know that numbers are a symbol system and different cultures having different systems (e.g. Arabic, Roman)</i></p>			
History	<p>Knowledge and understanding</p> <p>Recognise and describe some of the key features of periods in the past</p> <p>Use evidence to reconstruct life in time studied</p>	<p><i>To consider the impact of influential people - eg: Nelson Mandela</i></p> <p><i>To evaluate the qualities, skills and attitudes of famous people from the past</i></p> <p><i>To recognise the impact of influential people on religion/way of life today</i></p>		<p>Chronological Understanding</p> <p>Start to use terms which characterise periods in the past e.g. Prehistoric, Roman times, Middle ages</p> <p>Make use of a broad chronological</p>



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	<p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Historical Enquiry/Interpretations Identify differences between versions of the past and begin to evaluate the usefulness of different sources</p> <p>Ask a variety of questions</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Chronological Understanding Start to use terms which characterise periods in the past e.g. Prehistoric, Roman times, Middle ages</p> <p>Make use of a broad chronological framework to locate events</p> <p>Understand more complex terms eg BC/AD</p> <p>Historical Concepts Identify the key causes and consequences of some of the main events in the past</p> <p><i>To explore ways of life in different periods of time.</i></p> <p><i>To experience a sense of wonder by contact with the past (visits, artefacts)</i></p> <p><i>To look at what we mean by truth in history - studying primary sources</i></p> <p><i>To explore how other civilisations (eg Greeks, Romans) have contributed to their own culture</i></p>	<p><i>To develop empathy through learning to see things from other perspectives</i></p> <p><i>To learn about social issues in past societies eg slavery, empire</i></p>		<p>framework to locate events</p> <p>Understand more complex terms eg BC/AD</p> <p>Knowledge and understanding Recognise and describe some of the key features of periods in the past</p> <p>Use evidence to reconstruct life in time studied</p> <p>Historical Enquiry/Interpretations</p> <p>Ask a variety of questions</p> <p>Use evidence to build up a picture of a past event</p> <p><i>To explore ways of life in different periods of time.</i></p> <p><i>To experience a sense of wonder by contact with the past (visits, artefacts)</i></p>



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Science	<p>Digestion</p> <ul style="list-style-type: none"> 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. <p><i>To develop a sense of awe and wonder at the complexity and pattern in natural phenomena</i></p> <p><i>To recognise the need for a fair test</i></p> <p><i>To develop the scientific skills of making predictions, observing and drawing conclusion</i></p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 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</p>	<p>Sound</p> <ul style="list-style-type: none"> 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. <p><i>To recognise the need for a fair test</i></p> <p><i>To develop the scientific skills of</i></p>	<p>Electricity</p> <ul style="list-style-type: none"> 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. <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><i>To become aware that scientific discovery is</i></p>	<p>Classification</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects 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. <p><i>To reflect and wonder at order and patterns in the natural and physical world, the vastness of the universe, the variety of life and the possibility of a Creator;</i></p> <p><i>To consider the fact of life, growth, decay and death and how different organisms are dependent upon each other</i></p> <p><i>To value and respect all forms of life</i></p> <p><i>To explore diversity and difference in the natural world;</i></p> <p><i>To recognise the need for a fair test</i></p> <p><i>To develop the scientific skills of making predictions, observing and drawing conclusion</i></p>



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	to living things.	<i>making predictions, observing and drawing conclusion</i> <i>worldwide and not a 'western' phenomena</i> <i>To recognise the need for a fair test</i> <i>To develop the scientific skills of making predictions, observing and drawing conclusion</i>		



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Art and Design	<p>Cauliflower Card Design Drawing Lines and Marks • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Textiles Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining. Experiment with paste resist.. Around the world in 80 days Aut - look at different fabrics from around the world and practise the techniques that have been used to colour them - create a round the world quilt with fabric created. Crazy Mary visit To appreciate the</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third To use art as an expression of culture eg nativity pictures on Christmas cards</p>	<p>Painting Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour Mix colours and know which primary colours make secondary colours Use more specific colour language</p> <p>Mix and use tints and shades</p> <p>To create art in the style of Isabelle Le Roux (South African Artist)</p> <p><i>To appreciate the way an artist has given expression in their work;</i></p> <p><i>To study the work of great artists as a source of inspiration and creativity</i></p> <p><i>To learn about art from a variety of cultural contexts and the role it plays</i></p>	<p>Digital Media Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> <p><i>To use senses as inspiration for creativity</i></p> <p><i>To use the environment as a source of inspiration</i></p>



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	<p>Breadth of study Improve their use of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p>Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Drawing Lines and Marks Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Pupils should be taught about great artists, architects and designers in history Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>			
Geography	<p>Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of a European country. Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid</p>	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical Skills and Fieldwork Use the eight points of a compass, four and six-figure grid references, symbols to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps</p> <p>MAP SKILLS Begin to use 8 compass points;</p>	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locate places on large scale maps, Use OS maps. Use map sites on internet.</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones Human geography, including: types of settlement and land use</p> <p>Geographical Skills and Fieldwork</p>	<i>To explore settlements</i>



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	Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	<p>Use letter/no. co-ordinates to locate features on a map confidently</p> <p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Follow a route on a large scale map.</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to identify significant places and environments</p> <p><i>To gain a sense of our own place and our own values</i></p> <p><i>To study our own locality and its relationship to the wider world</i></p> <p><i>To compare the life and landscapes in featured countries with their own;</i></p> <p><i>To learn how people differ in their response to their environment</i></p>	<p>Use maps, atlases, and globes to locate countries and describe features studied</p> <p>MEASUREMENT</p> <p>Use easy to read instruments E.g. rain gauge or metre tape.</p> <p>Count and record different types at the same time using a tally E.g. counting types of shops.</p> <p>Organise results in a spreadsheet.</p> <p>FIELD SKETCHING</p> <p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p><i>To reflect on the awe and wonder in the natural world;</i></p> <p><i>To reflect on a variety of landscapes and locations</i></p> <p><i>To debate over contentious issues.</i></p> <p><i>To evaluate the effects of human actions on their environment, including their own e.g. litter</i></p>	
Music	Steel pans <i>Whole school performance</i> Exploring rhythmic patterns: recognise and create repeated patterns; perform with	Samba drums <i>Whole school performance</i> Exploring arrangements: sing in tune; maintain a simple part within an	Ukulele <i>Whole school performance</i> Descriptive sounds: recognise how musical elements can be used together to compose descriptive music; combine	



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	<p>control of pulse and awareness of what others are playing</p> <p>put rhythmic patterns together with some help; recognise rhythmic patterns</p> <p>recognise how patterns fit together; perform, create and maintain their own rhythmic patterns confidently in time with the other parts; make effective use of the silent beats</p> <p>Exploring sound colours</p> <p>carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images</p> <p>describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images</p> <p>create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be used abstractly</p> <p>Exploring signals:</p> <p>sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children</p> <p>sing and play a range of singing games and songs; describe some of their characteristics; with help, make up a singing game with words and actions, and perform it to other children</p> <p>analyse and describe the musical characteristics of popular singing games; make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion</p>	<p>ensemble; work with several layers of sound and have an awareness of the combined effect</p> <p>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</p> <p>maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect; suggest ways in which the piece can be improved and developed; help others to develop their ideas</p> <p>Exploring melody and scales:</p> <p>compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence</p> <p>compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help</p> <p>select the notes of a pentatonic scale and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song</p>	<p>sounds with movement and narrative</p> <p>recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words</p> <p>work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds</p>	
SMSC				
<p><i>To promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique</i></p> <p><i>To appreciate the use of sound and silence</i></p>				



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	<p><i>To experience joy, satisfaction, creativity, use of imagination in creating and performing music</i></p> <p><i>To appreciate the power of music to take them beyond the commonplace</i></p> <p><i>To appreciate the way that a person's spirit can be expressed in writing and performing music</i></p> <p><i>To appreciate the way people use music, eg. In religious worship or to relax;</i></p> <p><i>To experience the physical and emotional dimensions of music; learn about and from the lives of musicians</i></p> <p><i>Encourage the children to work cooperatively through collaboration and composition.</i></p> <p><i>To combine sounds to sing in unison.</i></p> <p><i>To listen to music from a wide variety of cultures</i></p>			
D&T	<p>STEM: Mechanical systems- levers and linkages Trebuchet</p> <p><i>Apply understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Understand and use mechanical systems in their products [for example, gears, pulleys, cams]</i></p> <p>SHEET MATERIAL</p> <ul style="list-style-type: none"> • Cut internal shapes • Use and explore complex pop ups • Create nets • Prototype frame and shell structures • Use glue gun and saws with close supervision 	<p>Food- Healthy and varied diet. South African healthy meal.</p> <p>STEM: Design a fan to keep cool</p> <p><i>Understand and apply the principles of a healthy and varied diet</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes</i></p> <ul style="list-style-type: none"> • Analyse taste, texture, smell and appearance of a range of foods • Make healthy eating choices understanding a balanced diet • Join and combine a range of ingredients e.g. snack foods • Measure and weigh ingredients accurately • Work safely and hygienically 	<p>Electrical systems- sockets and switches.</p> <p>Make a star box/ night light.</p> <p>CONSTRUCTION</p> <ul style="list-style-type: none"> • Incorporate a circuit with a bulb or buzzer into a model • Prototype frame and shell structures • Use glue gun with close supervision 	<p>STEM: Treehouses</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys] SHEET MATERIAL</p> <ul style="list-style-type: none"> • Cut internal shapes • Use and explore complex pop ups • Create nets <p>CONSTRUCTION • Incorporate a circuit with a bulb or buzzer into a model • Prototype frame and shell structures • Use glue gun with close supervision</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. Record final products and evaluations on seesaw in line with the policy.</p>
	<p>SMSC</p> <p><i>To appreciate variety, beauty, ingenuity, achievement, magnificence, and simplicity in design</i></p> <p><i>recognise my own creativity and that of others</i></p>			



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<p><i>design with the needs of others in mind treat the ideas and finished products of others with respect develop the skill of co-operation in designing, planning and making</i></p>						
Computing	We are software developers	We are toy designers	We are musicians	We are HTML editors	We are meteorologists	We are co-authors
<p>SMSC <i>To experience awe at the potential of technology and the empowerment possible through the range of software and hardware available; To develop responsible use of ICT. To evaluate the uses of computer for both good and evil eg violent games, pornography, chat rooms, attitudes to the environment To reflect on the quality of information on the internet and how it can either isolate people or bring them together; To consider the impact, good and bad, of ICT on society To discuss how information arises out of a cultural context eg how the presentation of a site on the World Wide Web reflects the culture of its creators</i></p>						
PSHEE	JIGSAW Being me in my world	JIGSAW Celebrating Differences	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
<p>SMSC <i>Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual background. Children can learn right and wrong during anti bullying week (Nov) Children will learn behaviour that is morally right and appropriate Children will understand to respect other children's feelings and opinions and family morals Children will learn to strive for the best and reach their full potential in the unit, 'Dreams and Goals' Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community. Children will learn how to respect people's opinions and take turns during circle time. Children will learn about positive and negative social interactions during topics such as, 'Relationships'. Children will be encouraged to respond and recognise social similarities and differences. Pupils will learn how to resolve tensions and disagreements. Children may learn that some children are different to them and have different values and morals due to a different cultural background. Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.</i></p>						
PE	Quicksticks / Real PE (See separate planning)	Netball / Gymnastics	Football /African Dance	Tag Rugby / Real PE	Kwik Cricket / Real PE	Athletics / self-defence
<p>SMSC <i>To reflect on feelings associated with an outdoor pursuit or adventurous activity;</i></p>						



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<p><i>To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To gain a sense of achievement To develop positive attitudes towards themselves To developing a healthy body and a healthy mind To share in activities/team work developing a sense of belonging To learn to respect and abide by the rules of the game and reflect on questions of fair play; To develop social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work To learn to take responsibility eg as team leader/coach</i></p>						
RE	Christianity Gospel What kind of world did Jesus want? UC 2a.4 (See separate planning)	Christianity Incarnation/God What is the trinity? UC 2a.3 (Digging deeper)	Sikhism/Inspirational people How does the teaching of the Gurus move Sikhs from dark to light?	Christianity CC Salvation (lent) Why do Christians call the day Jesus dies 'Good Friday'? UC 2a.5 (Digging Deeper)	Sikhism /Encountering How do Sikhs put their beliefs about equality into practice?	Christianity Kingdom of God When Jesus left, what was the impact of Pentecost? UC 2a.6
<p>SMSC</p> <p><i>To explore the insights, beliefs and teaching of faith traditions To explore beliefs and values, through stories, celebrations, rituals and practices To reflect on what they learn about religions To develop their own beliefs and values To become aware of things other than the material and physical To investigate examples set by characters in religious stories To explore Britain as a multi-faith, multi-cultural society</i></p>						
MFL	Parts of the body Describing yourself Revision of colours Using adjectives	Zoo animals Developing descriptions Using il/elle Christmas <i>Mrs Boddison to teach Italian as part of Rotten Romans topic</i>	Family Using possessive adjectives <i>Skype South African school</i>	Hobbies Saying what you like/don't like Easter	Weather Numbers to 40	Clothes Holiday The beach
<p>SMSC</p> <p><i>Promoting racial, religious and other forms of equality Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.</i></p>						



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<i>Presenting authentic accounts of the attitudes and traditions of diverse cultures - guests from other cultures, volunteers with experience.</i>				