Year 4 Curriculum Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to live in an ever changing world	**Values**	Be ready, be safe, be respectful	Respect	Perseverance	Responsibility	Enjoyment	Independence
	Wider experiences	Adventure to Narnia	Gangster Granny Robbery of Y4!	Brilliant Bristol Day (in class)	Roman Day	Trip to Roman Fortress	Trip to the wood
	PSHE *(Jigsaw and Forest School)*	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic and cross-curricular inks	**Topic**	Where in the Wold are we? (Geography)	The Wonders of London! (Geography)	Brilliant Bristol! (Geography/History	What did the Romans do for Us? (History)	What did the Romans do for Us? (History)	How's *your* habitat? (Habitats- Science)
	Key Texts	Lion, Witch & Wardrobe	Gangster Granny	Goram and Ghyston- the Bristol Giants	The Captive Celt	Escape to Pompeii	Shackleton's Journey/Animals of farthing Wood
	Writing Outcomes	• Diary Entry • Non-chronological Report	• Narrative • Newspaper Report • Poetry (spoken word)	• Narrative • Non-chronological (giants and the geography of Bristol)	• Narrative • Eyewitness report	• Instructions • Survival guide	• Letter • Argument (Habitats/ environmental)

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	Cross-curricular English	Analysing a piece of art by Andy Warhol. Scientific explanations linked to sound.	-Diary entry about a trip to London to plan a robbery -Comparing a village to a city. Letter to Mayor of London. Information page based on one of the landmarks of London.	Persuasion text (should we ban slavery? Past point of view)	Letter from a Roman soldier and Celtic warrior Newspaper article about the invasion of Britain (Roman and Celtic point of view)		Argument Leaflet/ persuasion Factfile Presentation
	Mathematics	Place Value Addition & Subtraction	Length & Perimeter Multiplication & Division	Multiplication & Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Properties of Shape Position and Direction
	Cross-curricular Maths	Ordering EU Countries' Populations	Ordering the number of visitors to landmarks of London.	Graphs from surveys	Rounding dates in time to the nearest century.	Area of a city	Statistics- declining numbers of animal groups (changing environments)
STEM	Science	**Sound as Vibrations** • Can they describe a range of sounds and explain how they are made? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they describe and explain how a sound travels from a source to our ears • Can they explain what happens to	**Electricity Circuits & Conductors** • Can they explain how electricity is useful to us? • Can they construct a simple circuit? • Can they explain what a conductor is and test materials for conductivity. • Can they explain closed and open circuits? • Can they construct a circuit with a switch?	**The Water Cycle** • Can they explain the part that evaporation and condensation has in the water cycle?	**States of Matter** • Can they compare and group materials based on their states of matter, ie, liquid, solid or gas? • Can they explain what happens to materials when they are heated or cooled? • Can they measure the temperature at which different materials change state? • Can they use measurements to	**Animals** (Including humans) • Can they identify and name the basic parts of the human digestive system? • Can they describe the function of the organs of the human digestive system? • Can they identify the simple function of different types of human teeth? • Can they compare the teeth of herbivores and carnivores?	**All Living Things** • Can they use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Can they name and group a variety of living things based

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		sound as it travels away from its source? • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds	• Can they recognise some common conductors and insulators?		explain changes to the state of water?	• Can they explain what a simple food chain shows?	on feeding patterns? (producer, consumer, predator, prey, herbivore ,carnivore ,omnivore). • Do they recognise that environments can change and this can sometimes pose a danger to living things?
	Computing	• **E-Safety**	• **Digimaps Communication** • Do they appreciate the benefits of ICT to send messages and to communicate? • Can they use the automatic spell checker to edit spellings?	**Using the internet** • Can they use a search engine to find a specific website? • Can they use note-taking skills to decide which text to copy and paste into a document? • Can they use tabbed browsing to open two or more web pages at the same time? • Can they open a link to a new window? • Can they open a document (pdf) and view it? • Can they combine graphics and text based on their research?	**Databases** • Can they input data into a prepared database? • Can they sort and search a database to answer simple questions? • Do they recognise what a spread sheet is? • Can they use the terms cells, rows and columns? • Can they enter data, highlight it and make bar charts?	**Photos** • Can they download images from the camera into files on the computer? • Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? • Can they insert sound recordings into a multimedia presentation?	**Algorithms and Programs** • Can they use repeat instructions to draw regular shapes on screen, using commands? • Can they experiment with variables to control models? • Can they make turns specifying the degrees? • Can they give an on-screen robot specific directional instructions that takes them from x to y? • Can they make accurate predictions about the outcome of a

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							program they have written?
Humanities	History	• NA	• Research into brief history of key landmarks of London.	**Local history** • Can they give more than one reason to support an historical argument? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? •	**Romans** • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument?	**Romans** • Can they explain how events from the past has helped shape our lives? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours	• NA

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	Geography	**Where in the World are we?** • Can they find the same place on a globe and in an atlas? • Can they use appropriate symbols to represent different physical features on a map? • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of main islands that surround the UK?	**The Wonders of London!** • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they suggest different ways that a locality could be	**Rivers** • Main rivers in UK. • Why cities were built near rivers. • How rivers link to the water cycle. • Water Cycle			• Physical Geography use fieldwork to observe, measure, record and present the human and physical features in the local area

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			changed and improved?				
	MFL (Spanish)	• Can they use a bilingual dictionary or glossary to look up new words? • Do they understand instructions, messages and dialogues within short passages? • Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response?	• Can they write 2-3 short sentences on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? •				
	RE Theme (Discovery RE)	• Jewish Peoples relationship with God	• Christian Symbols	• How Jews show respect to God	• Christianity and Forgiveness	• How Jews show commitment to God	• Special Places for Christians
Sport		• Swimming	• Swimming	• Swimming	• Swimming	•	•
	PE Session 1	**Invasion games** Move around finding space individually Throw and catch with a partner/team Show sporting values whilst playing competitively	**Invasion games** Move around finding space individually Throw and catch with a partner/team Show sporting values whilst playing competitively	**Invasion games** Move around finding space individually Throw and catch with a partner/team Show sporting values whilst playing competitively	**Striking and Fielding** Decision making skills for success, appropriate throwing and catching technique used. Correct body position to pick up a moving ball	**Athletics** Show lane discipline when running Show developed understanding of pace Demonstrate coordination on both	**Striking and Fielding** Decision making skills for success, appropriate throwing and catching technique used. Correct body position to pick up a moving ball

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		Develop understanding of ABC's within sport Develop awareness of safety to include feedback to others	Develop understanding of ABC's within sport Develop awareness of safety to include feedback to others	Develop understanding of ABC's within sport Develop awareness of safety to include feedback to others	and to fluidly change into a strong throwing position. Good understanding of running when hitting a ball over a distance Understand as a bowler how accuracy can play a key role in the game.	jumping events and throwing	and to fluidly change into a strong throwing position. Good understanding of running when hitting a ball over a distance Understand as a bowler how accuracy can play a key role in the game.
	PE Session 2	**Gymnastics** Can demo different rolls safely with clear entrance and exit Show push, pull and different solo balances Be able to analyse a peer's sequence and describe the changes Demonstrate and explain safety with regards to jumping and landing Travel creatively across apparatus Can begin to transfer gymnastics actions onto different apparatus Can create their own sequence	**Net games** Play a range of shots with growing accuracy Work as a team in competitive adapted games Begin to understand why you use certain techniques/ shots at certain times during games/matches	**Gymnastics** Can demo different rolls safely with clear entrance and exit Show push, pull and different solo balances Be able to analyse a peer's sequence and describe the changes Demonstrate and explain safety with regards to jumping and landing Travel creatively across apparatus Can begin to transfer gymnastics actions onto different apparatus Can create their own sequence	**Dance** Be able to perform canon and unison confidently within a small group. Have a greater knowledge of a social/cultural background of a traditional social	**Net games** Play a range of shots with growing accuracy Work as a team in competitive adapted games Begin to understand why you use certain techniques/ shots at certain times during games/matches	**Invasion games** Move around finding space individually Throw and catch with a partner/team Show sporting values whilst playing competitively Develop understanding of ABC's within sport Develop awareness of safety to include feedback to others
Arts	Music	• Sing and play on musical instruments confidently in tune and with control.	• Improvise / compose using	• To repeat one/ two bar phrases either clapped or sung	• Using mnemonics to help name the	• Brass Military Band • Classical- Star Wars/ Chopin	• Identify RnB and Classical on the timeline

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			recorder/glock on notes B A G		notes on treble clef. • Recognise- semi-breve and crotchet rest	• RnB	
	Art	• **Printing** – four colours • Andy Warhol • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials • Can they print onto different materials?	• **Painting** • Landscapes of London. • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? • 3d/Textiles – sewing • Can they use early textile and sewing skills as part of a project?	**Wallace & Gromit/ Banksy** • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? •	**Roman Mosaic** • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities?	**Roman Pots** • Can they begin to sculpt clay and other mouldable materials?	**Drawing** • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas?
	DT	• NA	**Christmas Cards** • Electrical& mechanical components	**Making Bridges/Tower** Can they undertake evaluation of past	**Easter Biscuits** Do they know what to do to be hygienic and safe?	**Making an aqueduct** • Can they come up with at least one idea about how to	

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				and present design and technology? • Can they develop a critical understanding of its impact on daily life and the wider world? • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • How have they attempted to make their product strong?	• Have they thought what they can do to present their product in an interesting way?	create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design?	