

## Year 4 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<b>States of matter</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<b>Animals including animals</b> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conduct</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear.</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
<b>History</b>	<b>Anglo Saxons and Scots</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>This is an epic Learning Module with a focus on chronology, causation and relationships.</li> <li>Pupils will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time</li> </ul>		<b>Vikings</b> <ul style="list-style-type: none"> <li>Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy</li> <li>Power struggle between Viking and Anglo-Saxon armies</li> <li>Struggle between Alfred the Great and King Guthrum</li> <li>Establishment of Danelaw</li> <li>Significant actions and consequences between English and Viking kings: Ethelred The Unready – King Sweyn – King Canute</li> <li>Establishment of monarchy through a single ruler – Viking or Anglo-Saxon</li> <li>Consequences of Edward the Confessor's lack of an heir and legacy of his father's connections with Normandy</li> </ul>		<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> <li>Children will learn about the Old, Middle and New Kingdoms including: pharaohs, buildings, communication and inventions.</li> </ul>	
<b>Geography</b>		<b>Rivers</b> <ul style="list-style-type: none"> <li>Children will learn about the key features of a river. Including the upper, middle and lower courses and how they are formed.</li> <li>Study of local rivers surrounding Tamworth.</li> </ul>	<b>Longitude and Latitude Locational knowledge</b> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<b>Water Cycle</b> <ul style="list-style-type: none"> <li>Children will learn the process of the water cycle and how it works.</li> <li>They will understand what affects an influences the water cycle.</li> </ul>		<b>Russia, Europe and South America Locational knowledge</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Art</b>	<b>Access Art – Storytelling through drawing</b> <ul style="list-style-type: none"> <li>That we can tell stories through drawing.</li> <li>That we can use text within our drawings to add meaning.</li> <li>That we can sequence drawings to help viewers respond to our story.</li> <li>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ul>	<b>Access Art - Exploring Pattern</b> <ul style="list-style-type: none"> <li>That the act of making drawings can be mindful.</li> <li>That we can use line, shape and colour to create patterns.</li> <li>That we can use folding, cutting and collage to help us create pattern.</li> <li>That we can create repeated patterns to apply to a range of products or outcomes.</li> </ul>	<b>Access Art - Art of Display</b> <ul style="list-style-type: none"> <li>That artists think carefully not just about what they make, but also how they present what they make.</li> <li>That when we view sculpture (or other art), the context (way it is presented) affects how we react to it.</li> <li>That how something will be seen can help us shape what is made.</li> <li>That we can give thought to how we display the art we make, to help us understand how people will view our work.</li> </ul>	<b>Access Art - Still Life</b> <ul style="list-style-type: none"> <li>That when artists make work in response to static objects around them it is called still life.</li> <li>That still life has been a genre for many hundreds of years, and is it still relevant today.</li> <li>That when artists work with still life, they bring their own comments and meaning to the objects they portray.</li> <li>That we can make a still life creative response in many media: drawing, painting, collage, relief...</li> <li>That we can use line, shape, colour, texture, and form to help us give meaning</li> </ul>	<b>Access Art – Sculpture, structure, inventiveness and determination</b> <ul style="list-style-type: none"> <li>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.</li> <li>That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.</li> <li>That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.</li> </ul>	<b>Access Art - Festival Feasts</b> <ul style="list-style-type: none"> <li>That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.</li> <li>That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.</li> <li>That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</li> <li>That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</li> </ul>

				to our work, and explore composition, foreground, background, and negative space.	<ul style="list-style-type: none"> <li>• That we can express our personality through the art we make.</li> <li>• That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</li> <li>• That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</li> </ul>	
D&T	<b>Food &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• Exploring nutrition</li> <li>• Explicit teaching of culinary skills and techniques</li> <li>• Exploring bread making</li> <li>• Understand Processed foods have many added ingredients</li> </ul>	<b>Mechanisms</b> <ul style="list-style-type: none"> <li>• Types of hinges and the related terminology</li> <li>• Common uses for hinges</li> <li>• Make a variety of model hinges</li> <li>• Make and evaluate hinged products using modelling materials</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• Fastenings have different functions A shank provides a small amount of space between the button and fabric</li> <li>• Select appropriate fastenings and attach them to fabric</li> <li>• Make a shank for a button</li> </ul>	<b>Structures</b> <ul style="list-style-type: none"> <li>• Triangles provide stability in a structure</li> <li>• Structural engineers work with architects to ensure structures withstand forces</li> <li>• Make triangles to form and join trusses</li> <li>• Identify the forces that affect structures</li> </ul>	<b>Electrical systems</b> <ul style="list-style-type: none"> <li>• A switch is an interruption in a circuit</li> <li>• Switches are widely used in a range of products</li> <li>• Incorporate different types of switches into circuits to perform a function</li> </ul>	<b>Food &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• That cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food</li> <li>• Peel, grate and chop vegetables to make economical, tasty and healthy food</li> </ul>
Computing	Multimedia Core 'My comic book'  TT Rockstars  <b>*E-Safety</b> - I am kind and responsible	Handling Data Core 'Investigating my sound'  TT Rockstars  <b>*E-Safety</b> - I am kind and responsible	Check my facts  TT Rockstars  <b>*E-Safety</b> - I am safe	'Knowing my times tables with Kodu'  TT Rockstars  <b>*E-Safety</b> - I am safe	Coding – <b>Purple Mash</b>  TT Rockstars  <b>*E-Safety</b> - I am healthy	Making Music – <b>Purple Mash</b>  TT Rockstars  <b>*E-Safety</b> - I am healthy
Music	<b>Ukulele lessons</b> Weekly lessons, with a specialised teacher. Children will learn chords, read music and tabs. Gain a knowledge of the instrument, how it works and is played and the key features.					
PE	<b>Hockey</b> <ul style="list-style-type: none"> <li>• To use a push pass accurately.</li> <li>• To get in a low position when dribbling and/or passing.</li> <li>• To dribble a ball whilst changing direction.</li> <li>• To use a slap pass.</li> <li>• To collaborate with others in team games and employ simple tactics in games.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• To travel with purpose with others.</li> <li>• To perform weight bearing balances.</li> <li>• To perform elements with control and rhythm.</li> <li>• To create longer sequences of movements, shapes, balances, and rolls.</li> <li>• To work with others mirroring and cannoning.</li> <li>• To jump from height.</li> </ul>	<b>Dance/Fitness</b> <ul style="list-style-type: none"> <li>• To move using a range of patterns.</li> <li>• To link movement patterns together showing consistency.</li> <li>• Work on your own, with a partner and in a group.</li> <li>• Create, practise, and perform more complex dances.</li> <li>• To experiment with speed, tension and continuity.</li> <li>• To perform actions with clarity of movement.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>• To pass/ send a ball with increasing accuracy and appropriate pace.</li> <li>• To choose the right pass for the situation.</li> <li>• To demonstrate a correct bounce pass.</li> <li>• To find and use space well to keep possession.</li> <li>• To know simple tactics to help achieve success.</li> <li>• Play in small sided games, employing simple tactics.</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• To pass and catch on the move.</li> <li>• To keep in a horizontal line with others when running.</li> <li>• To pass the ball backwards.</li> <li>• To apply simple attacking tactics. To apply simple defending tactics. To play games against others working as a team.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• To throw an object using both a pushing and pulling technique</li> <li>• To combine different types of jumping</li> <li>• To run for distance</li> <li>• To run in races of varied distances To take part in athletic events</li> <li>• To perform competitively with other</li> </ul>
Spanish	<b>Phonics and Pronunciation</b> Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.	<b>Fruit</b> In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.	<b>I know how</b> In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	<b>Vegetables</b> In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	<b>Presenting myself</b> By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	<b>The Classroom</b> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.
RE	<b>Buddhism</b> <ul style="list-style-type: none"> <li>• Identify where India is on a map.</li> <li>• Know that Siddhartha Gautama was the Buddha.</li> <li>• Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours.</li> <li>• Identify and paint how a Buddhist temple looks from the outside.</li> <li>• Make a Wesak lantern.</li> <li>• Use images and descriptions to explain the Tipitaka.</li> </ul>	<b>People of Faith</b> <ul style="list-style-type: none"> <li>• identify what beliefs are and name some of their own;</li> <li>• link their own beliefs to their and other people's actions;</li> <li>• identify challenges that others have faced.</li> </ul>	<b>Christianity</b> <ul style="list-style-type: none"> <li>• represent Jesus in an image;</li> <li>• create a freeze frame of one of the ten commandments;</li> <li>• match a picture of a Christian special place to its name;</li> <li>• explain what happened when Jesus was in the desert and how this is marked by Christians</li> <li>• locate Bible verses after being given the book name and chapter to find them in;</li> <li>• design a Christian symbol.</li> </ul>	<b>Food and Fasting</b> <ul style="list-style-type: none"> <li>• give examples of how food is used in their own life;</li> <li>• talk about food used for different purposes, such as celebration or remembrance;</li> <li>• discuss the role of food in different religions and communities;</li> <li>• identify foods that would be kosher or not kosher;</li> <li>• explain what kosher means and how it applies to different foods;</li> </ul>	<b>Pilgrimage</b> <ul style="list-style-type: none"> <li>• Describe the significance of places of pilgrimage and explain the importance of religious pilgrimage sites.</li> <li>• Explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</li> </ul>	<b>The Bible</b> <ul style="list-style-type: none"> <li>• ask questions about whether an item is sacred or not;</li> <li>• know that the Bible is sacred to Christians;</li> <li>• know that the Old Testament is different to the New Testament and begin to explain why;</li> <li>• name at least one Bible author and share some facts about them;</li> <li>• discuss the different text types in the Bible;</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise key Buddhist symbols</li> </ul>			<ul style="list-style-type: none"> <li>discuss why Jewish believers follow the laws of kosher;</li> <li>understand how following food rules can be a spiritual act for a religious believer;</li> <li>know what Lent is and recall key facts about it;</li> </ul>		<ul style="list-style-type: none"> <li>know what a Psalm and Proverb is in the Bible;</li> <li>explain what a parable is and why Jesus told them;</li> <li>consider how Christians study the Bible and why.</li> </ul>
PSHE	<p><b>VIP's</b></p> <ul style="list-style-type: none"> <li>discuss how our attitudes impact new friendships being made;</li> <li>create a plan for being an anonymous friend over the course of a week;</li> <li>reflect on the different characters in the dares story and discuss the different outcomes for each character;</li> <li>work together to create a role play about positive resolution techniques;</li> <li>Discuss ideas to help someone who is being bullied.</li> </ul>	<p><b>Safety First</b></p> <ul style="list-style-type: none"> <li>appreciate what being responsible means and name some of their responsibilities;</li> <li>give examples of a range of risky or dangerous situations;</li> <li>appreciate that doing something risky may lead to danger;</li> <li>describe where pressure to do things can come from; identify people who can help us in an emergency;</li> <li>identify safety precautions that can be taken on and</li> <li>near roads;</li> <li>explain some of the ways in which drugs, cigarettes and alcohol affect the human body;</li> <li>know how to use mobile devices and the Internet responsibly;</li> <li>understand why certain information should never be shared online;</li> <li>identify behaviour that constitutes cyberbullying.</li> </ul>	<p><b>One World</b></p> <ul style="list-style-type: none"> <li>Give reasons for similarities and differences in people lives.</li> <li>Detail of they think something is fair or not</li> <li>Recognise how their actions impact people ion a different country.</li> <li>Discuss climate change and its effects</li> <li>Explain how organisations help people in need.</li> </ul>	<p><b>Respecting Rights</b></p> <ul style="list-style-type: none"> <li>explain what makes human rights universal;</li> <li>understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;</li> <li>explain what democracy is and how this relates to rules and human rights;</li> <li>know that human rights are not dependent on responsibilities;</li> <li>explain what it means to respect the rights of others</li> <li>and understand why this is important;</li> <li>understand how stereotypes can inhibit people's human rights being met.</li> </ul>	<p><b>Digital Well Being</b></p> <ul style="list-style-type: none"> <li>recognise why it is important to balance time online and offline for wellbeing;</li> <li>empathise with a cyberbullying victim; respond appropriately to different online scenarios;</li> <li>recognise the role they play in sharing information responsibly online;</li> <li>understand the consequences of sharing certain information, images and videos online;</li> <li>explain the potential negative impact from sharing things online.</li> </ul>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>Discuss where money comes from</li> <li>Understand why people go to work</li> <li>Discuss payment sources we can use to spend money</li> <li>Consider why and how people might get into debt</li> <li>Explain the difference between want and need</li> <li>Explain ways we can keep track of what we spend.</li> </ul>
Visits & Visitors	Theatre trip (Pantomime in Birmingham).		Think Tank – Links with Science and Geography			