

Christ the Sower Ecumenical Primary School

Year 4 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>To entertain</u> Character description</p> <p><u>To inform</u> Diary Entries <i>The Time Travelling cat and the Roman Eagle by Julia Jarman</i></p>	<p><u>To entertain</u> Narrative – descriptive writing <i>The Lion the Witch and the Wardrobe by CS Lewis</i></p>	<p><u>To inform</u> Non-chronological report <i>Starfell: Willow Moss and the Lost Day by Dominique Valente</i></p>	<p><u>To entertain</u> Narrative <i>Bill's New Frock by Anne Fine</i></p>	<p><u>To persuade</u> Speech/ news report <i>The Boy at the Back of the Class by Onjali Q. Rauf</i></p>	<p><u>To entertain</u> Narrative extract <i>The Great Chocoplot by Chris Callaghan</i></p> <p><u>To entertain</u> Poetry <i>Whole School Creative Arts Fortnight</i></p>
Maths	<ul style="list-style-type: none"> Place Value Addition and Subtraction Perimeter Area 		<ul style="list-style-type: none"> Multiplication and Division Fractions Decimals 		<ul style="list-style-type: none"> Decimals Money Time Shape Statistics Position and Direction 	
Science	<p>Animals including humans(mouths)</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey Describe the simple functions of the digestive system Identify the different types of teeth in humans 	<p>Electricity</p> <ul style="list-style-type: none"> Construct a simple series electrical circuit. Identify common appliances that run on electricity. Construct a simple series electrical circuit, Identify whether or not a lamp will light in a simple circuit, Recognise that a switch opens and closes a circuit Recognise conductors and insulators, 	<p>States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<p>Living things and habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys environment Recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, Recognise that vibrations from sounds travel to the ear Find patterns between the pitch of a sound and the object Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the sound source increases

RE	<p>Do Murtis help Hindus understand God? Learning Objective: to explore how Hindus express their beliefs through images of deities and symbols Key Concepts: God; Brahman; Trimurti; Murtis; Avatars Syllabus Questions</p> <ul style="list-style-type: none"> • Can the arts help communicate beliefs? • Is religion the most important inspiration in life? 	<p>Should Christians worship Mary? Learning Objective: to explore the role of Mary in Christian life and in the Christmas story in particular Key Concepts: God; Virgin Mary; Christ; Icon Syllabus Questions</p> <ul style="list-style-type: none"> • Does participating in worship help people feel closer to God or their faith community? • Can the arts help communicate religious beliefs? 	<p>Is a holy journey necessary for believers? Learning Objective: to explore the holy journeys made by believers Key Concepts: Hindu; Christianity; Pilgrimage; Worship Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Is religion the most important influence and inspiration is everyone's life? • Does participating in worship help people feel closer to God or their faith community? 	<p>Should believers give things up? Learning Objective: to explore Lent Key Concepts: Christianity; Lent; Giving things up Syllabus Questions</p> <ul style="list-style-type: none"> • Is religion the most important influence and inspiration is everyone's life? • Do religious people lead better lives? 	<p>Did Jesus really do miracles? Learning Objective: to explore at least two miracles of Jesus and evaluate them Key Concepts: Miracles Syllabus Questions</p> <ul style="list-style-type: none"> • Do sacred texts have to be true to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life? 	<p>Does prayer change things? Learning Objective: to explore the reasons why believers pray and what they believe the results are Key Concepts: Prayer (sin/salvation/miracle) Syllabus Questions</p> <ul style="list-style-type: none"> • Do religious people lead better lives? • Is it possible to hold religious beliefs without trying to make the world a better place?
Computing	<p>Online Safety Media Balance and Well-being Computing Data and Information: Branching Databases</p>		<p>Online Safety Digital Footprint and Identity Relationships and Communication Computing Creating Media: Photo Editing</p>		<p>Online Safety Cyberbullying, Digital Drama and Hate Speech News and Media and Literacy Computing Programming – Repetition in Shapes and Games</p>	
History	<p>Romans</p> <ul style="list-style-type: none"> - Place the Romans on a timeline - Know at least 3 things that the Romans did for our country - Know why the Romans needed to build forts in this country - Know that Rome was a very important place, and many decisions were made there - Know about the lives of at least 2 famous Romans - What was Roman life like? /What was it like being a Roman child? Compare and discuss similarities and differences to then and now. 		<p>Codebreakers</p> <ul style="list-style-type: none"> - To plot key events in our life time in MK. Plotted onto a timeline. - Find out about the key role Bletchley Park had in winning the war - Discover how mathematicians invented a computer to crack German enigma machine - To understand the significant impact codebreakers had on the war - Consider the outcome of the war if codebreakers had not been successful 		<p>Invaders and Settlers Spread over 2 terms, History and Geography lessons fluid throughout</p> <p><u>History coverage</u></p> <ul style="list-style-type: none"> - To know when Anglo Saxons/Vikings and Scots were in Britain - To understand the conflict between Anglo Saxons and Vikings. - Use evidence to reconstruct life in time studied. - To use a timeline to show when Viking raids - Edward the Confessor - To understand the Anglo Saxons laws put in place 	

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Italy

- Identify Italy on a map of Europe and identify the main cities of Italy
- To describe the food in Italy and how it is different and similar to the UK
- Identify the importance of tourism to Italy and the impact on the community
- Identify the main industries and jobs in Italy, including exports and how this supports trades and community
- To explore Italian culture, through festivals and events/traditional days

When Disaster Strikes

- Explore how and why natural disasters occur and the impact these have on the environment.
- Describe and understand the key features of earthquakes and plate tectonics
- Describe and understand the key features of mountains and volcanoes
- Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps
- Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis
- **A study into one of the following**
 - ✓ Pompeii eruption /Mount Vesuvius – links back to Roman Britain and the impact this had
 - ✓ Thailand 2005 Tsunami
 - ✓ San Francisco earthquake of 1989
 - ✓ First explorers to climb Mt Everest

Geography Coverage

- To know where different tribes originated from
- To identify mountains in Scandinavian countries
- To know how mountains are formed
- To understand farming life of Anglo Saxons
- To understand how place names impacted the names we have today
- To understand how settlement types differed between tribes

Light and shade (2022 only)

- Make informed choices in drawing inc. paper and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.

Storytelling Through Drawing (from September 2023)

Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing

Exploring Still Life (from 2023)

- To explore the work of contemporary and more traditional artists who work within the still life genre.
- To feel able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- To use my sketchbook to make visual notes, record and reflect.
- To draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- To present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

Sculpture, Structure, Inventiveness & Determination (from 2023)

- To know how we can learn about ourselves through art.
- To feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.
- To feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.
- To use a variety of drawing materials to make experimental drawings based upon observation.
- To construct with a variety of materials to make a sculpture.
- To see my personality in what I have made.
- To talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.
- To appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.
- To take photographs of my work thinking about presentation, focus and lighting

DT cooking unit: A Roman platter

- Explain how to be safe/hygienic
- Understand ingredients can be fresh, pre-cooked or processed
- Explain importance of food and drink for active, healthy bodies
- Prepare and cook some dishes safely and hygienically
- Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- To use research for design ideas
- Select suitable tools and equipment, explain choices in relation to required techniques and use accurately
- Refer to design criteria while designing and making

DT: Creating a woven piece.

- Think about user when choosing textiles
- Begin to devise a template
- Explain how to join things in a different way
- Understand that a simple fabric shape can be used to make a 3D textiles project
- Show design meets a range of requirements and is fit for purpose
- Measure, mark out, cut and shape materials/components with some accuracy
- Assemble, join and combine materials and components with some accuracy
- Apply a range of finishing techniques with some accuracy
- Use criteria to evaluate product
- Begin to explain how I could improve original design

DT: Designing and making a musical instrument.

- Measure carefully to avoid mistakes
- Attempt to make product strong
- Continue working on product even if original didn't work
- Make a strong, stiff structure
- Include an annotated sketch
- Make and explain design decisions considering availability of resources
- Explain how product will work
- Make a prototype
- Measure, mark out, cut and shape materials/components with some accuracy
- Assemble, join and combine materials and components with some accuracy
- Use criteria to evaluate product
- Begin to explain how I could improve original design

On the way to school/ On our travels	La Météo	Pocket Money: Likes and dislikes	Animal Habitats	Our sporting lives
<p>Introduce vocabulary and practise these</p> <p>Write a sentence/draw pictures to introduce how you travel to school <i>Comment va-tu à l'école?</i> Reply with <i>Je vais à l'école en...</i></p> <p>Write own version of song on going to school using compass directions.</p> <p>Introduce vocabulary for Francophone countries and practice these.</p> <p>Know and label world map to show Francophone countries</p> <p>Colour Francophone flags</p> <p>Build and read a range of sentences starting with <i>Je vais aller en___ en___</i> to show how you could travel to a Francophone country.</p>	<p>Match the correct card to weather type.</p> <p>Play song and sing to practise weather vocab</p> <p>To ask and answer questions about the weather. Match weather type to sentence Describe weather using picture clue</p> <p>Say what the weather is like in different places using a map of France or key location in England</p>	<p>Recap numbers 0-39</p> <p>Listen to story of grandma making a present for her grandchildren.</p> <p>Practise new vocabulary.</p> <p>Use story sentences to retell the story, including colours and days of the week.</p> <p>Practise writing and reading dates.</p> <p>Give opinions on toys that you like/don't like. Ask and answer questions. Sing song to reinforce vocabulary.</p> <p>Ask and answer the price of toys using <i>c'est combien?</i></p> <p>Create an advert for a toy, giving reasons.</p>	<p>Listen to the story of Les quatre amis (the four friends).</p> <p>Introduce names of animals with flashcards</p> <p>Compare French and English animal sounds</p> <p>Match animals to their habitat</p> <p>Understand and say a few adjectives.</p> <p>Understand the agreement of simple nouns and adjectives.</p> <p>Build sentences to describe each animal in their habitat.</p>	<p>Recap 'Head, shoulder, knees and toes' song to warm up.</p> <p>Model actions for sports and say phrases.</p> <p>Match flashcards to written word</p> <p>Complete diary of weekly activities</p> <p>Carry out a survey to find out what others do on a weekly basis</p> <p>Introduce vocabulary for food and place in two categories: healthy/unhealthy</p> <p>Design a poster to promote types of exercises/ Design a poster to promote types of food to eat to stay healthy.</p>

Music	Glockenspiel 2 This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, the recorder. This unit builds on the previous unit, glockenspiel 1 (year 3)		Lean on Me This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.		Blackbird This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird. Year 4 Reflect, Rewind, Replay (Music Day)	
	<ul style="list-style-type: none"> • Fundamentals • Swimming 		<ul style="list-style-type: none"> • Gymnastics • Swimming 		<ul style="list-style-type: none"> • Dance • Hockey 	
PE	<ul style="list-style-type: none"> • Dodgeball • Football 		<ul style="list-style-type: none"> • OAA • Athletics 		<ul style="list-style-type: none"> • Tennis • Rounders 	
PSHE	Relationships		Living in the wider world		Health and Wellbeing	
	<ul style="list-style-type: none"> • Families and Friendships • Safe Relationships • Respecting ourselves and others 		<ul style="list-style-type: none"> • Belonging to a community • Media literacy and digital resilience • Money and work 		<ul style="list-style-type: none"> • Physical health and Mental wellbeing • Growing and changing • Keeping safe 	
Trips				Bletchley Park Caldecotte		Cadbury World

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