

# Curriculum Overview

## Year 4 2022-2023



|                 | Autumn   | Spring  | Summer  |
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| Topic Name      | Even the weather seemed to be celebrating  | I came, I saw, I conquered  | What would Dr Who do?   |
| Science         | Changes of State<br><br>Dangers to living things   | Human Nutrition<br>Grouping Living thing  | Sound<br><br>Electricity  |
| Computing       | 4.6 - We are meteorologists<br>4.4 - We are HTML editors   | 4.1 - We are software developers (invasion game)<br>4.2 - We are toy designers  | 4.3 - We are musicians (digital music for title sequence)<br>4.5 - We are co-authors  |
| Internet safety | 4.1 - We are Y4 rule writers<br>4.2 – We are standing up to peer pressure  | 4.3 - We are aware that our online content lasts forever<br>4.4 - We are online risk managers   | 4.5 - We are respectful of digital rights and responsibilities<br>4.6 - We are careful when talking to virtual friends  |
| History         | (Main skills covered in Spring and Summer term)<br>Folk law of telling the weather<br>How important predicting the weather was to those people.  | The Roman Empire and its impact on Britain.<br><br>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. <b>Can make comparisons and links to this with the Roman invasions of England.</b> | A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of <b>Mayan civilization c. AD 900</b><br><br>Dr Who travels back in time – research based on the above topic. |
| Geography       | Locate the 7 continents.<br>Locate the five oceans.<br>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles, using maps and atlases.<br>Use world maps, atlases, globes and | Locate the 7 continents.<br>Locate the five oceans.<br>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles, using maps and atlases.<br>Describe and compare the similarities and            | Identify hot and cold areas of the world in relation to the Equator and the North and South Poles, using maps and atlases.<br>Locate the countries of Europe, including Russia, using a map. Identify within these:<br>• environmental regions            |

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|            | <p>digital/computer mapping.<br/>Use the eight points of a compass.<br/>Understand and use four figure grid references.<br/>Understand and use symbols and keys.<br/><b>-Baseline the above 3 points for prior knowledge, as these aspects may need to be taught in more detail due to being covered in lock down in Year 3.</b><br/>Observe, measure, record and present human and physical features by creating sketch maps and plans.<br/>Name the eight compass points (North, North-East, East, South-East, South, South-West, West, North-West).</p> | <p>differences in human and physical geography of a <i>region of the UK and a region in a European country.</i><br/>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes, and the water cycle. – <b>Carried over from Year 3 due to missed learning, some covered briefly.</b></p>  | <ul style="list-style-type: none"> <li>• human and physical characteristics</li> <li>• major cities</li> </ul> <p>Describe and understand some key aspects of human geography:</p> <ul style="list-style-type: none"> <li>• types of settlement and land use</li> <li>• economic activity including trade links</li> </ul> <p>distribution of natural resources including energy, food, minerals and water<br/><i>Name the 7 continents</i><br/><i>Name the five oceans</i><br/><i>Describe what the Equator is</i></p> |
| <b>Art</b> | <p><b>Printing</b><br/><b>Skills:</b> Work safely in an organised way.<br/>Overlay 4 colours.<br/>Increased awareness of impressed and /applied detail in print making<br/>Print onto a variety of materials<br/><b>Knowledge:</b> To know how to make repeated patterns with precision<br/><b>Vocab:</b> Overlay, impress, applied detail<br/><b>Artist:</b> Katsushika Hokusai</p>   | <p><b>Drawing</b><br/><b>Skills:</b> Make intricate marks with attention to tone<br/>Make informed choices from media offered<br/>Develop vanishing point<br/>Show reflection<br/>Structure of face and body with more accuracy – movement<br/>Tonal infilling<br/>Mix a range of colours with coloured pencils<br/><b>Knowledge:</b> To know that tone means the lightness and darkness of something.<br/>To know how to use lines to create shades. A HB pencil can be used to make outlines and a 2B pencil can be used to make tones go from light to dark. To highlight across a dark tone, you can use a clean white rubber. When drawing and shading a firm grip is needed in the same way you hold a pen, but you can relax the grip when you need to make softer tones</p> | <p><b>Textiles</b><br/><b>Skills:</b> Weave a small hanging out of wool / found materials<br/>Draw with a needle and different coloured threads<br/>Use different methods of sewing to imitate texture.<br/>Sew buttons and sequins etc onto work as embellishments<br/>Use batik/ tie die as a basis for stitch embroidery<br/><b>Knowledge:</b>To know how to use stitching to create different textural effects.<br/><b>Vocab:</b> imitate, embellishment<br/><b>Artist:</b> Bridget Riley</p>                       |

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|              |   | <p>To know the position and proportions of facial features.</p> <p><u>To know how to experiment with different styles which artists have used</u></p> <p><u>To know how to express an opinion on the work of famous, notable artists and refer to techniques and effect</u></p> <p><b>Vocab:</b> vanishing point, reflection, media</p> <p><b>Artist:</b> Goya/Rembrandt/Cezanne/ Hans Holbein the Younger</p> |  |
| <b>DT</b>    | <p>Even The Weather Seemed To Be Celebrating</p> <p>Harry Potter (weather/magic)</p> <p>Design and make a wooden wand and fabric wand case.</p>   | <p>I Came, I Saw, I Conquered.</p> <p>Make a model of a Roman Ballista</p>   | <p>What Would Dr Who Do?</p> <p>Dr Who – based on the sonic screwdriver, design and make sonic gloves, sonic pens, sonic belts etc.</p>  |
| <b>Music</b> | <p>CHARANGA UNIT: MAMA MIA</p> <p>IMPROVISE: Bronze, Silver and Gold (three) challenges per level using notes G &amp; A</p> <p>EXTENDED IMPROVISATION improvise after the leader (Q &amp; A) using a range of notes</p> <p>COMPOSE create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y4 SINGING SPANISH</p> <p>MUSICAL FOCUS: PITCH</p> | <p>CHARANGA UNIT: LEAN ON ME</p> <p>IMPROVISE: Bronze, Silver and Gold (three) challenges per level using notes F, G &amp; A</p> <p>COMPOSE: Create a 3-note set for a range of classroom instruments</p> <p>MUSIC EXPRESS UNIT: Y4 TIME</p> <p>MUSICAL FOCUS: BEAT (PULSE)</p>  | <p>CHARANGA UNIT: BLACKBIRD</p> <p>IMPROVISE Bronze, Silver and Gold (three) challenges per level using notes C, D &amp; E</p> <p>COMPOSE Create a 3-note set for a range of classroom instruments for a composition task</p> <p>MUSIC EXPRESS UNIT: Y4 IN THE PAST</p> <p>MUSICAL FOCUS: NOTATION</p> |
| <b>PE</b>    | <p><b>Social (Real PE)</b></p> <p>Getset4PE</p> <p>Basketball</p> <p>Rounders</p>   | <p><b>Creative (Real PE)</b></p> <p>Getset4PE</p> <p>Tennis</p> <p>Hockey</p>  | <p><b>Cognitive (Real PE)</b></p> <p>Getset4PE</p> <p>Fitness</p> <p>Athletics</p>   |

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|                          | <b>Personal (Real PE)</b><br>Getset4PE<br>Rounders<br>Gymnastics   | <b>Physical (Real PE)</b><br>Getset4PE<br>Hockey<br>Dance   | <b>Health and Fitness (Real PE)</b><br>Getset4PE<br>Athletics<br>Football   |
| <b>PSHE</b>              | Right, Rules and Responsibilities Cit8 RR34<br>My Emotions MMR10 ME34<br>Anti-bullying MMR12 AB34  | Working Together Cit6 WT34<br>Financial Capability EW2 FC34<br>Relationships Education HSL17 SR4<br>Drug Education HSL15 DE34   | Managing Risk HSL11 MR34<br>Safety Contexts HSL12 SC34<br>Healthy Lifestyles HSL14 HL34   |
| <b>Learning to learn</b> | Contender Initiative<br><br>What 'initiative' means  | Contender: Organisation<br><br>Planning ahead and creating solutions when plans change  | Contender: Communication<br><br>Why being sensitive when communicating matters  |
| <b>RE</b>                | What message did the Prophet Muhammad (pbuh) bring? Keeping the 5 pillars – What difference does it make? (6wks) <b>Visit Mosque (Faizan E Madina) Taken from Y2 Su as missed previously</b><br><br>Harvest – How and Why Jews celebrate Sukkot? (2wks)<br>Peace – Why should we give it a chance? (4wks)<br>Christmas – What message does the Christmas story give us about Jesus? (2wks) | Words of Wisdom – How does the Torah influence the lives of Jewish people? (6wks)<br>Christianity / Buddhism – Why do people go on pilgrimages? (link to several faiths and non-faith journeys of importance) (4wks)<br>Easter – Can there be fresh start from sin? (2wk) | Easter – Can there be fresh start from sin? (1wk)<br>The Church the People – Why is the church important to Christians? What does the Bible mean to Christians? (7wks) <b>Visit St Botolph's Church</b><br>Islam – Being a Muslim – Why is Prayer important to Muslims? (4wks – in the last week compare to Judaism)<br><b>Visit Mosque if not done so in Autumn Term (Faizan E Madina) Taken from Y2 Su as missed previously</b> |