

Year 4 Curriculum Overview – 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
History	<p>Why were the Romans so powerful and what did we learn from them?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Who lived in Britain before the Romans. -Why the Romans invaded Britain. -The differences and similarities between Roman Army and the Celts. -Who Boudicca was and why she became so famous. -What the Romans did for us - Roman Legacy. 		<p>Ancient Egyptians – How can we discover the wonders of Ancient Egypt ?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Arrange historical events in chronological order. -Understand life in Ancient Egypt by the River Nile. -Understand the structure of Ancient Egyptian society. -Understand where, why and how pyramids were built. -Who the Pharaohs were and why were they very important. -Understand what an archaeologist is and how they have helped us to find out about the past. 		<p>The Norman Invasion and its impact on British Society.</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Who was William The Conqueror and why is 1066 a famous date in British History? -How we know what happened in 1066. -Why castles were built and recognise basic features of Norman Castles -What the Domesday Book is. 	
Geography		<p>Why are Rivers important?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -What a river is. -Recognise the changes in a river as it makes its journey to the sea. -The different courses of a river using correct terminology. -What is good and bad for a river. 				<p>Why should the rainforest be important to us all?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Understand what a rainforest is -Identify the locations where rainforests can be found. -Recognise the different layers of the rainforest. -Recognise animals that live in different layers of the rainforest. -Understand the impact of deforestation.
Science	<p>States of Matter</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Materials can exist as a solid, liquid or gas. -Some materials change state when they are heated or cooled. -What temperature is and how to make accurate measurements using a thermometer. -The part played by evaporation and condensation in the water cycle. 		<p>Electricity</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identifying and naming basic components. -Identify complete and incomplete circuits. -Recognise how switches can be used in a circuit. -Recognise common conductors and insulators. 	<p>Sound</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Identify how sounds are made. -Recognise that 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 source increase. 	<p>Animals including Humans Digestive system & teeth</p> <p>KLP to understand:</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 functions. 	<p>All Living Things and their habitats Food Chains</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -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. -Construct and interpret a variety of food chains. -Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.
R.E.	<p>What do we mean by worship ?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -That everyone is different and that makes our world more interesting. -That we all have different reasons for valuing things. 		<p>What is Judaism? Easter Story</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Ask and answer questions about a world faith. -Understand some key facts about Judaism. 		<p>What do we mean by commitment?</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Understand why belonging to a group or community is valuable. -Understand what we mean by commitment. 	

	<ul style="list-style-type: none"> -The importance of showing respect. -What we mean by worship and belief. -Buddhist worship. -Hindu Worship. <p>Christmas</p> <ul style="list-style-type: none"> -The role of angels in the Nativity. 	<ul style="list-style-type: none"> -Understand the story of Abraham and why he is so important to Jews. -The story of Moses and the ten commandments. -How Shabbat is celebrated. <p>Easter</p> <ul style="list-style-type: none"> -Explore and understand the events of Jesus' last meal with his disciples -Explain the purpose of Holy Communion 	<ul style="list-style-type: none"> -Understand the challenges of commitment to a faith or belief. -Understand about personal commitment and what it means to be inspirational. 			
Art	<p>Roman Britain</p> <p>Design and make a MOSAIC Placemat</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Use their sketch books to plan, compare and discuss ideas with others -Organise tone, shape and colour -Explore and explain art from other periods of history <p>CLAY POT</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Gain a clear understanding of clay's ability to be manipulated by creating pinch or coil pots -Use clay tools to create texture and/or patterns -Consider how they could have made their pot better 	<p>Rivers - Create original pieces that are influenced by the studies of chosen artists</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Experiment using the styles of chosen artists – pastels -Look at and talk about the work of artists– Ken Done and local artist Rolf Parker - who use pastels and identify what techniques may have been used. -Record from observation and imagination -Organise line, tone, shape and colour to represent a river-scape -Choose, use and blend the colours to create mood and feeling -Suggest some improvements and say what was good and not so good about their finished work 	<p>Ancient Egypt</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Recognise different functions of drawing and the purpose of drawing in the wider world – as a tool for design, decoration or communication. -Explore and explain art from other periods of history – Ancient Egypt – Frontalism -Use different grades of pencil shade, to show different tones and texture -Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes -Explore how patterns, textures and can be added to with dark and light tones. -Draw objects with correct proportions -Suggest some improvements and say what was good and not so good about their finished work 	<p>Normans - TEXTILES</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Design and make a bookmark using basic cross stitch and back stitch -Develop and clarify ideas using discussion and labelled sketches -Choose use and mix colours effectively. -Suggest some improvements and say what was good and not so good about their finished work 	<p>A Sense of Place – Rainforests</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Use collage and painting to develop and share ideas. -Explore creating backgrounds using washes, bleeds and splashes -Choose use and mix colours effectively. -Use a range of brushes to create different effects -Make effective and exciting choices when creating textures to combine visual and tactile qualities when creating collage. -Suggest some improvements and say what was good and not so good about their finished work 	
DT		<p>Crest Activity – Bridge Blunder</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Construct a bridge that will hold a given weight based on given criteria -Produce a plan and explain it to others -Select the most appropriate techniques (cut/shape/join/finish) and tools to make their bridge. -Measure carefully so as to make sure they have not made mistakes -Come up with solutions to problems as they happen. -Explore how to strengthen, stiffen and reinforce their bridge -Suggest some improvements and say what was good and not so good about their original design 	<p>Lighthouse or Windmill Models</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Make a product that uses simple circuits to illuminate or create motion. -Generate, develop and clarify ideas using discussion and labelled sketches -Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product. -Make accurate measurements. -Come up with solutions to problems as they happen. -Apply their understanding of how to strengthen, stiffen and reinforce their more complex structure -Explain how they can improve their original design 	<p>Egyptian Tombs/Pyramids</p> <p>KLP to understand:</p> <ul style="list-style-type: none"> -Make a model pyramid or tomb that includes at least one hidden compartment -Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product. -Measure accurate enough to ensure that everything is precise -Come up with solutions to problems as they happen. -Evaluate appearance and function against the original criteria. 		
Music	<p>Mamma Mia</p> <p>Listen and Appraise:</p> <p>Listen with increasing</p>	<p>Christmas Performance Rehearsals.</p> <p>KLP to understand:</p> <p>How to work together as part of a group and with their friends,</p>	<p>Glockenspiel Stage 2</p> <p>Listen and Appraise:</p> <p>When listening to this music, and</p>	<p>Stop!</p> <p>Listen and Appraise:</p> <p>Continue to use correct musical</p>	<p>Lean on Me</p> <p>Listen and Appraise:</p> <p>Listen, with respect, to other</p>	<p>Blackbird</p> <p>Listen and Appraise:</p> <p>Discuss other dimensions of music</p>

	<p>concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Musical games: Find and internalise the pulse through body movement, within the context of the games track being used.</p> <p>Playing Instruments: Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.</p> <p>Improvisation: Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.</p> <p>Composition: Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p>	<p>developing the confidence to sing alone. The importance of warming up our voices and to establish a good singing position. How to perform a song as stylistically and musically as you can. How to sing with a good sense of the pulse internally and sing together and in time. How to follow a leader/conductor with confidence.</p>	<p>internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.</p> <p>Musical games: Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.</p> <p>Playing Instruments: Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</p> <p>Improvisation: Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.</p> <p>Composition: Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p>	<p>language to describe the music you are listening to and your feelings towards it</p> <p>Musical games: Understand that through repeated games and activities, depth of learning occurs and that: o Pulse is the heartbeat of music, a steady beat that never stops. o Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech – names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory. o Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.</p> <p>Playing Instruments: Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.</p> <p>Improvisation: Improvise simple melodies on your own.</p> <p>Composition: Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.</p>	<p>people's ideas and feelings towards the music you have listened to</p> <p>Musical games: Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</p> <p>Playing Instruments: Learn to treat each instrument with respect and use the correct techniques to play them.</p> <p>Improvisation: Create your own rhythmic patterns that lead to melodies</p> <p>Composition: Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context eg getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</p>	<p>and how they fit into the music you are listening to</p> <p>Musical games: Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music</p> <p>Playing Instruments: Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p>Improvisation: Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music ie how rhythm and tempo are part of the creation. Start to use voice, sounds, technology and instruments in creative ways.</p> <p>Composition: Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p>
<p>ICT – in class ICT sessions</p>	<p>Present ideas using IT skills 4.1 We are software developers – Developing a simple educational game.</p>	<p>Use of digital images in Art 4.2 We are toy designers – Prototyping an interactive toy.</p>	<p>Present ideas using IT skills 4.4 We are HTML editors – Editing and writing HTML</p>	<p>Use of i-pads in Art 4.3 We are musicians – Producing digital music.</p>	<p>Present ideas using IT skills 4.5 We are co-authors – Producing a wiki</p>	<p>4.6 We are meteorologists – Presenting the weather.</p>
<p>P.E.</p>	<p>Gymnastics KLP To Understand: To use equipment within a sequence. Identify well performed skills when watching other groups. To accelerate and decelerate whilst travelling. To develop some knowledge of Rhythmic Gymnastics.</p>	<p>Invasion KLP To Understand: Games Sports coaching KLP To Understand: To know when to move within a game. To know when to pass during a game. Show an awareness of space and</p>	<p>Swimming – Leisure Centre Plans KLP To Understand: To perform correct back crawl arm action. To perform correct back crawl leg action. To regulate breathing. To evaluate their own performance. Discuss safe self-rescue.</p> <p>Dance – Egyptian</p>		<p>Athletics Sports Coaching KLP To Understand: To jump for height & distance To explore different body positions in flight. To jump hurdles with developing technique. To communicate clearly with partners & team mates. To locate some of the major muscles in the body.</p>	

	Perform a roll using control, body tension and flow.	know how to use it in games. To travel using change of direction and speed easily. Describe what happens to their bodies when warming up.	KLP To Understand: Able to move with rigid and floppy dynamics. Able to execute Egyptian-style actions. Able to develop relationships – contact and balance with partner. Able to demonstrate isolations with the head and shoulders. Able to demonstrate and create 2-dimensional shapes.			
English TB = Topic related text/book PR = Power of Reading text	Novel as a theme Captive Celt by T. Deary (TB) KLP: To understand Retell a chapter of a story How to write a diary extract How to write an eye witness account How to describe a character effectively.	Novel as a theme This morning I met a whale by M.Morpurgo (TB) KLP: To understand How to write an information text (fantasy) How to write a formal letter How to write a newspaper article How to write a personal account	Kensuke's Kingdom by Michael Morpurgo (PR) compare & contrast to TMIMW) Fair Trade Week – Cloud Tree Monkeys by Mal Peet & Elspeth Graham (TB) KLP To Understand: How to write a balance argument How an author uses small details to build character and setting How to write in role How to write an informal letter Understand how to use metaphors, similes and personification How to write a description using figurative language and imagery. How to write a narrative	Mouse, Bird Snake, Wolf – D. Almond (PR) (Shakespeare – The Tempest KLP to understand: Know how to write a playscript) How to write a descriptive poem. How to write a persuasive letter How to write Kennings How to write a balanced argument	The Great Kapok Tree – Lynne Cherry (TB)	
Throughout year: recounts, non-chronological reports, explanation text, for and against discussion, persuasive texts, instructions						
Maths	KLP – To: Recognise the place value of each digit in a four-digit number including decimals Round any number to the nearest 10, 100 or 1000 Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction Find 0.1, 1, 10, 100 or 1000 more or less than a given number. How to check calculations using inverse operations Recognise properties of 2D shapes including angles and symmetry Understanding of reading time to	KLP – To: Understand place value and multiplication facts to develop written methods for multiplication. Develop a written methods of division Mental Division, using place value, known and derived facts to divide mentally. Estimate, measure and compare lengths Calculate the perimeter and area of rectangles Describe positions on a 2-D grid as coordinates in the first quadrant. Interpret and present discrete data using appropriate graphical methods, including in bar charts,	KLP – To: Use place value describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps. Count backwards through zero to include negative numbers. Understand that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$). Add and subtract fractions with the same denominator. Recognise, find and write fractions of a discrete set of objects including those with a range of	KLP – To: Identify the place value of each digit to two decimal places. Know how to multiply together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Develop use of written multiplication for problem solving Identify lines of symmetry in 2-D shapes presented in different orientations. Plot specified points and draw sides to complete a given polygon Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal	KLP – To : Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps. Develop their knowledge and understanding of decimals and relate multiplying and dividing by 10 and 100 to decimal notation and to converting units of measure. Estimate, compare and calculate different measures. Apply their knowledge of the number system when measuring lengths (mm, cm, m), capacities / volumes (ml, l) and masses (g, kg). Complete a simple symmetric figure with respect to a specific line	KLP – To: Solve number and practical problems that with increasingly large positive number including decimals Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs – Statistics Add and subtract numbers with up to 4 digits and decimals with one decimal place using the efficient written methods of columnar addition and subtraction where appropriate. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one

	<p>the nearest minute is developed to include converting between different time systems (analogue and digital) and different units of time.</p> <p>Roman Numerals</p>	<p>pictograms, tables and other graphs.</p>	<p>numerators and denominators.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>written methods of columnar addition and subtraction where appropriate.</p> <p>Interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>of symmetry.</p> <p>Describe movements between positions on a 2-D grid as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon</p> <ul style="list-style-type: none"> Recall multiplication facts up to and including 12x 12 Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures. 	<p>digit, division (including remainders)</p> <p>Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>
LOTC	Tullie House Assembly. Senhouse Roman Museum, Maryport	River study – West Cumbria Rivers Trust (day workshop.)		Glaramara Residential (John Muir Award)	Brougham Castle	Local Nature Reserve - Finglandrigg
Curriculum Enrichment activities		Visit from local artist	Tullie House Egyptian Curriculum day (TBC)	CEDEC/Fair Trade		CDEC (Brazil & Rainforests)