



Curriculum Overview – YEAR 4

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Living and Growing in Christ</i>					
<i>Inclusion</i>					
Kindness	Resilience	Respect	Self-belief	Diversity	Honesty
<u>Curriculum Title</u> A Disruptive Influence	<u>Curriculum Title</u> Invasion	<u>Curriculum Title</u> Metallic Marvels	<u>Curriculum Title</u> Journeys	<u>Curriculum Title</u> It's a magical life	<u>Curriculum Title</u> Changing with the times
<u>Curriculum Question</u> From Republic to Ruled - Who were the Romans?	<u>Curriculum Question</u> How did the Romans change Britain?	<u>Curriculum Question</u> How does electricity flow?	<u>Curriculum Question</u> How does food change inside us?	<u>Curriculum Question</u> How do we know about the Egyptians when they lived so long ago?	<u>Curriculum Question</u> How were the Egyptians different to us?
<u>Real life experience/ trips</u> <u>Events, Celebrations & Fundraising:</u> Saints Assembly, Black History Month, Harvest Festival Anti-bullying Week/ Online safety, Halloween,	Remembrance Day Christmas Carol Service, Diwali, Wear in Pink, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, , Bonfire Night	Baking cakes, Swimming, World Book Day, Passion Service, Mental Health Awareness	Swimming, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter	British Museum, author visit,	Warner Brother Studios, Olympian visit, sports day,
<u>Events, Celebrations & Fundraising:</u> Black History Month Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night		World Book Day, Passion Service, Mental Health Awareness, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter		Sun safety awareness, Refugee Week, Sports Celebrations	
<u>History Focus:</u> The Roman Empire Why did the Romans leave Italy and where? Who were the Roman emperors? What was it like in the Roman baths? How did the gods of Rome differ from our God?	<u>History Focus:</u> Romans in Britain Why did the Romans invade Britain? How did the Romans keep control of the Empire? What were the differences between Celtic warriors and Roman soldiers?	- I can look at historic eruptions e.g Pompeii/Vesuvius		<u>History Focus:</u> What do you know about Egypt? How do we know about the Egyptians who lived 5000 years ago? How did Howard Carter feel opening the tomb of Tutankhamun?	<u>History Focus:</u> How did Egyptians mummify their dead? Why was the book of the dead important? What did the Egyptians believe happened to you after death? How did the gods of Egypt differ from our God?

<p>How was Roman society made up?</p> <p>What did the Romans eat?</p>	<p>How do Roman houses compare to Celtic round houses?</p> <p>Why did Boudicca stand up to the Romans?</p> <p>How did the Roman empire come to an end?</p> <p>What did the Romans give us?</p>			<p>What do we know about the life of Tutankhamun?</p> <p>Who built the pyramids?</p> <p>What can we learn about every day Egyptian life?</p>	<p>How were the Egyptians linked to other civilisations around them?</p>
<p><u>Geography Focus:</u></p> <p>I can show the spread of the Roman Empire on map</p>	<p>I can show the spread of the Roman army in Britain on a map</p> <p>I can locate key Roman towns a</p>	<p><u>Geography Focus:</u></p> <p>Volcanoes</p> <ul style="list-style-type: none"> - I can explain the makeup of the inside of the Earth - I understand that the Earth's crust is made up of tectonic plates - I can label the inside of a volcano - I can explain why people live near a volcano 	<p><u>Geography Focus:</u></p> <p>Earthquakes</p> <ul style="list-style-type: none"> - I can explain key earthquake terminology - I can explain how we measure earthquakes - I can explain the differences between the Richter Scale and Mercalli scale - I can explain how to keep safe in an earthquake - I can explain how buildings are made to be earthquake proof - I can explain why some earthquakes are worse than others - I can locate volcanoes on a map, using latitude and longitude to identify locations 	<p>-I can find Egypt on a map and label key places in Ancient Egypt</p>	
<p><u>Art Focus: Line & Tone</u></p> <p>Drawing people</p> <p>-I can draw a person, using pencil and felt tips, inspired by</p> <p>-Using pencils to show textures</p>	<p><u>Art Focus: Pattern & Shape</u></p> <p>Christmas Cards</p> <p>I can use colour and a variety of techniques to create a Christmas card</p>	<p><u>Art Focus: Colour</u></p> <p>Colour mixing & Water colours</p> <p>I can create washes</p>	<p><u>Art Focus: Texture, Form & Space</u></p> <p>Water colours</p> <p>-Use watercolours to produce washes</p> <p>-Use thick and thin paint techniques</p>	<p><u>Art Focus: Weave, Sew & Collage</u></p> <p>Moses in Egypt portrait focus</p> <ul style="list-style-type: none"> - I can combine techniques to recreate a portrait 	<p><u>Art Focus: Pattern & Shape</u></p> <p>Painting canopic jars</p> <p>I can use a range of paintbrushes to decorate my jar.</p> <p>I can explain why different paint brushes will give</p>

	I can make choices and explain them	I can recreate artworks and landscapes using watercolours			different results and have different purposes
	<u>Technology Focus: Explore Mechanisms</u> Instruments I can use a variety of materials to create a design. I can use create holes in materials in order to attach something. I can evaluate my ideas and suggest improvements	<u>Technology Focus: Electrical components</u> I can create a series circuit using a variety of components I can evaluate my circuit and suggest improvements	<u>Technology Focus: Complete a strong structure</u> Papier mâché volcanoes I can design my volcano I can use papier mache to create a volcano I can make improvements to my design through evaluation of attempt.	<u>Technology Focus: Prepare & Make a Food product</u> Baking fairy cakes I can use measuring equipment accurately I can explain oven safety I can explain the importance of hygiene when handling food	<u>Technology Focus: Describe & Use Textiles</u> Canopic jars I can design a canopic jar I can use papier mache to effectively cover my jar base
Science Focus: Solids, Liquids and Gases <ul style="list-style-type: none"> - I can identify if a material is solid, liquid or gas - I can understand how the particles in a material give it its properties - I can observe what happens when a material is heated - I can observe what happens when a material is cooled - I can understand the three states of water and how they fit into the water cycle - I can understand how the particles in a material need to change for the material to change state 	Science Focus: Sound <ul style="list-style-type: none"> - I can identify vibrations that create sound - I can describe the journey of sound, from vibration to our brains - I understand how a sounds pitch can be changed - I can observe how a string telephone helps sound to travel - I can investigate how sound travels over a distance - I can construct my own musical instrument and understand how I change my instruments sound DT LINK 	Science Focus: Electricity <ul style="list-style-type: none"> - I can identify appliances that use electricity - I can construct a series circuit DT LINK - I can make predictions about whether a circuit is complete or not - I can identify insulators and conductors - I can construct a switch and understand how it works 	Science Focus: Digestion <ul style="list-style-type: none"> - I know the name and function of teeth - I can investigate tooth decay - SKILLS - I can name the parts of the digestive system - I can explain the role of each part of the digestive system - I can investigate the role of the pancreas 	Science Focus: Digestion & Living things <ul style="list-style-type: none"> - I can construct food chains for different habitats - I can investigate how an animals diet affects its teeth - I know the 7 life processes all organisms perform -I can recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.	Science Focus: Living things and habitats I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys. To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat. I can recognise the impact of renewable and non-renewable sources of energy I can research how changes to environment affects the organisms living there

<p>English Focus: <i>World's Worst Children/A kid in my class</i> As a writer, I can write: W1 - Character Descriptions W2 -Diary Entries W3- Retelling a story in a new setting W4- Newspaper report W5- Fictional Story W6 - Assessments</p> <p>Adjectives, Nouns and Verbs Adverbs, Fronted Adverbials, Using Commas</p>	<p>English Focus: <i>A kid in my class/ The Day the Crayons came home</i> Performance poetry unit/analyse poetic features for effect and meaning As a writer, I can write: Poetry – W2 -free verse, w3- list W5-Letter W6-Suspense Writing</p> <p>Fronted Adverbials Poetry related terminology Paragraphs</p>	<p>English Focus: <i>The Iron Man</i> As a writer, I can write: W1 -Free verse poem W2 -Diary entry W3 -Balanced Argument W4 -Formal Letter W5 -Newspaper Report</p> <p>Homophones, Expanded noun phrases, Word families, Assess and recap of key concepts – e.g. punctuation Apostrophes for contractions</p>	<p>English Focus: <i>Journey</i> As a writer, I can write: W1- Persuasive writing W2- Script writing W3- Narrative Writing</p> <p>SPAG: Inverted commas, punctuating speech, reporting clauses</p>	<p>English Focus: <i>Harry Potter</i> As a writer, I can write: W1- Adapt character descriptions for a purpose W2- Newspaper report W3- Recount W4 – Non-chronological report-leaflet W5- Diary entry</p> <p>Prefixes and suffixes, Possessive apostrophes, singular, plural</p>	<p>English Focus: <i>Harry Potter</i> As a writer, I can write: W1-Instructional writing W2-Diary entry W3- Newspaper report W4- Recount W5- Non chronological report W6- Letter W7- Creative Writing</p>		
<p>Maths Focus: Number and Place Value (Weeks 1-4) Addition and Subtraction (Weeks 5-7)</p>		<p>Maths Focus: Multiplication and Division (Week 1-2) Measurement – Length (Week 3-6)</p>		<p>Maths Focus: Area and Perimeter (Week 7) Fractions (Week 8-10) Decimals (Weeks 11-12)</p>		<p>Maths Focus: Decimals (Weeks 1-2) Measurement- Money & Time (Weeks 3-6)</p>	<p>Geometry: Shape (Weeks 7-8) Statistics (Weeks 9-10) Geometry: position and direction (Weeks 11-12)</p>
<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>	<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>	<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>	<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>	<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>	<p>PSHE Focus: <i>TEN:TEN</i> <i>Live life to the full plus</i></p>		
<p>RE Focus: Year 4 - PEOPLE - The family of God in Scripture Judaism Year 4 - Torah</p>	<p>RE Focus: Year 4 - CALLED - Confirmation: a call to witness Year 4 -Gift - preparing for the gift of Jesus</p>	<p>RE Focus: Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish Year 4 - GIVING & RECEIVING - Living in communion</p>	<p>RE Focus: Year 4 - GIVING & RECEIVING - Living in communion Year 4 - SELF DISCIPLINE - Celebrating growth to new life</p>	<p>RE Focus: Year 4 - NEW LIFE - To hear and live the Easter message Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other</p>	<p>RE Focus: Islam- Year 4 – Qur'an Year 4 - GOD'S PEOPLE - Different saints show people what God is like</p>		

<p>PE Focus: <u>Gym Val Sabin</u></p> <ul style="list-style-type: none"> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence <p>Move in an increasingly coordinated way Show increasing control and balance in agility Refine movements into increasingly complex sequences Use different body parts for different effects Describe their own and others' performance, making simple judgements about the quality of performance suggesting ways they could be improved. Handle apparatus safely and recognise risks involved.</p> <p><u>Games- Football</u> Develop core skills</p> <ul style="list-style-type: none"> • Passing • Dribbling • Shooting <p>Stop a ball with increasing control Change pace and direction to outwit an opponent Power into a target area</p> <ul style="list-style-type: none"> • Possession game – Boxes • Small sided games <p>Introduce competitive games and the basic skills of attacking and defending Decide best way and speed to move a ball Decide on best position for team games</p>	<p>PE Focus: <u>Dance Val Sabin</u></p> <p>Dance</p> <ul style="list-style-type: none"> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence <p>Move in an increasingly coordinated way Show increasing control and balance in agility Refine movements into increasingly complex sequences Use different body parts for different effects Describe their own and others' performance, making simple judgements about the quality of performance suggesting ways they could be improved.</p> <p><u>Games -Basketball</u> Develop core skills Passing (chest pass, bounce pass, push pass) Throw and catch with increasing control and accuracy Throw and catch under limited pressure to keep possession and score goals</p> <ul style="list-style-type: none"> • Dribbling • Shooting • Possession game – Boxes • Small sided games <p>Vary skills, actions and ideas within simple games Decide on best position for team games</p>	<p>PE Focus: <u>Swimming</u></p> <p>To develop skills to swim competently, confidently and proficiently over a distance of 25m</p> <p><u>Games -Hockey</u> Develop core skills</p> <ul style="list-style-type: none"> • Controlling the ball • Passing with focus on speed • Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball • Decide on best position in team games • Vary skills,actions and ideas within simple games <p>Shooting Possession game – Boxes</p> <ul style="list-style-type: none"> • Small sided games <p>Vary skills, actions and ideas within simple games Decide on best position for team games Introduce competitive games and the basic skills of attacking and defending use these techniques to keep possession . Social Skills ,teamwork determination etc Show good sportsmanship</p>	<p>PE Focus: <u>Swimming</u></p> <p>To develop skills to swim competently, confidently and proficiently over a distance of 25m</p> <p><u>Games -Netball</u> Develop core skills Passing (chest pass, bounce pass, shoulder pass)</p> <ul style="list-style-type: none"> • Footwork • Shooting • Possession game – Boxes • Small sided games <p>Social skills - teamwork,determination etc</p> <p>To continue competitive games and basic skills of attacking and defending.</p>	<p>PE Focus: <u>Gym Val Sabin</u></p> <ul style="list-style-type: none"> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence <p>Move in an increasingly coordinated way Show increasing control and balance in agility Refine movements into increasingly complex sequences Use different body parts for different effects Describe their own and others' performance, making simple judgements about the quality of performance suggesting ways they could be improved.</p> <p><u>Athletics</u> Develop core skills</p> <ul style="list-style-type: none"> • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping Personal target setting <p>Show control when using a range of basic</p>	<p>PE Focus: <u>Dance Val Sabin</u></p> <ul style="list-style-type: none"> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence <p>Move in an increasingly coordinated way Show increasing control and balance in agility Refine movements into increasingly complex sequences Use different body parts for different effects Describe their own and others' performance, making simple judgements about the quality of performance suggesting ways they could be improved.</p> <p><u>Cricket and Rounders</u></p> <ul style="list-style-type: none"> • Batting / striking techniques • Catching methods • Fielding efficiency • Match practice • Strategic batting principles Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball • Throw,catch, field dstop a ball with
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<p>Social Skills - teamwork,determination etc Show good sportsmanship</p>	<p>Introduce competitive games and the basic skills of attacking and defending Social Skills ,teamwork determination etc Show good sportsmanship</p>			<p>running,jumping and throwing actions. Handle apparatus safely</p>	<p>increasing control and accuracy.</p> <ul style="list-style-type: none"> Decide on best position in team games Vary skills,actions and ideas within simple games Small sided games Vary skills, actions and ideas within simple games Decide on best position for team games Introduce competitive games and the basic skills of attacking and defending use these techniques to keep possession . Social Skills ,teamwork determination etc Show good sportsmanship
<p><u>Computing Focus:</u> -I can identify that accuracy in programming is important -I can create a program in a text-based language -I can explain what 'repeat' means -I can modify a count- controlled loop to produce a given outcome -I can decompose a task into small steps -I can create a program that uses count-controlled loops to produce a given outcome</p>	<p><u>Computing Focus:</u> -I can describe how networks physically connect to other networks -I can recognise how networked devices make up the internet -I can outline how websites can be shared via the World Wide Web (WWW) -I can describe how content can be added and accessed on the World Wide Web (WWW) -I can recognise how the content of the WWW is created by people -I can evaluate the consequences of unreliable content</p>	<p><u>Computing Focus:</u> Multimedia – editing images -I can explain that the composition of digital images can be changed -I can explain that colours can be changed in digital images -I can explain how cloning can be used in photo editing -I can explain that images can be combined -I can combine images for a purpose -I can evaluate how changes can improve an image</p>	<p><u>Computing Focus:</u> Multimedia – Podcasts --I can identify that sound can be recorded -I can explain that audio recordings can be edited -I can recognise the different parts of creating a podcast project -I can apply audio editing skills independently -I can combine audio to enhance my podcast project -I can evaluate the effective use of audio</p>	<p><u>Computing Focus:</u> Programming - Scratch -I can develop the use of count-controlled loops in a different programming environment -I can explain that in programming there are infinite loops and count controlled loops -I can develop a design that includes two or more loops which run at the same time -I can modify an infinite loop in a given program -I can design a project that includes repetition -I can create a project that includes repetition</p>	<p><u>Computing Focus:</u> -I can explain that data gathered over time can be used to answer questions -I can use a digital device to collect data automatically -I can explain that a data logger collects 'data points' from sensors over time -I can recognise how a computer can help us analyse data -I can identify the data needed to answer questions -I can use data from sensors to answer questions</p>

<p><u>Music Focus:</u> Toots – looking at notation (bar lines, time signature, counting bars) Singing in class hymn practice</p>	<p><u>Music Focus:</u> <u>Toots</u> Singing in class hymn practice</p>	<p><u>Music Focus:</u> Toots Singing in class hymn practice</p>	<p><u>Music Focus:</u> Toots Dynamics & Playing in parts Singing in class hymn practice</p>	<p><u>Music Focus:</u> Composition for toots Correct notation & beat counting Singing in class hymn practice</p>	<p><u>Music Focus:</u> Listening to/analysing music Instruments of the orchestra, feelings & dynamics Singing in class hymn practice</p>
<p><u>Spanish</u> -I can talk about my routine (school day, subjects) -Time -Days of the week and numbers revision. - Learn about Picasso, Spanish artist.</p>	<p><u>Spanish</u> Christmas songs. Christmas traditions Christmas cards New Year resolutions</p>	<p><u>Spanish</u> Shopping. -Revise fruits and vegetables. -Shops in the city and what can we can buy there. - Valentines work about friendship.</p>	<p><u>Spanish.</u> -Shopping. -In the town. -Revise food vocabulary. -Songs and traditional games.</p>	<p><u>Spanish</u> -Free time -Weather. -Sports and hobbies. -Likes and dislikes</p>	<p><u>Spanish</u> -Songs and traditional games. - The wider world. Spanish speaker countries, continents, etc. -Animals.</p>