



Loving God in all we do

**St Anne's Catholic Primary School**

**Year Group Curriculum Overview 2020-21 Year 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
	Healthy Minds						
Topic name	Healthy Bodies, Healthy Minds  (inc We Are Scientists - from previous year group)	Our World  (inc We Are Creative - from previous year group)	We are Explorers!	Animal Kingdom	We are Scientists!	We are creative!	We are eco-warriors and we care
RE	People  Judaism	Called  Gift	Community  Giving and Receiving	Self- Discipline	New Life  Islam	Building Bridges	God's People
RSE	God loves us in our differences Year 3	God love us in our differences Year 3	'God loves us in our differences' Year 4		'God loves us in our differences' Year 4		

<p><b>English</b></p>	<p><u>Novel with a theme</u> ‘The Astounding Broccoli Boy’ by Frank Cottrell-Boyce</p> <p><u>Explanations</u> How to keep healthy</p>	<p><u>Issues and dilemmas</u> ‘Journey to Jo’Burg’</p> <p><u>Persuasion/Debate</u> Racism and Writing a persuasive letter to a white character in Journey to Jo’Burg</p>	<p><u>Non-chronological Reports</u> ‘Race to the Frozen North’ The Matthew Henson Story</p> <p><u>Recount- Dr Fredrick Albert Cook newspapers</u></p> <p><u>Poems with a structure</u> Haikus and Kennings</p>	<p><u>Information booklets</u> Habitat (science skills)</p> <p><u>Novel as a theme</u> ‘The Lion, the Witch &amp; the Wardrobe’ by CS Lewis</p>	<p><u>Fairy Tales</u> Egyptian ‘Cinderella’</p> <p><u>Classic poetry</u> Please Mrs Butler</p>	<p><u>Stories with fantasy settings</u> ‘Harry Potter and the Philosophers’ Stone’ by JK Rowling</p> <p><u>Films and play scripts</u> Harry Potter and the Philosopher’s Stone</p>	<p><u>Folk tales</u> ‘Brer Rabbit’</p> <p><u>Poems on a theme</u></p> <p><u>Amazing Earth and Daffodils</u> - Wordsworth</p>
<p><b>Novels/ poems/ non-fiction texts</b></p>	<p>The Astounding Broccoli Boy</p> <p>A range of non-fiction books about bodies and healthy eating.</p>	<p>Journey to Jo’Burg</p> <p>A Christmas themed novel.</p>	<p>‘Race to the Frozen North’ The Matthew Henson Story.</p> <p>Non- fiction texts/ information about Cook</p>	<p>The Lion, the Witch &amp; the Wardrobe’ by CS Lewis</p> <p>Non -fiction texts about animals habitats</p>	<p>Egyptian ‘Cinderella’ By Shirley Climo</p>	<p>Harry Potter and the Philosophers’ Stone’ by JK Rowling</p> <p>A variety of play scripts</p>	<p>Folk Tales Brer Rabbit</p> <p>Wordsworth Poetry</p>
<p><b>Maths</b></p>	<p><b>LCC MATHS</b> Place Value (Two Weeks) Mental and Written Addition (Two Weeks)</p>	<p><b>LCC MATHS</b> <b>Statistics</b> Use a variety of sorting diagrams to compare and classify.  Interpret and present discrete and</p>	<p><b>LCC MATHS</b> <b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar</p>	<p><b>LCC MATHS</b> <b>Measurement</b> Ordering temperatures including those below 0°C.  Know area is a measure of</p>	<p><b>LCC MATHS</b> <b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods, including</p>	<p><b>LCC MATHS</b> <b>Statistics</b> Use a variety of sorting diagrams to compare and classify <i>numbers and geometric shapes based on</i></p>	<p><b>LCC MATHS</b></p>

	<p><b>Mental and Written Subtraction (Two Weeks)</b></p> <p><b>Assessment Week</b></p> <p><b>Geometry - Position and Direction</b> Describe positions on a 2-D grid as coordinates in the first quadrant.</p>	<p>continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>charts, time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>surface within a given boundary.</p> <p><b>Geometry - position and direction</b> Describe positions on a 2-D grid as coordinates in the first quadrant.</p>	<p>bar charts, time graphs.</p>	<p><i>their properties and sizes</i></p>	
<b>Science</b>	<p><b>Rocks and Fossils Year 3</b></p> <p><b>Animals, including humans -</b></p> <p>describe the digestive system in humans and identify the different types of teeth in humans Year 4</p>	<p><b>Forces and magnets Year 3</b></p> <p><b>Plants Year 3</b></p> <p><b>Electricity Year 4</b></p>	<b>Sound</b>	<b>Living things- habitats</b>	<b>States of matter- solids, liquids or gases.</b>	<b>STEM</b>	<b>STEM</b>
<b>Working Scientifically</b>	<p><b>Rocks and Fossils Research Observation</b></p>	<p><b>Forces Fair and comparative testing Pattern seeking</b></p>	<p>Fair testing</p> <p>Observation</p> <p>Research</p>	<p>Research</p> <p>Observation</p> <p>Collaborative testing</p>	<p>Observation</p> <p>Collaborative And fair testing</p>	<p>Fair testing</p>	<p>Pattern seeking</p> <p>Classifying and identifying</p>

	<p>Identifying and classifying</p> <p>Animals inc H Observation Fair test/ collaborative</p>	<p>Plants Observation Testing Pattern seeking</p> <p>Electricity Research Pattern seeking</p>					
Art & design	<p>Art &amp; design to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>Structures with clay</p> <p>Charcoal Year 3</p> <p>Art and Design Great artists, architects and designers in history</p> <p>Create and design using food</p> <p>Compare ideas Jason Mercier</p>	<p>Art and Design Great artists, architects and designers in history</p> <p>Abstract art (Iron filings)</p> <p>Matisse Year 3</p> <p>Art &amp; design to improve their mastery of art and design techniques, including drawing &amp; painting</p> <p>Art and Design Great artists, architects and designers in history</p> <p>Discuss and analyse styles of artists</p> <p>Use learnt techniques in drawing and painting</p>	<p>Art &amp; design to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>Still life drawing and painting 3d sculpture</p>	<p>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</p> <p>Aslan Portrait - Shading</p> <p>Chapel Gallery</p>	<p>Art &amp; design to improve their mastery of art and design techniques, including painting</p> <p>Abstract painting</p>	<p>Art &amp; design Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials.</p> <p>Painting techniques - linked with DT - Hogwarts Crest</p>	<p>Art and Design Great artists, architects and designers in history</p> <p>Nils Udo</p>

<p><b>Computing</b></p>	<p><b>Information Technology</b> Graphing Year 3</p> <p><b>Information Technology</b> Spreadsheets</p>	<p><b>Computer Science</b> Email Year 3</p> <p><b>Computer Science</b> Coding</p> <p><b>Digital Literacy</b> On-line safety</p>	<p><b>Information Technology</b> Writing for Different Audiences</p> <p><b>Digital Literacy</b> On-line safety</p>	<p><b>Computer Science</b> Logo</p>	<p><b>Computer Science</b> Animation</p>	<p><b>Information Technology</b> Effective Searching Hardware Investigators</p>	
<p><b>Design Technology</b></p>	<p><b>Design &amp; technology</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Strengthening structures Year 3</p> <p><b>Design &amp; technology</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and</p>	<p><b>Design &amp; Technology</b> Technical knowledge understand and use mechanical systems in their products Levers and linkages Year 3</p>		<p><b>Design &amp; technology</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Make a mini beast hotel</p>	<p><b>Design &amp; Technology</b> Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities</p> <p>Textiles</p>	<p><b>Design &amp; technology</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Creating a Paper Mache Hogwarts House Crest</p>	<p><b>Design &amp; Technology</b> Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Levers and linkages Make a wind turbine</p>

	<p>to participate successfully in an increasingly technological world</p> <p>ICT and electrical systems Control and electrical components</p>						
<b>Cooking and nutrition</b>	<p><b>Design &amp; Technology</b> Understand and apply the principles of a healthy and varied diet. Salad <b>Year 3</b></p> <p><b>Design &amp; Technology</b> Understand and apply the principles of a healthy and varied diet.</p> <p>Design and make a balanced meal</p>	<p><b>Design &amp; Technology</b> Prepare and cook a variety of dishes using a range of cooking techniques</p> <p>African dessert</p>	<p><b>Design &amp; Technology</b> Understand and apply the principles of a healthy and varied diet.</p> <p>Food diets &amp; energy requirements</p>	<p><b>Design &amp; Technology</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Simple savoury food and cooking techniques</p>	<p><b>Design &amp; Technology</b> Prepare and cook a variety of dishes using a range of cooking techniques</p> <p>Creating sweets</p>	<p><b>Design &amp; Technology</b> Prepare and cook a variety of dishes using a range of cooking techniques</p> <p>Creative cookery</p>	<p><b>Design &amp; technology</b> To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Local produce</p>

<p><b>Geography</b></p>	<p><b>Geography</b> Physical geography - Volcanoes and earthquakes Year 3</p> <p>Human and physical similarities Africa -Drought</p>	<p><b>Geography</b> Human and physical geography</p> <p>Settlements and environments Year 3</p> <p>Location and place knowledge Slave triangle - Locations in Britain associated with Slave Trade</p>	<p>Environmental study on Arctic</p>	<p>Rubbish and recycling</p>	<p>Key aspects of rivers River Nile</p>	<p>England castles and landmarks</p>	
<p><b>History</b></p>	<p><b>History</b> Stone age Britain</p> <p>Stone Age Britain Year 3</p> <p><b>History</b> changes in an aspect of social history</p> <p>NHS Diets and needs</p>	<p>Changes in Britain from the Stone age to the Iron Age Iron Age Year 3</p> <p><b>History</b> A significant turning point in British history changes in an aspect of social history</p> <p>Slave Trade- Civil Rights</p>	<p><b>History</b> A significant turning point in British history</p> <p>The race to the Arctic</p>		<p><b>History</b> The achievements of the earliest civilizations</p> <p>Ancient Egypt</p>		<p><b>History</b> A local history study</p> <p>Local study</p>
<p><b>MFL</b></p>	<p><u>Growing Things</u> Year 3</p> <p>Vegetables Familiar phrases</p>	<p><u>The Four Friends</u> Year 3</p> <p>Adverbs Animals</p>	<p><u>Tell me a story</u></p> <p>Adjectives / endings Instructions</p>	<p><u>Our sporting lives</u></p> <p>Days of the week</p>	<p><u>Animals</u></p> <p>Adjectives Time</p>	<p><u>What's the weather like?</u></p> <p>Weather</p>	<p>Clothing</p>

	<p>Masculine feminine forms</p> <p><u>All Aboard</u></p> <p>Transport Weather</p>	<p><u>Pocket Money</u> <u>Toys</u></p> <p>Number Opinions adjectives</p>		Names of sport	Names of animals	
<b>Music</b>	<p><b>Music</b> Develop an understanding of the history of music.</p> <p>Rock n Roll Year 3</p> <p><u>Creating and composing</u> Experiment with creating and copying musical patterns.</p> <p>Begin to explore the sounds of their voices and various musical instruments recognising the performances with an awareness of the audience.</p> <p>Play tuned and untuned</p>	<p><b>Music</b> Develop an understanding of the history of music.</p> <p>Benjamin Britten Year 3</p> <p><u>Performing</u> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting difference between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.</p>	<p><u>Exploring and understanding</u> Begin to explore their feelings about music using music, dance and expressive language.</p>	<p><u>Performing</u> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</p> <p>Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to</p>	<p><u>Performing</u> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</p> <p>Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to</p>	<p><u>Inter-related dimensions</u> Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</p> <p>Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</p> <p><u>Performing</u> Sing songs (also imitating melody patterns as an echo),</p>



	<p>instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.</p> <p>Journey to Jo'Burg - African Drums and Drumming. South African Call and Response Songs and Music</p>	<p>Devise accompaniments to songs from Young Voices</p>		<p>changes in the speed of the beat.</p>	<p>changes in the speed of the beat.</p>	<p>speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</p>	
<p><b>PE</b></p>	<p>PE Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively Swimming Year 3 and 4</p> <p>PE Develop flexibility, strength,</p>	<p>PE Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively Swimming Year 3 and 4</p> <p>Play competitive games, and apply the basic principles suitable</p>	<p>PE Play competitive games, and apply the basic principles suitable for attacking and defending</p> <p>Striking and Fielding</p>	<p>PE Perform dances using a range of movement patterns</p> <p>Dance</p>	<p>PE Develop flexibility, strength, technique, control and balance</p> <p>Athletics</p>	<p>PE Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>OAA</p>	<p>PE Play competitive games, and apply the basic principles suitable for attacking and defending</p> <p>Target Games</p>

	technique, control and balance  Gymnastics	for attacking and defending  Invasion Games					
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