













## 2023 - 2024 Year 4 Curriculum Overview

	Autumn 1 7.5 weeks?	Autumn 2 7 weeks?	Spring 1 6 weeks	Spring 2 7.5 weeks	Summer 1 5 weeks	Summer 2 6 weeks
	Blessed are the meek for they shall inherit the earth.  Gentleness Humility Selflessness	Blessed are the pure in heart, for they shall see God.  Purity Holiness	Blessed are those who hunger and thirst for righteousness, for they shall be satisfied  Truth, Justice	Blessed are the merciful, for they shall obtain mercy  Forgiveness Mercy	Blessed are the poor in spirit, for theirs is the Kingdom of Heaven  Faithfulness Integrity	Blessed are the peacemakers, for they shall be called children of God  Peace Tolerance
	<b>How can we care for God's earth?</b>	<b>How can we serve God and love others?</b>	<b>Do we always make the right choice?</b>	<b>How does each day offer opportunities for good?</b>	<b>Who do I want to be?</b>	<b>What makes a community?</b>
SDG	 	 	 	 	 	 
Sci	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>•identify common appliances that run on electricity,</li> <li>•construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers,</li> <li>•identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery,</li> </ul>	<p><b>Living things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>•recognise that living things can be grouped in a variety of ways,</li> <li>•explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment,</li> <li>•recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Animals, inc humans</b></p> <ul style="list-style-type: none"> <li>•identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3),</li> <li>•describe the simple functions of the basic parts of the digestive system in humans,</li> <li>•identify the different types of teeth in humans and their simple functions,</li> <li>•construct and interpret a variety of food chains,</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>•identify how sounds are made, associating some of them with something vibrating,</li> <li>•recognise that vibrations from sounds travel through a medium to the ear,</li> <li>•find patterns between the pitch of a sound and features of the object that produced it,</li> <li>•find patterns between the volume of a sound and the strength of</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>•compare and group materials together, according to whether they are solids, liquids or gases,</li> <li>•observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C),</li> <li>•identify the part played by evaporation and condensation in the water cycle and</li> </ul>	<p><b>Scientists &amp; Inventors</b></p> <ul style="list-style-type: none"> <li>• know about scientists relevant to Y4 topics,</li> <li>• Describe and explain some of their investigations/inventions</li> </ul>

	<ul style="list-style-type: none"> <li>•recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit,</li> <li>•recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		identifying producers, predators and prey.	the vibrations that produced it, <ul style="list-style-type: none"> <li>•recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	associate the rate of evaporation with temperature.	
Geog		<u>Earthquakes &amp; Volcanoes</u> <ul style="list-style-type: none"> <li>•physical geography, including: volcanoes and earthquakes.</li> </ul>	<u>USA</u> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities,</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of North or South America.</li> </ul>		<u>Rivers &amp; Water Cycle</u> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time,</li> <li>• physical geography, including: rivers, mountains and the water cycle,</li> </ul>	

His	<u>Crime &amp; punishment</u> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history.</li> <li>• Tudors</li> </ul>			<u>Romans</u> <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain.</li> </ul>		<u>Egyptians</u> <ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul>
Art		<u>Pop art</u> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and collage,</li> </ul> <p>about great artists and designers in history.</p>		<u>Roman mosaics</u> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing,</li> <li>• about great artists, architects and designers in history.</li> </ul>		<u>Egyptian death masks</u> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including painting and sculpture, about great artists and designers in history.</li> </ul>
DT	<u>Torches</u> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>		<u>Healthy Soup</u> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet,</li> <li>• prepare and cook a variety of predominantly savoury soups using a range of cooking techniques.</li> </ul>		<u>Mechanics</u> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in products e.g. levers and linkages.</li> </ul>	
Music		<u>Mamma Mia</u> Charanga Music Genre: Pop		<u>Lean on Me</u> Charanga Music Genre: Gospel	<u>Blackbird</u> Charanga Music The Beatles	

<p>PSHE</p>	<p><u>Get up!</u> We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience. <u>The Sacraments</u> That in Baptism God makes us His adopted</p>	<p><u>We don't have to be the same</u> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc). <u>Respecting our bodies</u> About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. <u>What is puberty?</u> Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies. <u>Changing bodies</u> Learn correct naming of genitalia; Learn what changes will happen to boys during puberty;</p>	<p><u>What am I feeling?</u> That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher /parish priest). <u>What am I looking at?</u> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. <u>I am thankful</u> Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and</p>	<p><u>Jesus, my friend</u> That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. <u>Friends, family and others</u> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's</p>	<p><u>Sharing online</u> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. <u>Chatting online</u> How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter</p>	<p><u>A community of love</u> God is Love as shown by the Trinity - a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity. <u>What is the Church?</u> That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese). <u>How do I love others?</u> To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>
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	<p>children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p>	<p>Learn what changes will happen to girls during puberty.</p>	<p>insecurity, and against pressure from peers and the media. <u>Life cycles</u> That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p>	<p>company and also want what is truly best for the other; The difference between a group of friends and a 'clique'. <u>When things feel bad</u> Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p>inappropriate materials or messages. <u>Safe in my body</u> To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. <u>Drugs, alcohol and tobacco</u> Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. <u>First aid heroes</u> In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life.</p>	
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					Children can help in an emergency using their First Aid knowledge.	
Comp	<u>Programming</u> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>	<u>Data</u> <ul style="list-style-type: none"> <li>• Select and use software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<u>Multimedia - videos</u> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<u>Multimedia - digital music</u> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<u>Online &amp; e-safety</u> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<u>Programming</u> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>
Other	Harvest	Christmas	Feast Day	Fair trade?		