

# Year 4 Curriculum Overview 2024-2025



Year 4	Autumn -	Spring -	Summer -
<b>English</b> Lancashire units	<b>Autumn 1:</b> <ul style="list-style-type: none"> <li>The Loch Ness Monster -Information Text</li> <li>_Story based on a plot pattern</li> </ul> <b>Autumn 2:</b> <ul style="list-style-type: none"> <li>Stories with Fantasy Settings</li> <li>Explanations</li> <li>Film and Playscripts</li> </ul>	<b>Spring 1:</b> <ul style="list-style-type: none"> <li>Fairy Tales</li> <li>Classic Poetry</li> <li>Recount: Newspapers</li> </ul> <b>Spring 2:</b> <ul style="list-style-type: none"> <li>Stories with Issues and Dilemmas</li> <li>Persuasion</li> </ul>	<b>Summer 1:</b> <ul style="list-style-type: none"> <li>Novel as a Theme</li> <li>Non-Chronological Reports</li> </ul> <b>Summer 2:</b> <ul style="list-style-type: none"> <li>Stories with a Theme</li> <li>Information Booklets</li> <li>Poetry with a Structure</li> </ul>
<b>Maths (WRM)</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Area</li> <li>Multiplication &amp; Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Length &amp; Perimeter</li> <li>Fractions</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Statistics</li> <li>Position &amp; Directions</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>4.1 What values do you consider to be important? (6)</li> <li>4.2 Why is Jesus described as the light of the world? (4 + 2)</li> </ul>	<ul style="list-style-type: none"> <li>4.3 Why do Christians believe Jesus is the Son of God? (9)</li> <li>4.4 Easter – A story of betrayal or trust? (5)</li> </ul>	<ul style="list-style-type: none"> <li>4.5 Are all churches the same? (12hrs 6+6)</li> <li>(Non-Christian faith – Jewish synagogue) (6)</li> <li>4.6 What is prayer? (5)</li> </ul>
<b>Geog</b>	<u><b>What do we mean by being environmentally friendly?</b></u> <i>-Where does all the rubbish go?</i> <i>-Why is it important to recycle?</i> <i>-How do we energise ourselves in the UK?</i> <i>-What is alternative energy and why should we consider it?</i> <i>-How can we be more environmentally friendly?</i>		<u><b>What do we know about rivers?</b></u> <i>-What are the world's rivers and the UK's major rivers? (Also map out river Blakewater)</i> <i>-What are the main features of a river?</i> <i>-How are rivers different from canals?</i> <i>-Why are rivers so important?</i> <i>-What are the problems associated with rivers?</i>
<b>History</b>	<u><b>What was the Great Plague and what was its impact?</b></u> <i>-When and why did the Great Plague happen?</i> <i>-How did people try to treat and prevent the Plague?</i>		<u><b>What were some of the earliest achievements of earlier civilisations?</b></u> <i>-What do all the ancient civilisations have in common? (Ancient Egypt, Ancient Sumer, the Indus Valley and the Shang Dynasty)</i> <i>-How do we know what happened in Ancient Egypt, Ancient Sumer, the</i>

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<ul style="list-style-type: none"><li>-What was the impact of the Great Plague on different communities?</li><li>-When and how did the Great Plague end?</li><li>-What are the similarities and differences between the plague and Covid 19?</li></ul>	<p>Indus Valley and the Shang Dynasty many years ago?</p> <ul style="list-style-type: none"><li>-What was happening in Britain when the Ancient Egyptians were at their most powerful ?</li><li>-Who were the pharaohs and why were they significant?</li><li>-How and when did the ancient Egyptian Kingdom come to an end?</li></ul>
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<p><b>Sci</b></p>	<p>Electricity -  <u>What is electricity and why is it so important in our lives?</u>                      -Know about common appliances that run on electricity                      - Know how to construct a simple series electrical circuit                      -Identify and name the basic parts of the circuit, including cells, wires, bulbs, switches and buzzers                      -Know that a switch opens and closes a circuit                      -Know about some common conductors and insulators</p> <p>Sound -  <u>How is sound created and how does it travel?</u>                      -Know how sound is made and what happens as sound travels away from its source                      -Know how sound travels from the source to the ears                      -Know to associate sound with vibration                      -Know the correlation between pitch and the object producing a sound                      -Know the correlation between the volume of a sound and the strength of the vibrations that produce it</p>	<p>Animals including humans -  <u>What happens to the food we eat?</u>                      -Know and name the parts of the digestive system                      -Know about the function of each organ of the digestive system                      -Know and identify the different types of teeth in humans.                      -Know the function of different teeth                      -Construct food chains to identify producers, predators and prey</p>	<p>States of matter -  <u>Why do some solids, liquids and gases change state?</u>                      -Know that certain materials can change state                      -Know what the temperature of water is when it boils and freezes                      -Know which materials other than water, change state                      -Explain the differences between solids, liquids and gases                      -Know what is meant by the terms: condensation and evaporation</p> <p>Living things and their habitat -  <u>How are living things grouped?</u>                      -Explore and use classification keys to group living things in the local and wider environment                      -Know that plants can be grouped into flowering and non-flowering plants                      -Know that animals can be grouped into amphibians, reptiles, birds, mammals, and fish                      -Recognise that environments can be changed for good                      -Recognise that some changes to the environment can be a danger to living things.</p>
<p><b>Art</b></p>	<p><b>Art- Collage</b>                      To respond to the work of Henri Matisse. 2b, 4</p>	<p><b>Art- Textiles</b>                      To investigate materials and processes in producing a mono-print on fabric. 2a</p>	<p><b>Art- 3D unit</b>                      To cast forms using brown, gummed tape. 2b, 5c</p>

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	<p>To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. 2a</p> <p>To select and collect visual information to help them to develop their ideas. 1c</p> <p>To respond to the facial images produced by the artist Francis Bacon. 1b</p> <p>To use their own images as a starting point for further work. 1b</p> <p>To compare ideas and approaches in one's own and other's work. 3a</p> <p>To apply experience of different materials and a variety of techniques to communicate ideas. 2b</p> <p>To explore the purposes and intentions of the artist Andy Warhol. 4c</p> <p>To collect visual and other information to help develop ideas. 1c</p> <p>To question and make thoughtful observations about starting points and select ideas for their work. 1b</p> <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 3a</p> <p>To use collage to produce an individual response within a multiple image. 2a</p>	<p>To use a variety of folds to produce dip dyed pieces. 2b</p> <p>To use resist methods on dip dyed fabric. 2a</p> <p>To record from direct observation. 1a</p> <p>To develop designs from first hand observation. 1a</p> <p>To adapt work according to their views. 3b</p> <p>To respond to the work of the textile artist Michael Brennand-Wood. 1b</p> <p>To adapt work according to own views and developing knotting and wrapping textile responses. 3b</p> <p>To apply their experience of materials and processes. 2b</p> <p>To select approaches to communicate ideas and make responses. 2c</p>	<p>To investigate different designs of shoes and match these to purpose. 4c</p> <p>To collect information to help with ideas. 1c</p> <p>To compare ideas and say what they think and feel about work and refine designs. 3a</p> <p>To select and use appropriate materials and processes. 2a</p> <p>To discuss and adapt work according to views. 3a, 3b</p> <p>To experiment with clay coils to make a 3D form. 2b</p> <p>To reference work from other times, styles and cultures. 4c</p> <p>To collaborate with others on 3D projects. 5b</p> <p>To use glue and fabric over a mould to produce 3D artefacts. 2c</p>
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<p>DT</p>	<p><b>How can we make a working wind turbine that has gears and moves using wind power?</b></p> <ul style="list-style-type: none"> <li>-Know what is meant by wind turbines and know how</li> <li>-create initial idea about how to design one, giving thought to height and working mechanism</li> <li>- Gather the materials needed for making the turbine</li> <li>-Make the turbine, using gears to make the blades move</li> <li>-Evaluate the final structure and explain what would be done differently if starting again</li> </ul>	<p><b>How can we make Easter biscuits to be sold at the Easter service?</b></p> <ul style="list-style-type: none"> <li>-Find out about different biscuit recipes</li> <li>-Research and taste different produce</li> <li>-Design an initial idea, which focuses on selecting ingredients and aesthetics</li> <li>-Gather resources and make the product</li> <li>-Evaluate the final product against the original brief</li> </ul>	<p><b>How can we create a bridge to go over a river (must be 1m long and can take 1kg of weight?)</b></p> <ul style="list-style-type: none"> <li>-Give consideration to which materials would work best for the bridge</li> <li>-Ensure that the bridge will be at least one metre long and be capable of taking 1kg in weight at any point</li> <li>-Gather the materials needed for making the bridge</li> <li>-Make the bridge to the given specifications</li> <li>-Evaluate and test the final bridge and explain what would be done differently if starting again</li> </ul>
<p>Music (Bolton music service)</p>	<p>•</p>	<p>•</p>	<p>•</p>
<p>IT (Purple Mash)</p>	<ul style="list-style-type: none"> <li>• Unit 4.2 - Online Safety</li> <li>• Unit 4.6 - Animation</li> <li>• Unit 4.3 - Spreadsheets</li> <li>• Uni 4.7 - Effective Searching</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4.1 - Coding</li> <li>• Unit 4.5 - Logo</li> <li>• Unit 4.8 - Hardware Investigators</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4.4 - Writing for different audiences</li> <li>• Unit 4.9 - Making Music</li> <li>• Uni 4.10 - Artificial Intelligence</li> </ul>
<p>French (Mrs Wardle)</p>	<p><u>Unit 4 – Portraits –</u> Learn some parts of the body and sing a related song from memory. Recognise and respond to instructions with parts of the body. Use adjectives with parts of the body</p>	<p><u>Unit 3 – Celebrations –</u> Understand the cultural significance of Epiphany, and other celebrations eg Easter, Mardi Gras, our birthdays. Learn the months in sequence and spell them from memory.</p>	<p><u>Unit 7 – Let’s go!</u> Map of France, pronunciation of towns and cities and to say what they are famous for. Country names. Masc and fem. Say where we live in towns in France/which country. Francophone countries. To Learn how to use the correct preposition for towns and</p>

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	<p>to start to describe someone's face. To use the 3rd person pronouns to describe someone else and say their name. <u>Unit 5 – The Four Friends story –</u> Listen to, understand and act out a story. Begin to recognise, read and pronounce combinations of letters accurately. Learn some animal names, describe them with size and colour and say how they move using verbs in the 3rd person</p>	<p>To learn how to write and say important dates eg our birthdates. Extend numbers to 31. Say what activities we can do well and develop listening skills by playing Simon Says. Recognise and respond to instructions and use praise words.</p>	<p>countries. To learn some transport vocab. To say how we travel to school and different places in the town. Accurate copying of key words and phrases/writing from memory</p>
<p><b>PSHEC Jigsaw</b></p>	<p><u>Being Me in My World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour CULTURAL CAPITAL- Ribble Rivers Trust making bug hotels Ribble Rivers Trust planting acorns</p> <p><u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group</p>	<p><u>Celebrating Differences</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> <p><u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p><u>Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p><u>Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>

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	<p>Celebrating contributions Resilience Positive attitudes CULTURAL CAPITAL- bank to visit class</p>		
<b>PE</b>	<ul style="list-style-type: none"> <li>• Development of Invasion Games (Football and Basketball)</li> <li>• Development of Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Net and Wall</li> <li>• Development of Invasion Games (Rugby and Hockey)</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• Development of Athletics</li> </ul>