



Year 4 Curriculum Overview

A Place to Flourish

"I have come that they may have life, and have it to the full" (John 10:10)



	Autumn Term	Spring Term	Summer Term
Topic	The Roman Empire Books: Escape from Pompeii, Queen of the darkness, The Empire's end, Thieves of Ostia	Japan Books: Kensuke's Kingdom, Girl of Ink and Stars	The Americas Books: Secrets of the mountains, rhythm of the rain, The Explorer, A River, The Crow's Tail, Harriet Tubman, October October
Science	<p>States of matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) <p>Rocks (Pebble in my pocket)</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<p>Animals including humans</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 simple functions <p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>(DT - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors])</p>	<p>Living things and their environment</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 in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things (Yellowstone reintroduction of wolves) <p>Animals including humans</p> <ul style="list-style-type: none"> I can construct and interpret food chains, identifying predators, producers and prey
History	<p>The Roman Empire & its impact on Britain</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army 		<p>The Mayans</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900

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	<ul style="list-style-type: none">successful invasion by Claudius and conquest, including Hadrian's WallBritish resistance: Boudica & the representation of Boudicca (Discussion English)'Romanisation' of Britain: significance and legacy					
Geography	<p>How did the geography of Northern Britain impact the success of the Roman army?</p> <ul style="list-style-type: none">name and locate counties of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers)use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate Roman roads and towns <p>Volcanoes: do these always have a negative impact? (Pompeii)</p> <ul style="list-style-type: none">describe and understand key aspects of volcanoes (Explanation text)Locate the 'ring of fire' using maps of different scales		<p>Japan</p> <ul style="list-style-type: none">identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterdescribe and understand key aspects of earthquakes	<p>The Americas</p> <ul style="list-style-type: none">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 citiesunderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America <p>Physical Geography</p> <ul style="list-style-type: none">describe and understand key aspects rivers and mountains (Fold mountains) and the water cycle		
Art		<p>Drawing: Mosaics</p> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques of drawingabout great artists, architects and designers in history (Matisse)		<p>Painting: (Hokusai/Yayoi Kusama)</p> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques of paintingabout great artists, architects and designers in history		<p>Fabric of Nature (Kapow)</p> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniquesabout great artists, architects and designers in history (Frieda Kahlo)

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DT	<p>Cooking & nutrition: pizzas</p> <ul style="list-style-type: none">• use research to develop design products fit for purpose• generate, develop, model and communicate ideas• evaluate products and improve work• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes		<p>Structure: Dens (DT association bird hides)</p> <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks• select from and use a wider range of materials• apply their understanding of how to strengthen, stiffen and reinforce more complex structure		<p>Chocolate packaging (The Mayan)</p> <ul style="list-style-type: none">• use research and develop design products that are fit for purpose• generate, develop, model and communicate their ideas through diagrams, prototypes, pattern pieces• select from and use a wider range of materials• investigate and analyse a range of existing products• evaluate their ideas and products• understand how key events and individuals in design and technology have helped shape the world	
PE	<p>Dodgeball & Basketball</p> <p>Computing systems and networks: Information technology around us (Including online safety)</p> <ul style="list-style-type: none">• To use technology purposefully to create, organise, store, manipulate and retrieve digital content• To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		<p>Swimming & dance</p> <p>Data and Information: Data logging</p> <ul style="list-style-type: none">• To use technology purposefully to create, organise, store, manipulate and retrieve digital content• To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		<p>Rounders & Athletics</p> <p>Programming 1: Algorithms and debugging</p> <ul style="list-style-type: none">• To understand what algorithms are; how they are implemented as programs on digital devices; and that programmes execute by following precise and unambiguous instructions• To create and debug simple programmes• To use logical reasoning to predict the behaviour of simple programs	
Computing						

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	<ul style="list-style-type: none"> To recognise common uses of information technology beyond school 				<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content 	
RE	Saviour	Torah	Resurrection	Repentance	Trust	Compassion
RSE/Life Skills	Rules and expectations	Family and relationships	Health and wellbeing	Safety and changing body	Citizenship	Economic wellbeing
Music	<p>Glockenspiels</p> <ul style="list-style-type: none"> To play tuned and untuned instruments musically solo and ensemble contexts with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Music appreciation</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		<p>Glockenspiels</p> <ul style="list-style-type: none"> To play tuned and untuned instruments musically solo and ensemble contexts with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Music appreciation</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		<p>Glockenspiels</p> <ul style="list-style-type: none"> To play tuned and untuned instruments musically solo and ensemble contexts with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Music appreciation</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great compose and musicians develop an understanding of the history of music. 	
French						

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