



Curriculum Overview – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Sound</p> <p>Children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.</p>	<p>Animals including Humans</p> <p>Children will learn about the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p>	<p>States of Matter 1</p> <p>Children will learn about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas.</p>	<p>States of Matter 2</p> <p>Children will have the chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Children will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages</p>	<p>Electricity</p> <p>Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.</p>	<p>Living Things and their Habitats</p> <p>Children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.</p>

History	Vikings - learning about the raids and invasions by Vikings in Anglo-Saxon Britain. Finding out who the Vikings were as well as when and where they raided and settled. Learning about significant events from the period and ordering these chronologically on a timeline. Pupils find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history		Tudors - Pupils will explore the Tudors and how they came to rule England. The children will learn about Tudor kings and queens that reigned during this time. This unit will explore how Henry changed religion but then moves on to focus on Henry's six wives. The children will be able to explore Tudor schools and children will discuss the similarities and differences between school now and then.		Ancient Egypt - Pupils will look, in depth, about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. Pupils will also learn about how Egyptian people used hieroglyphics to communicate and compare the powers of different gods.	
Geography	A region within South America- Rainforest Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.		Water The children are introduced to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.		Modern Egypt This unit will teach your class about the geography of Modern Egypt focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will learn about the geographical similarities and differences between Egypt and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.	
Computing	Scratch: Questions and Quizzes Children write quizzes by combining questions. Children learn the wider programming skills of solving problems, testing, debugging, improving and evaluating.	Word Processing Children develop their word processing and text formatting skills. Children will learn about formatting images and organising content into an effective layout. Children will learn new skills and techniques and apply them to creating a range of different word documents (posters, letters to parents, job rotas, recipe cards and e-vouchers) which they will use during the cake sale project.	Programming Turtle Logo Children learn how to create an algorithm to program a procedure. Children are reminded of the basic commands and how to repeat alongside a variable. The children are then shown how to program their own procedures, use colour and set the position of the turtle using coordinates. In the concluding lesson they use the arc command to create patterns using different shapes and randomly selected colours.	Animation Children learn the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. The lessons then compare a range of free animation software and children incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson.	Using and Applying Skills Children are given an engaging, open-ended project for pupils to apply the skills they have developed by working on other units within the year group. Children work in groups, the project incorporates software, skills and aims that have been covered in previous units. Pupils plan activities thoroughly before dividing up the separate tasks required to complete the whole project. Different elements of the project can be completed by different children, who will combine their work at the end, but must communicate and work together as a team throughout.	Online Safety Children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety

<p>PE</p>	<p>Dance Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p>Dodgeball Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>Gymnastics Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create & develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. Pupils develop performance skills considering the quality and control of their actions.</p> <p>Basketball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to keep possession of the ball. Start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will think about how to use skills, strategies and tactics to outwit the opposition & how to evaluate their own and others' performances.</p>	<p>Football Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p>Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p>Hockey Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>Tennis In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand groundstrokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
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Design & Technology	Structure: Pavilions Pupils explore pavilion structures, learning about what they are used for and investigating how to create strong and stable structures before also designing and creating their own pavilions, complete with cladding	Food: Adapting A Recipe Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients. Coverage of what a healthy diet consists of and where this could be used to adapt recipes should also be considered in this unit.	Textiles: Fastenings Building upon their sewing skills from previous years, this topic sees the children designing and creating a book sleeve; exploring a variety of fastenings and selecting the most appropriate one for their design. Pupils have greater creative freedom at every stage of the project. Evaluating end product against the set criteria.	Electrical Systems: Torches In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.	Mechanical Systems: Slingshot Cars Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis. During the evaluation process Children explore the possibilities of adding other mechanical systems if they were to remake. What changes would they make?	
Art & Design	Drawing: Power prints Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print. (5 weeks) Painting and mixed media: Light and dark Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece. (2 weeks - cont. into next half term)		Painting and mixed media: Light and dark Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece. (3 weeks - cont. into next half term) Sculpture and 3D: Mega materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures. Artist to explore- Magdalene Odundo, Barbara Hepworth, Sokari Douglas and El Anatsui. (5 weeks)		Craft and design: Fabric of nature Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, patterns and textures of bird and insect life. (5 weeks)	
Music Whole Class Instrument Tuition (WCIT) Guitar	WCIT – Guitar... Poetry The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.	WCIT – Guitar... Sounds After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.	WCIT – Guitar... Building Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.	WCIT – Guitar... Ancient Worlds The children celebrate achievements of the ‘Amazing Egyptians’ and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.	WCIT – Guitar... Communication Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!	WCIT – Guitar... In the Past The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner’s Bridal march and dance the mashed potato!

	Environment Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.	Recycling The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.	Around the World The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.	Speaking Spanish A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.	Time Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.	Food and Drink The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.
PSHE	Good to be me <ul style="list-style-type: none"> ● Pride ● Feelings ● Express Yourself ● Know your mind ● Media Wise ● Making it right 	Relationships <ul style="list-style-type: none"> ● Family and friends ● Fabulous friends ● Is this a good relationship? ● Falling out ● What is bullying ● Standing up to bullying 	Being Healthy <ul style="list-style-type: none"> ● Mental Wellbeing ● Internet safety and harms ● Physical Health and fitness ● Healthy Eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid 	Going for goals <ul style="list-style-type: none"> ● Achievements ● Goals ● Always learning ● Jobs and skills ● No limit ● When I grow up 	Getting on and Falling out <ul style="list-style-type: none"> ● A new start ● Together Everyone Achieves More ● Working together ● Being Considerate ● When things go wrong ● Responsibility 	Changes <ul style="list-style-type: none"> ● Me, My Body, My Health ● Emotional Wellbeing ● Life cycles ● Personal relationships ● Keeping safe ● Living in the wider world ● Moving into Year 5
RSHE	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Get Up! - The Sacraments Unit 2 – Me, My Body, My Health <ul style="list-style-type: none"> - We Don't Have to be the Same - Respecting Our Bodies - What is Puberty? - Changing Bodies - Male/Female discussion groups (Optional) Unit 3 – Emotional Well-Being <ul style="list-style-type: none"> - What am I feeling? - What am I looking at? - I am Thankful Unit 4 – Life Cycles <ul style="list-style-type: none"> - Life Cycles - A Time for Everything (Bereavement) 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Jesus My Friend Unit 2 – Personal Relationships <ul style="list-style-type: none"> - Friends, Family and Others... - When Things Feel Bad Unit 3 – Keeping Safe <ul style="list-style-type: none"> - Sharing Online - Chatting Online - Safe in my Body - Drugs, Alcohol and Tobacco - First Aid Heroes 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - A Community of Love - What is the Church? Unit 2 – Living in the Wider World <ul style="list-style-type: none"> - How do I Love Others? 			
Languages (KS2 only)	Language Angels Online. Weekly French Lesson. Phonetics lesson 2 & Presenting Myself.	Language Angels Online. Weekly French Lesson. Family.	Language Angels Online. Weekly French Lesson. Goldilocks.	Language Angels Online. Weekly French Lesson. Habitats.	Language Angels Online. Weekly French Lesson. Classroom.	Language Angels Online. Weekly French Lesson. My Home.
Curriculum visits/visiting workshop			<ul style="list-style-type: none"> ● Viking re-enactment group 		<ul style="list-style-type: none"> ● Botanical Gardens 	