

Year 4 – 2019-20
Curriculum Overview

Subject	Term	Theme	Key Learning Outcomes	Activities
Science	T2	Burps, Bottoms and Bile	- To ask relevant questions and use different types of enquiries to answer them. - To set up simple, practical enquiries, comparative and fair tests. - To make systematic and careful observations, taking accurate measurements using standard units. - To gather, record, classify and present data in a variety of ways to help answer questions. - To record findings using simple scientific language and drawings. - To use results to draw simple conclusions, make predictions and raise further questions. - To use straight forward scientific evidence to support their findings. - To describe the simple functions of the basic parts of the digestive system in humans. - To identify the different types of teeth in humans and their simple functions.	Plaque tablets Egg shell experiment Label digestive system organs Identify functions Label teeth and explain the function of each tooth
	T3	Blue Abyss	- To recognise that living things can be grouped in a variety of different ways. - To explore and use classification keys to group, identify and name a variety of things. - To recognise that environments can change and that this can sometimes pose dangers to living things. - To construct and interpret a variety of food chains, identifying producers, predators and prey.	Grouping living things. Fact file focus on one animal. Look at layers of the ocean and how the animals have adapted to live there.

	T4	Misty Mountain Sierra	- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. - To set up simple practical enquiries, comparative and fair tests. - To record findings using simple scientific language and bar charts/tables. - To compare and group materials together, according to whether they are solids, liquids or gases. - To 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. - To set up simple practical enquiries, comparative and fair tests. - To record findings using simple scientific language and bar charts/tables.	Evaporation experiment – using chalk to create a puddle experiment. Learn about the water cycle. Compare household items. Runny liquid experiment Frozen balloon experiment/tracking the cooling of liquid, cold, room temp and boiling.
Science	T5	Mini Science Topic	- To identify common appliances that run on electricity. - To identify and name the basic parts of a circuit. - To recognise some common conductors and insulators, and associate metals with being good conductors.	
History	T6	I am Warrior	- To use a range of source materials to answer questions about the past. - To learn about the Roman Empire and its impact on Britain.	Identify the chronology of the Roman Empire invasions. Look at the history of Roman gladiators. Learn about the influence Boudicca had on the rebellion against the Romans.
Geography	T3	Blue Abyss	To identify the position of latitude, longitude, Equator, Northern/Southern hemisphere and the oceans.	Locate these points and the oceans on a map. Identify the layers of the ocean and the animals that live there.
	T4	Misty Mountain Sierra	- To use maps and atlases to locate countries and describe features studied. - To name and locate counties in the United Kingdom including topographical features like mountains and hills. - To use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world.	Locate mighty mountains such as K2, Ben Nevis, Everest etc. Sketch them onto a world map and label each mountain/range – also continents, equator and northern/southern hemispheres. Residential orienteering activity. Explore a range of contour maps to see how height is represented. Describe the location of significant UK hills and mountains.

			- To describe and understand key aspects of physical geography. - To use an ordnance survey map to build up knowledge of the UK.	Water cycle work. Watch videos and research how mountains are formed. Look at the 5 main mountain types and add labels/captions. Build mountain types using soil/sand/other soft materials. Locate human and geographical features. Represent what they have found. Set a geographical quest (features hunt) and note coordinates.
	T6	I am Warrior	- To understand human geography, including types of settlement and land use. - To use maps and atlases to locate countries and describe features studied. - To locate the world's countries using maps to focus on Europe.	
Art & Design	T3	Blue Abyss	- To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques including drawing, painting and sculpture. - To learn about great artists, architects and designers.	
	T4	Misty Mountain Sierra	To improve their mastery of art techniques including sculpture	Create a 3D clay model of a mountain. Sketch their ideas first and then create.
	T6	I am Warrior	- To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques including drawing, painting and sculpture.	
Music	T1-2	Brass project	- To use and understand staff and other musical notations - To improvise music for a range of purposes. - To listen with attention to detail and recall sounds with increasing aural memory. - To appreciate and understand high-quality live and recorded music. - To develop an understanding of the history of music.	

	T5	Productions	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions.	
Design & Technology	T2	Burps, Bottoms and Bile	- To use research and develop design criteria to inform the design of innovative, functional and appealing products. - To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - To select from and use a wider range of tools and equipment to perform practical tasks accurately. - To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	
	T6	I am Warrior	- To select from and use a wider range of tools and equipment to perform practical tasks accurately. - To prepare and cook a savoury dish.	Baking Roman bread
Physical Education	Term 1-3	10 swimming sessions per class	- To swim competently, confidently and proficiently over a distance of at least 25m. - To use a range of strokes effectively.	
	Term 5	Production	- To perform dances using a range of movement patterns. - To compare their performance with previous ones and demonstrate improvement.	
	All terms	Real PE/Outdoor games	- To use running, jumping, throwing and catching in isolation and in combination. - To play competitive games and apply basic principles suitable for attacking and defending. - To develop flexibility, strength, technique, control and balance.	
	T4	Residential	To take part in outdoor and adventurous activity challenges both individually and within a team.	
Computing	T4	Misty Mountain Sierra	- To use digital/computer mapping to locate countries and describe features studied. - To use search technologies effectively.	Take a virtual trip around a focus mountain range. Use satellite/webcam images.

			To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	Complete a modern day treasure hunt finding a geocache. Search existing geocaches or use cache coordinates to discover new ones. Create a 2D animation of the water cycle
	T1	E-Safety	To use technology safely, respectfully and responsibly.	Internet safety day E-safety lessons
RE	T1	Values	See detailed RE overview	
	T2	Christianity in Action	See detailed RE overview	
	T3	Faith in Action	See detailed RE overview	
	T4	Easter	See detailed RE overview	
	T5	5 Pillars of Islam	See detailed RE overview	
	T6	Islam/Muslims	See detailed RE overview	
PSHE	T1	Celebrating Difference	- To talk about a time when my first impression of someone changed as I got to know them - To explain why it is good to accept people for who they are	
	T2	Dreams and Goals	- I know how to make a new plan and set new goals even if I have been disappointed - I know what it means to be resilient and to have a positive attitude	
	T3	Healthy Me	- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to - I can identify feelings of anxiety and fear associated with peer pressure	
	T 4	Relationship	- I can explain different points of view on an animal rights issue - I and express my own opinion and feelings on this	

	T5	Changing Me	• I can identify what I am looking forward to when I am in Year 5 • I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	
			Diversity Week and Rainbow classes	
MFL - French	All Year		• Listen attentively to spoken language and show understanding by joining in and responding • Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meanings of words. • Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help. • Speak in sentences using familiar vocabulary, phrases and basic language structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud using familiar words and phrases. • Present ideas and intonation orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory and adapt these to create new sentences to express ideas clearly. • Describing people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English.	

Topics	Wow Events	Express Events
Burps, Bottoms and Bile	Parent event to help make the digestive system t-shirts.	Making A TEXTILE model of the digestive system
Blue Abyss	Dress up day to launch the topic.	Dress up in underwater gear
Misty Mountain Sierra	Parent event to see presentations.	Create a presentation for a mountaineering travel package
I am Warrior	Dress up day to launch the topic.	Dress up as Roman warriors