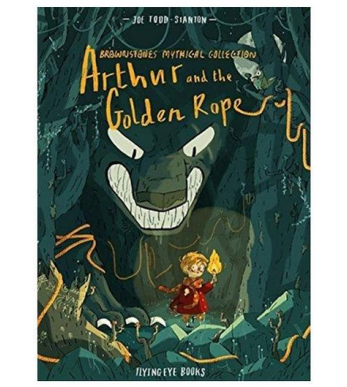
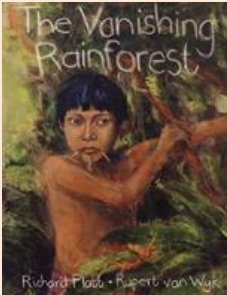
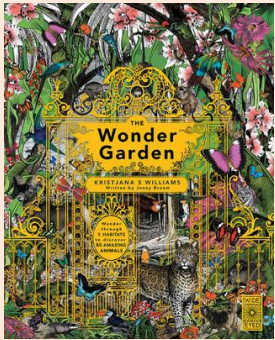
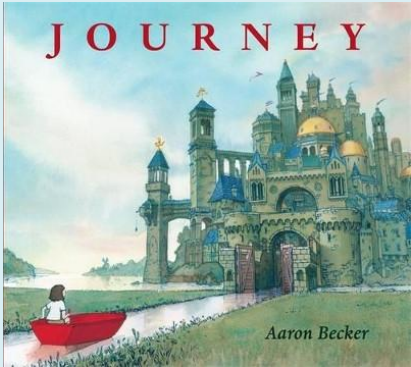
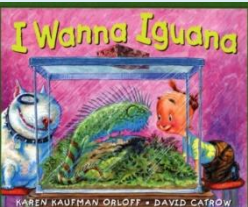
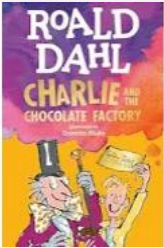
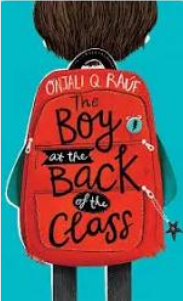


Curriculum Overview Year 4

	Term 1& 2	Term 3 & 4	Term 5 & 6
English	T1 - Writing to Entertain (story writing/narrative of the whole or part of a story -action scene and myth writing) (Defeating the Monster)  T2 - Writing to Inform (Explanation text and letter of 'thanks') Wallace and Gromit inventions Terrible Christmas gifts  CURRY'S PC WORLD: Acting (Entire Campaign) (Jeff Goldblum) (Best Christmas Ads of All Time)	T3 - Writing to persuade (advertisement and persuasive letter)  T4 - Writing to inform (non-chronological report and biography) 	T5 - Writing to entertain (Story writing/narrative of the whole or part of a story - 'Portal tale') Creating own 'portal tale' Alternative worlds  T6 - Writing to persuade (Advertisement and letter) 
Class Reader	Charlie and the Chocolate Factory 	Charlotte's Web 	The Boy at the back of the class 

Maths	White Rose Autumn Blocks Number: Place Value Number: Addition & Subtraction Measurement: Area Number: Multiplication & Division	White Rose Spring Blocks Measurement: Length & Perimeter Number: Number: Multiplication & Division Number: Fractions Number: Decimals	White Rose Summer Blocks Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position & Direction
History	Key Enquiry Question: How have children's lives changed? - I know some jobs Victorian children had to do I know something about life for children in Tudor times I know some ways childrens' lives have changed	Key Enquiry Question: What changed in Britain after the Anglo Saxons? (BH3) - I know what an Anglo Saxon home looked like - I can tell you something about Alfred the Great -I know Christianity became important	Key Enquiry Question: How did achievements of the Ancient Maya impact their society and beyond? - I know something the Ancient Maya believed in -I know why cacao was important to the Ancient Maya -I know what happened to the Ancient Mayan cities
Geography	Key Enquiry Question: Why are rainforests important to us? -I know a country with a rainforest -I know a way in which rainforests are changing -I know and can describe the layers of a rainforest	Key Enquiry Question: Where does our food come from? -I know how food choices impact the environment -I know why it's important to trade responsibly -I know how chocolate is made and which country cocoa comes from	Key Enquiry Question: What are rivers and how are they used? -I know what the water cycle is and can describe it -I know some of the world's longest rivers and can locate them on a map -I know how rivers are used around the world
Science	T1: Classifying living things * 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 T2: Electricity * 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 * Recognise some common conductors and insulators, and associate metals with being good conductors * 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	T3: Sound * Identify how sounds are made, associating some of them with something vibrating * Recognise that vibrations from sounds travel through a medium to the ear * Recognise that sounds get fainter as the distance from the sound source increases * Find patterns between the pitch & volume of a sound and features/strength (of vibrations) of the object that produced it T4: States of Matter * Compare and group materials together, according to whether they are solids, liquids or gases * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature * 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)	T5: Habitats and Food Chains * Recognise that environments can change and that this can sometimes pose dangers to living things * Construct and interpret a variety of food chains, identifying producers, predators and prey T6: Teeth and digestion *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

	Working Scientifically within every lesson all year (See National Curriculum)		
Art	T1&2: Drawing *With pencil, create hard & soft lines by adjusting pressure * With coloured pencil, block colour by applying strokes in same direction * Control depth of colour by applying varying pressure * Create work in the style of artist: Bruce Gray	T3&4: Painting *Select brush size and type depending on task * Mix and match colours for different purposes * Mix different thicknesses of paint for different purposes * Create work in the style of artist: Henri Rousseau	T5&6: Sculpture * Design and make a 3D sculpture using a range of appropriate materials * Consider how to join materials *Create work in the style of artist: Alberto Giacometti
D&T	Electrical Systems: Torches - To analyse and evaluate electrical products - To design a product to meet a set of specific user needs - To make and evaluate a torch (Lessons 2 - 4; omit lesson 1)	Structures: Helmets - Evaluate a range of existing products - Design a functional helmet, focusing on design features to increase the strength - Construct a basic helmet and then enhance the product with strengthening features. - Evaluate the effectiveness of the product	Mechanical Systems: Slingshot cars - Produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results.
PE	T1 and 2: Dance, Basketball, gymnastics, football * Perform routines, in the correct order, from memory * Choreograph short routines in time with a given piece of music * Explore different styles of dance and copy steps from them	T3&4 Swimming (x2), Hockey, handball * Perform a range of rolls with a good level of accuracy e.g. forwards, backwards * Use all parts of the body when travelling in different ways	T5&6: Athletics/Cricket/Rounders * Hit a ball with a range of different bats/ or racquets * Sprint up to 100m * Run 200m
PSHE	T1: Being Me in My World 'Who am I and how do I fit?' T2: Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	T3: Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this T4: Healthy Me Being and keeping safe and healthy	T5: Relationships Building positive, healthy relationships T6: Changing Me Coping positively with change
RE	T1: Why is good stewardship important to Christians and what do they learn from the creation story? Concept: Creation and the environment T2: What is it like to follow God? Concept: The Existence and nature of God	T3: How special is the relationship Jews have with God? Concept: Sharing beliefs, festivals and belonging to a community T4: What makes a perfect world? Concept: Global issues	T5: When Jesus left, what was the impact of Pentecost? Concept: Sharing beliefs, festivals and belonging to a community T6: Racism: what is it and what do religious texts teach us? Concept: Global issues

French	T1: All Around Town -I know the names of these French cities (L1) <i>Paris, Marseille, Lyon, Toulouse, Nice.</i> -I know how to say where I live and ask someone where they live (L5) <i>J’habite à Salisbury (I live in Salisbury), Où (where), Où habites-tu? (Where do you live?)</i> T2: On the Move -I know the names of different types of transport (L1) <i>Voiture (f) (car), autobus (m) (bus), vélo (m) (bicycle), avion (m) (plane)</i> -I know simple directional language (L3) <i>tout droit (straight on), tournez (turn – imperative), à droite (to the right), à gauche (to the left)</i>	T3: Going Shopping -I know the French words for fruits and vegetables (L1, L2) <i>la banane (f) (banana), les raisins (m) (grapes) – plus Y3 fruits. les légumes (m) (vegetables), la pomme de terre (m) (potato), l’oignon (m) (onion), la carotte (f) (carrot)</i> -I know how to say items of clothes and to place adjectives after the noun when describing them (L3) <i>e.g. une robe rose un pantalon (m) (trousers), un pull (m) (jumper), une robe (f) (dress), une jupe (f) (skirt), une chemise (f) (shirt)</i> T4: Where in the World? -I know countries where French is spoken (L2) <i>La France (France), le Canada (Canada), la Belgique (Belgium), la Suisse (Switzerland)</i> -I know the names of animals that can be found in a zoo (L5) <i>un lion (m) (lion), un zèbre (m) (zebra), un pingouin (m) (penguin), un orang-outan (m) (orangutan)</i>	T5: Telling the Time -I know how to ask for the time and say what time it is (o’clock and half past) (L1) <i>Quelle heure est-il ? (What time is it?), Il est... (It is...), ...heure(s) (...o’clock), ...heure(s) et demie (half past...)</i> -I know how to say the different activities I do throughout the day (L2) <i>Je me lève (I get up), Je mange mon petit déjeuner (I eat my breakfast), Je vais à l’école (I go to school), Je rentre chez moi (I go home), Je me couche (I go to bed)</i> T6: Holidays and Hobbies -I know how to say the seasons in French (and use months vocabulary from Y3) (L1) <i>le printemps (m) (Spring), l’été (m) (Summer), l’automne (m) (Autumn), l’hiver (m) (Winter)</i> -I know how to ask what the weather is like and state what the weather is using ‘Il/Il fait...’ (L2) <i>Quel temps fait-il? (What’s the weather like?) Il fait chaud (It’s hot), Il fait froid (It’s cold), Il fait nuageux (It’s cloudy), Il pleut (It’s Raining)</i>
	Music T1&2: Listening & Appraisal, Composition and Performance T 1: Composing with colour (Compose and perform using rhythm notation with letter names for a tuned instrument / Maintain a simple part within a group) T2: The Pink Panther (Play rhythm cards with notes written under on a tuned instrument/ Create different timbres to reflect a mood/ Create a graphic score/ Play and write symbols for staccato and legato)	T3&4: Listening & Appraisal, Composition and Performance T3: Fanfare for the Common Man (To begin to use a stave to write C major triads when composing and to read when performing/ To explore texture by layering sounds in a composition, and keeping their own part going within a group./ Counting notes in a bar and adding time signatures) T4: Spain (Counting musically/ Keeping a part in a group with contrasting rhythms and pitches./ Writing dynamics to enhance a piece)	T5&6: Listening & Appraisal, Composition and Performance T5: Global pentatonics (Combining rhythm and pitch to write a melody on stave/ Reading from a stave to perform a melody/ Improvising a melody based on the pentatonic scale.) T6: Discovering ways to sing in harmony (To sing simple harmony and keep a part within a group)
Computing	Information Technology: * e-safety * Computing systems and networks * The internet I know the internet is a network of networks. I know the world wide web contains websites and web pages. * Creating media – audio editing I know an input device is need to record sound. I know an output device is needed to listen to the sound that has been recorded.	Information Technology: • Programming A – repetition in shape I know Logo is a text-based programming language. I know a code can be used in Logo to draw a picture. • Date and information – data logging I know data logger collects ‘data points’ from sensors over time. I know sensors can collect data.	Information Technology: • Creating media – photo editing I know that you crop a digital image. I know you can improve a digital image by rotating it. • Programming B – repetition in shapes I know instructions can use repetition. I know in programming there are infinite loops.

Cultural Capital	• European Day of Languages • Learning about artist Bruce Gray • Learning about Amazon Rainforest: understanding more about the tribes who lived there and its animals and plants	• Learning about Post Impressionism and French painter Henri Rousseau • World Book Week • Performing Easter Service 'Salvation' play • Visit from Synagogue • Swimming lessons • Museum History Trip	• Learning about Swiss sculptor Alberto Giacometti and the Surrealist Art Movement • Outdoor learning Day
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