Year 4 Curriculum Overview

YEAR 4	1st half Autumn	2nd half Autumn	1st half Spring Forest School	2nd half Spring	1st half Summer	2nd half Summer
ART	**Ancient Egypt - ART: Drawing**		**Tudors - ART: Painting**			**Rainforests - ART: Printing**
COMPUTING	**Data handling –top trumps**	**Online safety**	**Movie making – Hooke Court**	**Movie making – continued**	**Data – representing information**	**Kodu – events using 'when'**
DT		**DT: Electrical systems – simple circuits and switches: torches**		**DT: Food – Healthy & varied diet - Tudors**	**DT: Shell structures using CAD –** boxes & hidden compartments (Smugglers box)	
GEOGRAPHY	**Ancient Egypt**			**UK Geography – Rivers** **River Stour Visit**		**Rainforests**
HISTORY		**Ancient Egypt** **Kingston Lacy Trip**	**Tudors – Henry VIII** **Hooke Court /Poole History Walk**		**Smugglers** **Kinson/Heath/Chines**	
LANGUAGES (Spanish)						
MUSIC	**Notation - further skills**	**Composition and performance through Egyptian topic**	**Tudor music – history and music appreciation**	**Tudor Banquet – year group performance to parents.**	**Samba skills**	**More Samba and performance**
P.E.	**IG: Basketball** **Swimming**	**IG: Hockey** **Swimming**	**OAA** **Rounders**	**IG: Football** **Dance (Tudor Dance)**	**FITNESS** **NW: Tennis**	**Gymnastics** **Athletics**
PSHE	**Being Me in my World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
R.E.	**JUDAISM: Beliefs & Practices**	**CHRISTIANITY: Christmas**	**JUDAISM: Passover**	**CHRISTIANITY: Easter**	**JUDAISM: Belief & Practices**	**CHRISTIANITY: Prayer & Worship**
SCIENCE	**Digestion, teeth & food chains**	**Electricity**	**States of matter**	**Classification**	**Sound**	**Classification and habitats**

Year 4 Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Ancient Egypt** **ART: Drawing**	**DT: Electrical systems –** **simple circuits and switches:**	**Tudors** **ART: Painting**	**DT: Food – Healthy & varied diet** **- Tudors**	**DT: Shell structures using** CAD – boxes	**Rainforests** **ART: Printing**
Overarching Question	**How can you use hatching and cross hatching to show tone and texture in observational sketches?**	**How can I make a torch that can be operated without having to hold it?**	**Should a portrait always tell the truth?**	**Why was the Tudor diet unhealthy and how could I improve it?**	**How can I create a container with a hidden compartment?**	**How can I create artwork using pattern inspired by nature?**
Key Concepts & Vocab	Drawing– Hatching, cross hatching, shading to show light and shadow.	Electrical systems, purpose, design, make, user,	Using watercolours, blocks and tubes; Creating washes; Landscape painting	Research, nutrition, seasonality, eatwell plate,	strengthening, stiffening, shells structures, models, C.A.D.	Block printing, relief printing, rubbings. Explore natural and man-made pattern
Key artists,designers, artwork, objects	Egyptian Art & Artefacts Raphael Rembrandt	Variety of battery operated products.	J.M.W. Turner / William Blake Georgia O'Keeffe/ John Singer Sargent / Paul Klee / Andrew Wyeth	Information on Tudor diet Eatwell plate Healthier alternative recipes.	Examples of boxes, packaging, containers made up of 2D nets.	Michael Klimek photographer (PowerPoint Man V Nature) David Hockney. - Images of rainforest and tropical foliage for inspiration.
Precis	Experimentation with different hardness's of pencils and different shading techniques to produce a range of effects. **Annotate sketches** to explain elaborate ideas. Use **shading** to show **light and shadow.** Use **hatching and cross hatching** to show **tone and texture.** Sketch Egyptian artefacts	Disassemble different examples of relevant battery-powered products. Recap how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers. Children research, design, make and evaluate their own hands-free torch.	Re-cap prior learning and warm and cool colours. Introduce the concept of contrasting colours. Introduce watercolours (two types tubes and blocks) Explore using the paint thickly or as thinly as possible using water. Study Tudor portraiture, Painters commissioned to paint likenesses. Many very flattering as the artist did not want to offend the monarchs.	Investigate the Tudor diet and evaluate the lack of nutrition in preferred dishes of the time and investigate alternatives that are more nutritionally balanced. Pupils work on creating healthier elements in focussed tasks before designing, making and evaluating a whole meal.	Investigate different shell structures e.g. packaging. Demo simple drawing software such as Publisher, Paint or Word then allow class to use them to practise drawing / manipulating shapes to make own nets. Explore how to make hidden compartments. Pupils use their prepared nets & select materials to construct their container	Pupils use sketch books: for recording textures & patterns to design a simple print using marker pens which combine man-made &natural patterns. Then colour. Progress to creating a relief print using Styrofoam. Explore rainforest foliage, shapes &forms, then combine rainforest foliage images. The organic shapes and patterns in foliage will be the inspiration for their own designs to create the relief print
Outcome:	Sketch book reflects a development of drawing skills over time that show representation sketches using shading, hardness and hatching techniques.	Design, create and evaluate a hands-free torch for an explorer.	Paint your own large scale water colour replica of a Tudor portrait.	Design, make and evaluate healthy alternatives to the typical Tudor meal	Design, make and evaluate a box with a hidden compartment that could be used by a smuggler.	Create a relief print using Styrofoam and three colours that overlap to colour mix further colours
NC Skills & knowledge	To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - About great artists, architects and designers in history.	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.
Art Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: hatching, cross hatching, shading, light, shadow, hardness, tone and texture, watercolour, washes, landscape, thickly, thinly, merging, resist, portrait, replicate, block print, relief print, rubbings, pattern, texture, natural, man-made, Styrofoam, rainforest, foliage, organic, overlay, colour mix **Drawing**: * Know how to use shading to show light and shadow • Know how to create texture and tone using hatching and cross-hatching **Painting:** * Know and recognise a painting created using watercolour • Know, understand and use a variety of water colour techniques to different effects on paper * Know how to replicate a Tudor portrait **Printing**: * Know how to create a print using relief printing on Styrofoam • Know and understand that by printing different coloured blocks over each other you can create new colours. • Know and understand how to create images inspired by nature.					
DT Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: series circuit, fault, connection, switch, battery, holder, bulb, wire, insulator, conductor, crocodile clip, innovative, texture, taste, spicy, moist, fresh, savoury, hygienic, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, shell structure, (3-D) shape, net, scoring, shaping, tabs, adhesives, assemble. **Electrical Systems**: * To be able to generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. * To understand and use electrical systems in their products, such as series circuits incorporating switches and bulbs. **Nutrition & Food**: * To be able to plan the main stages of a recipe, listing ingredients, utensils and equipment. * Know how to use appropriate equipment and utensils to prepare and combine food. * Know about fresh and processed ingredients and whether they are grown, reared or caught. **Shell structures**: * To be able to select and use appropriate tools to measure, mark out, cut, score, shape and assemble.* To be able to test and evaluate their own products against design criteria, the intended user and purpose					

Year 4 Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Data handling –top trumps**	**Online safety**	**Movie making – Hooke Court link**	**Movie making – continued**	**Data – representing information**	**Kodu – events using 'when'**
Overarching question	**What types of databases do we use?**	**What is cyberbullying and why has it increased?**	**What effects and techniques make movies more enjoyable?**		**How do computers store data?**	**How do games use cause and effect for specific outcomes?**
Key Concepts	Can understand and apply the fundamental principles and concepts of computer science - data representation.	Are responsible users of ICT.	Are competent and creative users of ICT. <u>(Shorter term in Spring 2 coupled with a week out on residential)</u>		Can understand and apply the fundamental principles and concepts of computer science - data representation.	Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
Precis	*What is a database? How are they used? How is data stored on them? How have we showed data in previous years?* Discuss simplistic data – charts, spreadsheets. This is more raw data – statistics. Top Trumps – simple record of data. Link to Ancient Egypt – gods and goddesses Top Trumps – need to be concise, informative and data easily taken from each record (card	Cover the Golden Rules of online-safety. *What dangers are there nowadays for children growing up that people born in 20th century won't have faced?* Link back to the e-mail units – *What challenges are faced with this?* Discussions around cyberbullying – *what is it? What happens if we are faced with it? Who do we contact? Where is it most likely to happen?* Lots of work done around being responsible online – something written is always there (footballers, MPs losing jobs over historical posts)	Teachers to take photos, videos and any other records of the trip to Hooke Court. The children are to use 'Photos' app to create a short video of their time on the residential. These images can be supplemented uses images from online. *What transitions did we use on PowerPoint? How are they similar to Photos?* Think about timings and effectiveness of their chosen animations – *are they all necessary?*		Link back to Autumn 1 unit – *what is data? How is it stored? What examples are there?* This unit is looking in depth at exactly how data and information is stored on computers. Children will look a binary, image representation, text compression, error detection and correction, and information theory. Working from CS unplugged.	*What did you cover in Y3? Can you remember the functions you had to use in order to get your character to move?* Look at the use of 'when' in more detail. This unit has a focus more on events in the game, rather than person controlled events (not just when a key is pressed). This brings in the game creation themes – when hit a start get 10 points, when hit by a rocket game over). Pupils to learn how to programme other objects and robots to act in a repeated manner – follow a path back and forth for example. *Can these be integrated into a game scenario?*
NC Skills & Knowledge	To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and **<u>presenting data and information</u>**	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.	To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.
Computing Assessment Fundamentals Knowledge	- What databases are and the functions of individual databases. - The definition of cyber bullying and how it is affecting young people more and more. - How images can be manipulated and linked to make an engaging movie. - How to use transitions and effects to good effect? - Computers can follow a repeated algorithm until a given point. - How computers used binary and other forms of coding to store data.					
Skills	- Create an effective database which is informative and factual. - Use a range of transitions and effects to program a movie. - Use binary and other codes to represent data. Use the when function to control robots and sprites to complete a set task.					

Year 4 Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	The Rule of Law – How are different societies organised?	The Rule of Law – How are different societies organised?	The Church of England – How and why did Henry VIII form the C of E?	Individual Liberty – Leadership styles, obedience and dissent	Tolerance -	Mutual Respect – Recognising the reasons why for some the rainforest is their living.
Area of Focus	Ancient Egypt	Ancient Egypt Kingston Lacy Trip	Tudors - Hooke Court	Rivers- River Stour Visit	Smugglers – Kinson/heath/Chines	Rainforests
Overarching Question	How did the River Nile contribute to the success of the Ancient Egyptians?	KQ: What did we learn from the Ancient Egyptians?	What made Henry VIII so famous?	How do rivers change and how do they change their surroundings?	Why did some people see smugglers as heroes rather villains?	Why is the Amazon rainforest so important and why should we protect it?
Key Concepts & Vocab	Settlement, Irrigation, Fertile Vegetation, Biome, Agriculture	Civilisation, Society, Empire Archaeology, Sources	Monarchy	Environment, Landscape, Vegetation, Habitat	Taxation, Rebellion	Biome, Habitat, Vegetation, Erosion, Environment, Landscape, Weather, Climate, Hazard, Sustainability
Precis	Focus on the River Nile and how it was used during the Ancient Egyptian civilisation. Children will identify the source of the river and follow its journey through Africa. Children will compare flooding in Egypt to the U.K, looking at positives and negatives. Relating settlement to location. Investigating agriculture – irrigation, flooding and soil fertility.	A look at the development of the Egyptian Civilisation, looking at their key successes and notable achievements: - Pyramids - River Nile (flood plain) - Writing (hieroglyphics) – Farming - Rulers (law & order) Religion – Gods / Ceremonies / Tribute additional focus on - Sources and the ethics of archaeology (Howard	A case study on Henry VIII and his impact on England. Key focus on: - Religion (church of England) – Society – Conflict - Impact on modern	A physical geography unit on Rivers which will include a trip to the River Stour to identify the features of rivers and some of the wildlife that makes its home in this habitat. Children can compare and contrast the stour with oter rivers they have encountered in their time at Talbot such as the Thames, Nile and Amazon. Additional focus on uses of rivers.	A local study of smuggling in the Poole and Dorset area, looking at the coast line and places of interest. Particular focus on Isaac Gulliver and his exploits. Focus on why people smuggled and the idea of taxation.	Identify source & follow journey of Amazon through different countries in South America. Compare 2 different biomes– desert & rainforests - identify key characteristics of each. Focus on deforestation and effect on Amazon rainforest – Look at products originating in rainforest– chocolate, shampoos, medicines etc. Look at links & conflict between essential economic activity/trade, sustainability, global citizenship & exploiting natural resources.
NC Skills & knowledge **ALL GEOGRAPHY**: - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries and major cities. **ALL HISTORY**: To develop an awareness of the past, using common words and phrases relating to the passing of time.	* Basic UK Geography here (England–Stonehenge-Poole) To know where the people and events they study fit within a chronological framework To understand how our knowledge of the past is constructed from a range of sources. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. Changes in Britain from the Stone Age to the Iron Age.	* Basic UK Geography here (England–Bath-Poole) To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. The Roman Empire and its impact on Britain.	* UK Geog here To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. .	* UK Geog here To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information A local history study.	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and times zones (including day and night. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. And human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources: energy, food, minerals & water
Geography Assessment Fundamentals	**Vocabulary:** To know, understand & use accurately and confidently: Settlement, Irrigation, Fertile, Vegetation, Biome, Agriculture, Habitat, Erosion, Environment, Landscape, Weather, Climate, Natural Resources, Hazard, Sustainability. * To be able to identify the main features of a river. * To understand and explain why deforestation occurs and the negative impact it has on our planet. * To locate the countries that the River Nile and the Amazon River run through using an atlas/globe. * To be able to explain why the Ancient Egyptian settlements were so close to the River Nile.					
History Assessment Fundamentals	**Vocabulary:** To know, understand & use accurately and confidently: Archaeology, Opposition, Taxation, exploration, smuggling, hieroglyphics (Plus recap on all previous key historical vocabulary) * To be able to explain why the Tudors, Egyptians are important historical people to learn about. * To describe key people and events studied: Who was Howard Carter? Tutankhamun? Henry VIII? Elizabeth I? Isaac Gulliver? * Demonstrate the ability to argue a viewpoint against another. * Be able to ask questions about a subject to support their viewpoint					

Year 4 Curriculum Overview

MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Notation - further skills	Composition and performance through the Egyptian topic	Tudor music – history and music appreciation	Tudor banquet – year group performance to parents.	**Samba skills**	More Samba and performance
Overarching Question	Can you read and write basic notation, in Kodaly, standard and graphic score styles?	Can you perform an Egyptian composition using pitched percussion in a minor scale?	Can you analyse music from Tudor times and compare modern and period instruments for similarities and differences?	Can you perform at a Tudor banquet with songs and instrumental accompaniment?	Can you layer sounds expressively , with an awareness of their combined effect?	Can you play Samba instruments as an ensemble, so they sound clear, accurate and have control and expression through practice and rehearsal?
Key Concepts & Vocab	*Listen, recall sounds and appraise.* Playing instruments. *Compose and improvise.* Use musical notation. *Vocabulary:* notation, Kodaly method, crotchet, quaver, semi quaver, minim. , graphic score	*Listen, recall sounds and appraise.* Playing instruments. Perform and share. Use musical notation. *Vocabulary:* pitched, unpitched, major, minor, texture.	*Listen, recall sounds and appraise. Use voices to sing.* Playing instruments. Use musical notation. *Vocabulary:* Recorder, Harpsichord, Lute, flute, Sackbutt, Hurdy-Gurdy, Canon, harmony, melody, accompaniment,	Playing instruments. *Use voices to sing.* Perform and share. *Vocabulary:* Canon, harmony, melody, accompaniment, performance.	*Listen, recall sounds and appraise. Compose and improvise.* Playing instruments. *Vocabulary:* Tamborims , Caixa, Agogô bells, Surdos, shakers (Ganza), scrapers (Reco-Reco) and the Repenique (Hepique)	*Listen, recall sounds and appraise.* Playing instruments. Perform and share. *Vocabulary:*
Precis	Initial call and response rhythms leading to notating these in a variety of ways. First reading notation and then writing their own 4 beat rhythms and performing them on non-pitched percussion instruments. Look at graphic scores to describe an Egyptian piece. How does this score describe how the piece is played?	Use the graphic score they have composed and play with pitched glockenspiels, xylophones and African drums. Learn to play an ensemble piece in a minor key. (Egyptian music style) Practise the different elements of the piece in the three part structure and then perform and record.	Study both instruments and styles of music from the Tudor period. Look at Henry VIII as a musician. Compare to modern instruments and styles. Listen to songs from the time period and discuss language differences and purpose. Try singing authentic songs from the time and analyse them.	Learn some basic recorder skills – technique for playing and standard notation for basic tunes that we can play as a group. Practise using large bass drums with large soft beaters and learn dampening skills. Put together a performance of songs, dance and accompaniment to the parents in the style of a Tudor banquet.	Look at the origins of Samba and introduce the instruments involved in a band. How are they played? Show techniques. Vary call and response rhythms with question and answer rhythms. Learn different rhythms for different instruments and start to layer the sounds while keeping in time with the pulse beat.	Continue with Samba playing. Learn breaks and hand signals so that pieces are continuous. Whistle signals will start and stop grooves and breaks. Use dynamics to vary the sound of the piece. Choose the order of grooves to combine sounds and be aware of the effects this creates. Put together a performance piece for the Art's night for parents.
MUSIC	Can compose a short, simple and coherent musical piece.	Is able to increase accuracy, control and expression through	Describe the different purposes of music throughout history and in other cultures.	Maintain a simple part within a group. Create accompaniments for tunes. Learn to read	Describe the different purposes of music throughout history and in other cultures.	Is able to increase accuracy, control and expression through practice and rehearsal.

FUNDAMENTAL SKILLS and KNOWLEDGE	Compose and perform melodies and songs. (Including using ICT). Describe the different purposes of music throughout history and in other cultures. Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music.	practice and rehearsal. Explain how musical elements can be used together to compose music.	Can identify the kind of music they have listened to, giving a reasoned and personal reaction to it. To comment on a musician's use of technique to create effect. . Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Sing songs from memory with accurate pitch. Show control in voice.	music during recorder lessons. Understand the importance of pronouncing the words in a song well. Is able to increase accuracy, control and expression through practice and rehearsal. Understand that the sense of occasion affects the performance.	Play notes on instruments with care so they sound clear. Recognise and create repeated patterns with a range of instruments. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music.	Use sound to create abstract effects. Carefully choose order, combine and control sounds with awareness of their combined effect. Have awareness of the effect of several layers of sound. To notice, analyse and explore the way sounds can be combined and used expressively
Music Assessment Fundamentals SKILLS & KNOWLEDGE	Recording of their Egyptian styled pitched percussion piece using an Ipad. Photos for assessment book from class. Photographic and video evidence from Tudor performance and Samba band in the Art's evening event. Record of WT/ARE/GD per term against level descriptors.					
	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments 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 • 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.					

Year 4 Curriculum Overview

P.E. (1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Swimming See Swimming Plan	Swimming See Swimming Plan	Rounders GS4PE – Yr 3/**4**	**Dance (Tudor Dance)** * (Plan below if required)	NW: Tennis GS4PE Yr 4	Athletics GS4PE Yr 4
Overarching question			Where is the best place to hit the ball and how do I do it?	How can I tell a story through dance?	What are the range of strokes that can be played in tennis? Can I play them all?	How effective are my athletic techniques? How can I improve?
Key Concepts & vocab			**Physical**: Underarm and overarm throwing / Catching / Tracking a ball / Fielding and retrieving a ball / Batting **Social**: Collaboration and communication / Respect / Supporting/encouraging others **Emotional**: Honesty and fair play / Confident to take risks / Managing emotions **Thinking**: Observing and providing feedback / Using tactics / Decision making	**Physical**: Performing a variety of dance actions / Using canon, unison, formation, dynamics, character, structure, space **Social:** Collaboration / Respect Inclusion: Consideration **Emotional:** Confidence **Thinking**: Observing and providing feedback / Selecting and applying skills	**Physical**: Underarm throwing / Catching / Forehand / Backhand / Ready position **Social**: Collaboration / Respect / Supporting others **Emotional**: Honesty / Perseverance **Thinking**: Decision making / Understanding rules / Selecting and applying skills and tactics	**Physical**: Pacing / Sprinting technique Jumping for distance and height / Throw, heave, launch for distance **Social**: Working collaboratively & safely **Emotional**: Perseverance / Determination **Thinking**: Observing and providing feedback/ Exploring ideas
Precis			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 work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with.	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, & 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 work	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.	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.
NC Skills & Knowledge			I am able to bowl a ball with some accuracy & consistency. I am learning rules of games I can communicate with my teammates to apply simple tactics. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy.	I can choose actions & dynamics to convey a character or idea. I can copy and remember set choreography. I can explain what happens to my body when I exercise & how this helps to make me healthy I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music.	I am learning the rules of the game and I am beginning to use them to play fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance and height with balance and control. I can throw with some accuracy and power to a target area.

Year 4 Curriculum Overview

P.E. (2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	IG: Basketball GS4PE – Yr 3/**4**	IG: Hockey GS4PE Yr 3/**4**	OAA GS4PE Yr 3/**4** **Forest School**	**IG: Football** Football - GS4PE Yr3/4	FITNESS GS4PE – Yr3/4	Gymnastics Gs4PE Yr 4
Overarching question	How can I quickly change direction with or without the ball?	How can I keep possession of the ball when opponents are trying to take it?	Which skills are needed to use a map accurately?	When playing football, how can I outwit opponents?	Which physical qualities are strong and which do I need to develop further?	How can I use movements to create more complex sequences?
Key Concepts & vocab	**Physical**: Throwing and catching / Dribbling / Intercepting / Changing direction and speed / Shooting **Socia**l: Working safely / Communication / Collaboration **Emotional**: Honesty and fair play/ Perseverance **Thinking**: Planning strategies and using tactics / Observing & providing feedback	**Physical**: Passing / Dribbling / Receiving / Intercepting / Tackling **Social**: Communication / Collaboration / Inclusive **Emotional**: Honesty and fair play / Perseverance / Empathy **Thinking**: Planning strategies and using tactics / Observing & providing feedback / Decision making.	**Physical**: Balance / Running **Social**: Communication / Teamwork / Trust / Inclusion / Listening **Emotional:** Confidence / **Thinking**: Planning / Map reading / Decision making / Problem solving	**Physical**: Dribbling / Passing / Ball control / Tracking/ jockeying / Turning **Social**: Communication / Collaboration / Cooperation **Emotional:** Honesty / Perseverance **Thinking**: Selecting & applying tactics / Decision making	**Physical**: Strength / Speed / Power / Agility / Coordination / Balance / Stamina **Social**: Supporting others/ Working safely **Emotional**: Perseverance / Determination **Thinking**: Identifying areas of strength and areas for development	**Physical**: Individual and partner balances / Jumps using rotation / Straight roll / Barrel roll / Forward roll / Straddle roll / Bridge / Shoulder stand **Social:** Responsibility / Collaboration / Communication / Respect **Emotional**: Confidence **Thinking**: Observing & providing feedback / Selecting & applying actions
Precis	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 maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.	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 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.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils will 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 can select & apply tactics to outwit opposition.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will work at their maximum and improve fitness levels. They must persevere when tired or when a challenge is hard and encourage others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils encouraged to work safely and with control when performing new tasks	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. Work independently and with a partner to create and develop sequences. Pupils given opportunities to receive and provide feedback in order to make improvements on performances. Pupils develop their performance skills considering quality & control
NC Skills & Knowledge	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	I am learning the rules and beginning to use them to play honestly & fairly I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how it helps make me healthy. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage the game.	I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group	I am learning the rules of the game beginning to play fairly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how it helps make me healthy. I can move to space to help my team to keep possession. I can use simple tactics to help my team score/gain possession.	I can collect and record personal fitness data and identify areas I need to improve. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working at over a period of time.	I can explain what happens to my body when I exercise & how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan & perform sequences with a partner that include a change of level & shape I can safely perform balances individually and with a partner. I can watch, describe & suggest possible improvements to others' performances I understand how body tension can improve the control and quality of my movements.
P.E. Assessment Fundamentals SKILLS & KNOWLEDGE	- I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can dribble, pass, receive and shoot the ball with increasing control. - I can delay an opponent and help to prevent the other team from scoring. - I can plan & perform sequences with a partner that include a change of level & shape - I can confidently communicate ideas and listen to others.					

Year 4 Curriculum Overview

P.S.H.E. - (Jigsaw)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	How do my actions affect myself and others?	Are first impressions more important than getting to know someone?	How can I make a new plan and new goals even if I have been disappointed?	Why do people put me under pressure and what can I do about it?	Can I explain different points of view on animal rights issues?	What am I looking forward to in Year 5?
Key Concepts & Vocab	Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: how we look	Hopes and dreams Broken dreams Over coming disappointment Creating new dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness	Relationship web Love and loss Memories Are animals special? Special pets Celebrating my relationship with people and animals	Unique me *Rainbow lesson 3 from Y 3 Circles of change Accepting change Looking ahead
Precis	Children are in traduced to democracy and the benefits of it.	Children will explore how to not judge someone by the way they look.	Children will learn how to become resilient through over- coming barriers to their dreams.	Children will learn about other external dangers of addiction. They will also explore friendships.	Children will learn about other types of relationships. They will also explore loss and memories.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Picture frames	Dream mobiles and garden decorations	Recipe book ch 4 Healthy Friendships	Fabric collage – 'My special relationships'	Circle of change for tree of change
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						

Year 4 Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 4	**JUDAISM: Beliefs & Practices**	**CHRISTIANITY: Christmas**	**JUDAISM: Passover**	**CHRISTIANITY: Easter**	**JUDAISM: Belief & Practices**	**CHRISTIANITY: Prayer & Worship**
Overarching Question	How special is the relationship Jews have with God?	What is the most significant part of the Nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible for Christians?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
Key Concepts & Vocab	Covenant, Abraham, Isaac, Moses, Ten Commandments, Torah, Ner Tamid, Synagogue, Rabbi, Tallit, Mezuzah, Shema, special relationships,	Frankincense, Myrrh, Christingle, incarnation (God taking human form), symbols	Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher, authority	The Lord's Prayer, The Last Supper, Peter, salvation, forgiveness, gospel	Ten Commandments, Shabbat, Seder, Synagogue, Torah, Bar Mitzvah/Bat Mitzvah, Mitzvot, Tu B'Shevat, Shema, responsibility	Church, Baptism, John the Baptist, Eucharist/Holy Communion, meaningful places, worship
Precis	To understand the special relationship between Jews and God and the promises they make to each other.	To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	To understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	To understand how important going to church is to show someone is a Christian.
Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. **Suggested final assessment:** Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how do you show this in your life?" Children to then explain how easy/difficult they think it would be for Jews to live up to their special covenant with God.	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. **Suggested final assessment:** Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut. **Suggested final assessment:** Activity Sheet 1. Children rank order (maybe Diamond 9) cards with pictures/ words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures. Activity Sheet 2. How might a Jewish child respond if s/he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it.	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. **Suggested final assessment:** Use Activity Sheet to draw 2 pictures of: i) Jesus showing forgiveness ii) Christians today showing forgiveness Answer the questions that follow.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. **Suggested final assessment:** Give children a circle divided into 6 sections (like a pie). First they choose the 6 ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. (Could draw or write.) Use a key or a numbered system to order these by importance. Write sentences to explain thinking.	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her. **Suggested final assessment:** Children to think of the reasons why Christians might choose to go to church and their reasons for doing so, and reasons why other Christians may choose not to go to church at all. Lesson in two parts (or possibly 2 lessons) 1st part: Activity Sheet 1 Children to be told that the local church is being closed for a short period of time. Children to write a letter arguing that it should remain open and why. Include a Christian perspective. 2nd part: Activity Sheet 2 Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway? Children complete the second Activity Sheet.

Year 4 Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Digestion, teeth & food chains**	**Electricity**	**States of matter**	**Classification and habitats**	**Sound**	**Classification and habitats**
Overarching Question	How do we process food in our body?	What is electricity and how do we use it?	How can this material be changed?	How do we classify our environment?	How do we hear sounds?	Are we spoiling our home?
Key Concepts & Vocab	Ingestion, Digestion, Absorption, Excretion, Food chains, Ecosystem, Producers, predators and prey	Electrons, Circuit, Power Components, Conduction, Insulation	Evaporation, Condensation, Boiling, Melting, States, Temperature, Water Cycle	Classify, Identify, Environment, Climate, Pollution	Vibration, Ear structure, Wave, Volume, Decibels, Pitch	Classify, Identify Environment, Climate, Pollution, Human impact, Ecology, Population Deforestation
Precis	Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.	Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.	Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.	Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.	Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.	Pupils should explore examples of human impact (both positive and negative) on environments, e.g. the positive effects of nature reserves, ecologically planned parks or garden ponds and the negative effects of population, development, litter and deforestation. They should 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 this sometimes poses dangers to living things.
NC Skills & Knowledge	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 To construct and interpret a variety of food chains, identifying producers, predators and prey.	To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches and buzzers To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors.	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 (°C) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds, travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases.	- 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
Assessment Fundamentals Science KNOWLEDGE & SKILLS	**SCIENCE** - Can use scientific keys accurately. - Name and classify a range of organisms from different habitats. - Name and describe the process of ingestion and digestion. - Construct simple food chains and identify producers, predators and prey. - Compare, group and describe solid, liquids and gases. - Observe and describe changes of state and the temperature it occurs - Describe how sound is made, travels and is changed. - Identify sources of electricity and appliances that use it. - Construct a complete circuit and describe what is needed. - Identify conductors and insulators - Know the dangers of electricity **WORKING SCIENTIFICALLY** Design and set up their own tests to answer their own questions. - Make and record measurements accurately using a range of equipment including thermometers and dataloggers. - Record results using a range of models and tables. - Draw conclusions from results based on their observations, findings and knowledge. - Answer questions based on evidence to support their conclusions.					