

Year 4 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	DT(food) /History	Science/music	Science	Geography	History/DT	Science/Art
Secondary focus	PE/French	DT/RE	ICT/S&L	Science	Art	Geography
The BIG question	Who were the gruesome Greeks?	How do we hear?	Are humans unique?	How can we save our planet?	Why do people invade and settle?	When is water not water?
WOW moment (First week)	Mini-Olympics	Busking in the playground & exposure to different types of music Make instruments from found materials	Dentist to visit All clean teeth in class	Rubbish assembly! Reduce, reuse, recycle Writing an Eco rap Making things from rubbish	Make shield and flags then invade another class	Science investigation in to states of matter – water – solid, liquid gas
Trips		Hindu Temple		Bristol zoo endangered species		Learning Ships at Engineer Shed (Temple Meads)
Bristol links	Bristol Museum Bath University	Get a Bristol Band to visit			Victoria park settlement Iron Age fort in Leigh Woods	Snuff Mills (Water Mill)
Celebration	Greek Day – Dress in Togas and make Greek food.	Playing made instruments to another class	Presentation of learning for parents/school (leaflet – publisher)	Display for parents Recycling project	Exhibition of shields and flags	Water colours exhibition linked to art
Key texts	Bastille - Icarus– interactive story Pandora’s box– S. poetry Horrible Histories– Greeks King Midas and the Golden touch (Literacy Shed)	Non fiction texts on sound Stitch Head Examples of adverts Example report Music magazines/ topics	Verdi Extracts from the Jungle Book /film Michael Morpurgo Shackleton’s expeditions	Verdi Extracts from the Jungle Book /film The Rainbow Bear Krindlekrax Blue planet	Beowulf– Morpurgo Bede Invaders– Kevin Jone Smashing Saxons (HH)	Non-fiction text about rivers
Science		Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the	Animals, including humans Describe simple functions of the basic parts of the digestive systems in humans Identify the different types of teeth and human	Living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name		States of matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state

		<p>ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>		<p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
History	Ancient Greece – a study				Britain's settlement by	

	of Greek life and achievements and their influence on the western world -Greek food (DT) -Greek inventions				Anglo-Saxons and Scots Roman withdrawal from Britain Fall of the Western Empire Anglo Saxon invasion Settlements and kingdoms: place names and village life · Anglo Saxon art and culture	
Geography				Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers & mountains.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
DT	Investigate and analyse a range of existing products. Understand and apply the principals of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			Select from and use a wide range of materials and components, including construction materials, textiles and ingredients Evaluate ideas and products against design criteria	Use research and develop a design criteria that will fit for purpose and aimed at particular individuals and groups (design a shield) Select from and use and use a wider range of tools and equipment to perform practical tasks accurately	
Art	I can name the tertiary colours and demonstrate how to make different colours (Look at the colour wheel) Looking at other artists work I can discuss moods created by colour (Patrick Heron and Mark Rothko) I can use colour to express emotions in my work and explore the effect of cool and hot colours	I can show gradations of tone in life drawing (Back lighting can increase tonal contrast) I can look at the artist's work and make copies looking carefully at the quality of lines (George Seurat) use a view finder to look closer) I understand the word contrast and can create different depths of tone through layering (layer one colour of tissue paper)	I can look at prints, e.g. Japanese, Indian and Persian paintings that use the diagonal (oblique) as a way of creating spatial effects in 2d work (Katsushika Hokusai) I can make models that use spatial structure e.g. bridges I can make solid structures that seem to have weight I can see the shapes and their arrangements in something that I am observing (Barbra Hepworth)	I can understand the terms 'shape (2d)' and 'form(3d)' (teach techniques of making shapes and forms in clay, wire, and card) I can work with covered forms e.g. bandaging forms with mod rock/papier mache I can make models that use spatial structure e.g. bridges	I can create a sense of texture using collage and discuss the materials using words like matt and shiny I can make sculptural pieces with an emphasis on textural qualities (Robert Long) I can produce the illusion of texture by using drawing and painting	I can use the environment as a source for pattern design and record it in different ways I can identify and analyse pattern in a range of artefacts and artists work (Bridget Riley, William Morris) I can use textiles as a basis for pattern work
Music	'Air' - Group Composition	Winter Concert Music through History -	Learning an Instrument – Ukulele	Indian Music– Further Developing Pulse and		Summer Showcase

		Chronology		Rhythm		
Computing	<p>Introduce Microsoft Publisher, demonstrate how publisher is for producing printed documents, but how it has more flexibility over Word. Explore all the familiar Microsoft Tools (Text Box, Pictures, Shapes, WordArt, Tables and Backgrounds) and use them to create a purposeful page. Demonstrate changing page design - page size and orientation, include custom page sizes to produce banners etc</p> <p>Introduce Flowol Software use it to control simulations, extend to control LEDs and motors via FlowGo.</p> <p>Introduce Animate It!, develop and extend</p> <p>E-Safety KS2- Lesson 3 and 4</p>					
R.E. Guru Gobindh Singh birthday and Hola Moh alla (Sikh)	What does it mean to belong to a religion? (Unit 10 – Hinduism		Unit 3. Why do religious books and teachings matter?		Unit 2. What can we learn from the life and teaching of Jesus?	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	Viva le sport! (Our sporting lives)		Le Carnaval des animax (Carnival of the animals)		Quel temps fait-il (What's the weather like?)	
Real PE	Unit 1 - Personal	Unit 2 – Social	Unit 3 – Cognitive	Unit 4 – Creative	Unit 5 – Physical	Unit 6 – Health and Fitness