

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview – Year 4

Year Group: 4			
Subject	Autumn term <i>Invaders – Anglo Saxons & Vikings</i>	Spring Term <i>Egyptians</i>	Summer Term <i>Volcanoes</i>
English	<p>Autumn</p> <p>Fantasy</p> <p>Poems with a structure: haiku</p> <p>Fairy Tales</p> <p>Poems with a structure: limericks</p>	<p>Spring</p> <p>Newspaper reports</p> <p>Film & play scripts</p> <p>Novels on a theme</p> <p>Poems on a theme</p>	<p>Summer</p> <p>Explanation</p> <p>Issues and dilemmas</p> <p>Classic poetry</p>
Maths	<p>Autumn</p> <p>Number: Place Value (Roman Numerals, 1000s, 100s, 10s, 1s)</p> <p>Number: Addition and Subtraction (range of strategies)</p> <p>Number: Addition and Subtraction</p> <p>Measurement: Length and Perimeter (km, perimeter on a grid/of a rectangle)</p> <p>Number: Multiplication and Division (x/÷by 10/100, x/÷by 6, 9, 7)</p>	<p>Spring</p> <p>Number: Multiplication and Division (11 and 12 x table, written x and ÷)</p> <p>Measurement: Area (counting squares and comparing)</p> <p>Fractions (equivalence, +/- fractions, greater than 1)</p> <p>Fractions</p> <p>Decimals (tenths and hundredths as decimals, on no line)</p>	<p>Summer</p> <p>Decimals (write, compare, order and round decimals)</p> <p>Measurement: Money (£ and p, ordering, estimating)</p> <p>Measurement: Time (analogue to digital – 12 and 24 hour)</p> <p>Statistics (interpret charts, intro to line graphs)</p> <p>Geometry: Properties of Shape (identify angles, triangles, quadrilaterals, lines of symmetry)</p> <p>Geometry: Position and Direction (describe position, draw/move on grid)</p>

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Science

Ongoing:

asking relevant questions and using different types of scientific enquiries to answer them

- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sound

Know 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

Living Things and Their Habitats

Recognise that living things can be grouped in a variety of ways
Recognise how a simple key helps identify living things
Recognise that environments can change and that this can sometimes pose dangers to living things
Understand some of the human impacts on specific habitats
Classify the 5 vertebrate groups based on physical features
Classify plants as flowering or non-flowering.

States of Matter

Recognise the differences between solids, liquids and gases
Recognise when freezing, boiling and melting take place.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Electricity

Identify common appliances that run on electricity
Understand the difference between mains or battery operated
Understand that electricity can be dangerous
Know that basic parts include cells, wires, bulbs, switches and buzzers
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
Recognise some common conductors and insulators, and associate metals with being good conductors

Animals Including Humans

Recognise why we must take good care of teeth
Describe the simple functions of the basic parts of the digestive system in humans
Recognise what a food chain represents
Identify producers, predators and prey

Optional Module

Recognise that bubbles can vary in shape and size.
Know that bubbles can be affected by different variables.

<ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 			
RE	<p style="text-align: center;">Autumn</p> <p><i>Enquiry 1, Theology: Where do religious beliefs come from?</i></p> <p>Where beliefs come from Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority.</p> <p>How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p> <p><i>Enquiry 2, Philosophy: What do we and skills mean by truth? Is seeing believing?</i> <i>Multi, inc Sikh views on God as truth</i></p> <p>The Nature of knowledge, meaning and existence. Describe different philosophical answers to questions about the world around them,</p>	<p style="text-align: center;">Spring</p> <p><i>Enquiry 3, Human and Social Science: How do/have religious groups contribute to society and culture? Hindu and Christian</i></p> <p>The Nature of knowledge, meaning and existence In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept</p> <p>How and whether things make sense Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not</p> <p>Issues of right and wrong, good and bad Explain a range of answers to the question ‘is it possible for something to always be right?’ showing that there are many different opinions about this.</p>	<p style="text-align: center;">Summer</p> <p><i>Enquiry 4, Human and Social Science: Why is there so much diversity of belief within Christianity? Christian (includes some theological aspects)</i></p> <p>The diverse nature of religion Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.</p> <p>Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>How beliefs change over time Identify events in history and society, which have influenced some religious and non-religious worldviews.</p> <p><i>Enquiry 5, Philosophy; What does sacrifice mean? Multi/Humanist</i></p>

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including questions relating to meaning and existence.
Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.

How and whether things make sense.
Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.

Issues of right and wrong, good and bad Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.

The Nature of knowledge, meaning and existence
Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.

How and whether things make sense
Give reasons for more than one point of view, providing pieces of evidence to support these views.

How beliefs shape the way believers see the world and each other
Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.

Computing

Unit: Inside a computer

Unit: Typing

Unit: Internet safety

Unit: Graphic design

Unit: 3D Design

Unit: Ebooks

Unit: internet researching

Unit: Data handling

Unit: programming with Scratch

Unit: Animation

History

Anglo-Saxons

Lived in Britain 410CE-1066

Many of the Anglo-Saxon settlers came to Britain seeking land to farm, having previously lived in frequently-flooded areas of northern Europe.

They mainly arrived after the Romans left, living in their own more rural settlements. Families usually lived all under one roof in small communities living in wooden houses with thatched roofs.

They were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century.

Common clothing included tunics for men, and longer robes for women.

Popular drinks included beer and mead, which were brewed and therefore much safer to drink than water.

A common diet was made up of bread and items such as eggs and cheese.

They were skilled craftsmen who made beautiful jewellery, armour and weapons

Vikings

First invaded in 793CE.

Vikings came from Scandinavia and attacked settlements and monasteries around the coast of Britain before invading and settling.

The Vikings occupied much of north-eastern England, including their stronghold of York. Gradually as they spread, the Viking farming, language and laws spread across the north and east.

Ancient Egyptians

The majority of the people who lived in Ancient Egypt were farmers.

The land around the River Nile provided excellent soil for agriculture as a result of the annual flooding of the rivers between June and September.

Many cereal crops were grown, much of which was in turn developed into bread and beer.

Slavery existed in Ancient Egypt, although it was possible for a slave to buy his freedom.

Women in Ancient Egypt had more rights than in many civilizations of similar times. It was also possible for a number of women – including the infamous Cleopatra – to become pharaohs of the kingdom.

The Ancient Egyptians had many different Gods that covered all aspects of their lives.

The ruler of Egypt was called a pharaoh and when they died they were buried in elaborate and expensive pyramids or tombs in the Valley of the Kings.

Rich people like pharaohs were mummified after death.

We know lots about the Ancient Egyptians due to their tombs and pyramids being opened and explored by archaeologists such as Howard Carter.

They wrote using a language called hieroglyphs. The Rosetta Stone was used to translate these.

NOT TAUGHT

Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables.

When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. With some invasions in the 10th Century, invaders were bought off with silver, known as Danegeld, which was raised by taxing locals. Like the Anglo-Saxons, the Vikings were skilled craftsmen and they traded with other kingdoms across Europe and beyond

<h2 style="text-align: center;">Geography</h2>	<p style="text-align: center;">Settlements</p> <p>A settlement is a place where people gather together to share skills and resources etc Ancient settlements needed water, defences, food sources, timber/stone sources etc Modern settlements are more sophisticated and need different things like; sewerage, leisure activities, places of work, factories etc</p>	<p style="text-align: center;">Mapwork and Scales</p> <p>Use sketch maps, plans and graphs and digital maps to identify and record geographical features. Terminology: Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Letter and number co-ordinates Knowledge of four points of compass and relative directions. Know and understand terms scale and recognise examples of these. Know and understand keys and how to represent these</p>	<p style="text-align: center;">The Earth</p> <p>The Earth is split into continents (know their names) The continents have shifted over time The Earth was once called Pangea Natural Earth disasters include Tidal wave / earthquake / meteor strike / ice age Disasters cause landslides, flooding, fires etc</p> <p style="text-align: center;">Volcanoes</p> <p>The Earth has the following layers; inner core, outer core, mantle, crust. There are active, dormant and extinct volcanoes all over the world. Volcanoes come in different shapes and sizes; composite, shield, cinder cone, and lava dome. Typically, most seismic activity occurs on fault lines.</p>
<h2 style="text-align: center;">Art</h2>	<p style="text-align: center;">Drawing: Power prints</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such</p>	<p style="text-align: center;">Craft and design: Ancient Egyptian scrolls</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such</p>	<p style="text-align: center;">Sculpture and 3D: Abstract shape and space</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such</p>

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	<p>as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme</p>	<p>as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme</p>	<p>as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme</p>
Design	<p>Structure: Pavilions</p>	<p>Mechanical systems: Mechanical cars</p> <p>Textiles: Fastenings</p>	<p>Electrical systems: Torches</p> <p>Cooking and nutrition: Adapting a recipe</p>
PE	Football	Badminton	Dance/Fitness
	Tennis	Hockey	Basketball
	Gymnastics	Orienteering	Athletics
	Handball	Dodgeball	Cricket
French	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Revise ways of describing people • Describe someone's nationality • Describe people using various adjectives • Further practice for Unit 7 	<p>Spring 1:</p> <ul style="list-style-type: none"> • Talk about festivals and dates • Talk about presents at festivals • Count from 31–60 • Give and understand instructions • Further practice for Unit 9 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities

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	<ul style="list-style-type: none"> • Project work: Describing someone <p>Autumn 2:</p> <ul style="list-style-type: none"> • Talk about activities • Tell the time • Talk about what time you do activities • Further practice for Unit 8 • Project work: Finding out about famous French people • Sound/spelling activity for Units 7–8 • Assessment for Units 7–8 	<ul style="list-style-type: none"> • Project work: Festivals <p>Spring 2:</p> <ul style="list-style-type: none"> • Talk about going to French cities • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France • Further practice for Unit 10 • Project work: <i>Une ville française</i> • Sound/spelling activity for Units 9–10 	<ul style="list-style-type: none"> • Further practice for Unit 11 • Project work: <i>La nourriture en France</i> <p>Summer 2:</p> <ul style="list-style-type: none"> • Discuss francophone countries • Discuss the languages we speak • Identify different items of clothing • Describe items of clothing • Further practice for Unit 12 • Project work: <i>Un pays francophone</i> • Sound/spelling activity for Units 11–12 • Assessment for Units 11–12
	<p>Autumn 1: Revision of variety of avoir phrases</p> <ul style="list-style-type: none"> • Recognise and use third person singular (il/elle) with avoir • Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings <p>Autumn 2:</p> <ul style="list-style-type: none"> • Use several present tense verbs to describe activities 	<p>Spring 1:</p> <ul style="list-style-type: none"> • Give dates for festivals through the year • Give more dates for festivals through the year • Ask for various presents • Count up to 60 • Understand and give imperative instructions • Recognise plural forms <p>Spring 2:</p> <ul style="list-style-type: none"> • Recognise various French cities • Ask and answer where you are going, using <i>je vais à...</i> • Understand and give imperative instructions for directions • Form weather expressions using impersonal <i>il...</i> expressions • Recognise various French cities • Form weather expressions using impersonal <i>il...</i> expressions 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Ask what someone wants - Say what do you want? • Talk about food using partitive article • Ask how much does something costs? • Talk about food using partitive article • Use <i>on</i> to talk about first-person plural activities • Give basic opinions about activities and food. <p>Summer 2:</p> <ul style="list-style-type: none"> • Give the names of various French-speaking countries • Use positive and negative phrases to talk about speaking languages • Describe various items of clothing

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	<ul style="list-style-type: none"> • Produce short phrases orally • Produce short phrases orally and in writing • Express the time • Use several present tense verbs to describe activities • Produce short phrases orally and in writing • Express the time separately and in phrases with other verbs. 	<ul style="list-style-type: none"> • Describe the weather in a certain location in a short sentence. 	<ul style="list-style-type: none"> • Describe various items of clothing, using colour adjectives
Music	<p style="text-align: center;">Overview of knowledge</p> <p>STOP! Lean on me</p> <ul style="list-style-type: none"> • Improvisation is to make up a sequence or tune and play it on the spot. • An interlude is a passage of music played between the main themes. • An introduction is the music heard at the beginning of a song or piece of music bridge; a section of music that takes us from a verse to a chorus, just as a bridge over a river takes us from one place to another. • Rhythm is the combination of long and short sounds to make patterns. 	<p style="text-align: center;">Overview of knowledge</p> <p>Blackbird</p> <ul style="list-style-type: none"> • A standard piece of music will include a verse and chorus structure. • Tuned percussion instruments can sound different notes when it is hit. • Untuned percussion instruments have no definite pitch when hit. • A riff is a short repeated phrase, often played on a lead instrument. 	<p style="text-align: center;">Overview of knowledge</p> <p>Glockenspiel Stage 2 Mamma Mia</p> <ul style="list-style-type: none"> • A quaver is worth half a beat. • A crotchet is worth one beat. • A minim is worth two beats. • A semi-breve is worth four beats. • I know what each of the above notes look like on a staff. • I can name all of the notes on a staff.
	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Sing two or three parts with more confidence and increasing pitch accuracy • Recognise music from different times and countries. • Explore music that describes feelings or moods using different dynamics, tempi, timbres etc. 	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Use tuned instruments with increasing confidence to accompany songs such as drones and ostinato. • Sing songs showing musical expression (phrasing, changing of tempo, dynamics); reflecting the mood and character of the song and its context. 	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Compose a short simple musical piece. • Understand symbols for a minim, crotchet, quavers and semi-breve and the beats they represent. • Sing songs in a variety of styles with increasing awareness of the tune of their voice and shape of the melody.

	<ul style="list-style-type: none"> • Explore combining and controlling sounds to achieve a desired effect. 	<ul style="list-style-type: none"> • Compose music that has a recognisable structure (beginning, middle and end). Practice and rehearse in order to improve performance. 	<ul style="list-style-type: none"> • Identify structure in a song or piece of music. • Learn standard notation for the musical staff EGBDF and FACE.
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Overview of knowledge & Skills</p> <p><u>Rights and Responsibilities</u>: discuss and debate health and wellbeing issues; appreciating difference and diversity in the UK and around the world.</p> <p><u>Environment</u>: sustainability of the environment across the world.</p> <p><u>Black History Month</u>: lesson focus.</p> <p><u>Online safety</u>: lesson focus.</p> <p><u>Money</u>: role of money; managing money (saving and budgeting); what is meant by interest and loan.</p> <p><u>Anti-Bullying Week</u>: lesson focus.</p> <p><u>Firework Safety</u>: lesson focus.</p> <p><u>Remembrance Day</u>: lesson focus.</p> <p><u>Children In Need</u>: lesson focus.</p>	<p style="text-align: center;">Overview of knowledge & Skills</p> <p><u>Feelings and Emotions</u>: keeping something confidential or secret; when to break confidence; recognise and manage dares.</p> <p><u>Healthy Relationships</u>: acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers; families are important for children growing up because they can give love, security and stability; sharing interests and experiences of friendships and support with problems and difficulties.</p> <p><u>Valuing Difference</u>: listen and respond effectively to people; share points of view; different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), how to get help with regards to bullying.</p>	<p style="text-align: center;">Overview of knowledge & Skills</p> <p><u>Healthy Lifestyles</u>: what makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs; bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; the principles of planning and preparing a range of healthy meals; the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health); about dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist; about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p> <p><u>Growing and Changing</u>: recognising what they are good at; setting goals; aspirations; coping with change and transition; bereavement and grief</p> <p><u>Keeping Safe</u>: how to keep safe in local area and online; people who help them stay healthy and safe; recognise that people sometimes behave differently online including by pretending to be someone they are not; how to recognise and report</p>

			feelings of being unsafe or feeling bad about any adult; the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
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