

Year 4 – Curriculum Overview

	Autumn 1 (7wks)	Autumn 2 (7 wks)	Spring 1 (6wks)	Spring 2 (6 wks)	Summer 1 (6 wks)	Summer 2 (7 wks)
Curriculum Area	I am Warrior - Romans	Road Trip USA	Blue Abyss	Playlist	Misty Mountain Sierra	Invasion! (Saxons & Vikings)
Values Year 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values Year 2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
English	Historical narrative, instructions, invitations/menus, commentaries, Soliloquies	Persuasive letters, Myths and Legends, Poetry	Personification, Dilemma stories, Biography, ballads	Short narrative, news report, posters, information leaflets, performance poems	Recounts and non-chronological reports, explanations, diary entry, narratives	Reports, Play script, Myths and Legends, Poetry, Saga
Key Books	Boudicca, Famous People, Famous Lives – Emma Fischel Roman Invasion – Jim Eldridge What the Romans Did for Us – Alison Hawes	Brother Eagle, Sister Sky – Susan Jeffers Mapping North America – Paul Rockett	20,000 Leagues Under the Sea – Jules Verne Manfish: A Story of Jacques Cousteau – Jennifer Berne	Tuesday by David Wiesner Evol Film (Literacy Shed) Poems to perform – Julia Donaldson	The Snow Leopard – Jackie Morris Everest: the remarkable story of Edmund Hillary and Tenzing Norgay – Alexandra Stewart Mountains – Ian Rohr Water Cycle	The Saga of Eric the Viking – Terry Jones How to be a Viking – Cressida Cowell The Vikings & Anglo-Saxons in Britain – Moira Butterfield
Maths	Place Value, Addition and Subtraction	Length and Perimeter, Multiplication and Division	Multiplication and Division, Area	Fractions and Decimals	Decimals, Money, Time	Statistics, properties of shape, position and direction
Science	Living things and their habitats <ul style="list-style-type: none"> 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 	Electricity <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 	Animals including humans <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	Sound <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the 	States of Matter <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) 	Animals including Humans <ul style="list-style-type: none"> Teeth and digestion describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions

	and that this can sometimes pose dangers to living things	<ul style="list-style-type: none"> 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 		strength of the vibrations that produced it	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
Computing	E-safety <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact 	Coding <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Spreadsheets <ul style="list-style-type: none"> 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 	Writing for different audiences <ul style="list-style-type: none"> 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 	Logo/Animations <ul style="list-style-type: none"> Use sequence, selection and repetition in programs; work with variables and various forms of input and output 	Searching/Hardware investigations <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
Music	Mamma Mia Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.	Glockenspiel, Stage 2 learning about the language of music through playing the glockenspiel. exploring and developing playing skills through the glockenspiel start to use the scores provided in this unit. Looking at notation	Stop! Bullying Rap song Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, progressive improvisation resources, compose tool. . All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.	Lean On Me Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught	Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Reflect, Rewind & Replay Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

				musically; pupils and teachers need to be active musicians.		
History	The Roman Empire and its impact on Britain <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/A Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Recall, select and organise historical information 	Native Americans <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Recall, select and organise historical information 	19th Century Ocean Exploration <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Recall, select and organise historical information Communicate their knowledge and understanding. 			Anglo-Saxons/Vikings <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/A Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Recall, select and organise historical information
Geography	Comparing Britain to Italy, Maps, Locational information <ul style="list-style-type: none"> Ask and respond to and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map of a region of UK, a region of a European country and a region of North or South America 	World and US Maps Physical and Human Geography <ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map of a region of UK, a region of a European country and a region of North or South America 	Seas and Oceans of the world, coral reefs, environmental issues <ul style="list-style-type: none"> Investigate places and themes at more than one scale Identify position and significance of hemispheres, tropics, Arctic & Antarctic Understand, describe and use key physical features: the water cycle, biomes and vegetation belts, mountains Understand, describe and use key human features 		Maps, human geography <ul style="list-style-type: none"> Investigate places and themes at more than one scale Draw a sketch map from a high viewpoint Name and locate counties and cities in the UK Begin to identify significant places and environments Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Understand, describe and use key physical features: the water cycle, biomes and vegetation belts, mountains 	Where did they come from? Capital cities Maps, settlements, Europe <ul style="list-style-type: none"> Investigate places and themes at more than one scale

					<ul style="list-style-type: none"> • Understand, describe and use key human features 	
<p>PE</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Athletics Skills • Team Building through OAA • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe 	<ul style="list-style-type: none"> • Sending & Receiving skills through Handball • Dance • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. 	<ul style="list-style-type: none"> • Invasion Games leading to Tag Rugby • Gymnastics • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. 	<ul style="list-style-type: none"> • Fitness • Invasion games leading to Basketball • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Communicate collaborate and compete with each other • Develop an understanding of how to improve in different physical activities and sports • Learn how to evaluate and recognise their own success • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. 	<ul style="list-style-type: none"> • Striking & Fielding games leading to Rounders • Net & Wall Games leading to Tennis • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Swimming • Leading Games • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.

		<ul style="list-style-type: none"> • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 			
PSHE	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Changing me	Relationships
RE	Where, how and why do people worship?	How is faith expressed in Hindu communities and traditions?	How is faith expressed in Sikh communities and traditions?	What is the Trinity and why is it important for Christians?	For Christians, what is the impact of Pentecost?	How and why do people try to make the world a better place?
French	Body Parts and Zoo Animals <ul style="list-style-type: none"> • revisit body part vocab & zoo animals • Add appropriate adjectives for zoo animals • learn more classroom instructions • introduce French vowels 	Weather, Clothes and Christmas <ul style="list-style-type: none"> • learn a range of weather phrases • learn clothing vocab & focus on masc/feminine nouns • more complex nativity role play and snowmen 	Family members and pets <ul style="list-style-type: none"> • name at least 6 family members • give information about siblings • describe pets using adjectives and number 	Likes and dislikes, Easter <ul style="list-style-type: none"> • revisit numbers 11-20 • express likes & dislikes using actions for love, really like, like, don't like & hate • revisit Easter vocab & extend with 	Hobbies, Leisure, sports <ul style="list-style-type: none"> • name a range of pursuits & express likes or dislikes for these activities 	Revision and Role Play <ul style="list-style-type: none"> • Revisit Y4 vocab and pronounce it clearly and accurately with particular references to Y4 phonemes • use phrases and vocab in role play with at least 5 interactions
Art	Shields and helmets, Roman design Drawing, mosaics, jewellery Alberto Giacometti - sculptures <ul style="list-style-type: none"> • Plan, design and make models. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	Totem Poles, Dream Catchers <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc 	Seascapes, seashore sculpture, pattern & form <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	PopArt Andy Warhol – designs/ prints <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Look at the work of Warhol • Print using a variety of materials, objects and 	Observational Drawings, 3D models, textiles/ collages <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Annotate work in sketchbook. 	Making Viking boats, coracles and beads, rune stones, Patterns and Printmaking <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc

				<p>techniques including layering.</p> <ul style="list-style-type: none"> • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. 	
Design & Technology		<p>American food</p> <ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Demonstrate hygienic food preparation and storage 			<p>Mechanical Posters – Linkages and Levers</p> <ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy 	<p>Viking longship – sail design</p> <ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy
Curriculum Enrichment	<p>Topic Day – shields, bullas, jewellery, mosaics</p> <p>Verulamium Trip</p>	<p>Barn Nativity (RE)</p> <p>Topic Day – Dream catchers</p> <p>American food – cooking and eating</p>	Topic Day – DT based	Musicians visit	Visit to Ampthill Park – viewing from a height (Geography)	Topic Day – making coracles/ Longships