

## Year 4 – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Area	<b>I am Warrior - Romans</b>	<b>Road Trip USA</b>	<b>Blue Abyss</b>	<b>Playlist</b>	<b>Misty Mountain Sierra</b>	<b>Traders and Raiders</b>
Values Year 1	<b>Generosity</b>	<b>Compassion</b>	<b>Courage</b>	<b>Forgiveness</b>	<b>Friendship</b>	<b>Respect</b>
Values Year 2	<b>Thankfulness</b>	<b>Trust</b>	<b>Justice</b>	<b>Perseverance</b>	<b>Service</b>	<b>Truthfulness</b>
English	Soliloquies, Historical narrative, playscripts, instructions, invitations/menus, letters	Postcards, Diary Writing, Myths and Legends, Poetry	Personification, Dilemma, Biography, persuasive stories, ballads	Short narrative/ silent film, song lyrics, posters, information leaflets	Recounts and non-chronological reports, calligrams, explanations, narratives and leaflets	Reports, character profiles, Myths and Legends, Poetry, Historical Narrative
Key Books	Boudicca, Famous People, Famous Lives – Emma Fischel Roman Invasion – Jim Eldridge What the Romans Did for Us – Alison Hawes	The Indian In the Cupboard – Lynne Reid Banks 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	Poems to perform – Julia Donaldson The Bear & the Piano – David Litchfield	The Hobbit – JRR Tolkien Mountains – Ian Rohr Water Cycle	The Saga of Eric the Viking – Terry Jones The Last Viking – Terry Deary Beowulf – Michael Morpurgo 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"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change</li> </ul>	Electricity <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> </ul>	Animals including humans <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	Sound <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the</li> </ul>	States of Matter <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> </ul>	Animals including Humans <ul style="list-style-type: none"> <li>Teeth and digestion</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul>

	and that this can sometimes pose dangers to living things	<ul style="list-style-type: none"> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		strength of the vibrations that produced it	<ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
<b>Computing</b>	<b>E-safety</b> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact</li> </ul>	<b>Coding</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Writing for different audiences</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Logo/Animations</b> <ul style="list-style-type: none"> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> </ul>	<b>Searching/Hardware investigations</b> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>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.</li> </ul>
<b>Music</b>	<p>Listen &amp; reflect on a piece of orchestral music; create your own pieces of music using instruments &amp; voice; perform as an ensemble; learn musical language appropriate to the task</p> <ul style="list-style-type: none"> <li>Use BBC Ten Pieces ppt for 'O Fortuna' (Roman goddess of Fate &amp; Fortune) from 'Carmina Burana' by Carl Orff. Listen &amp; reflect on a piece of orch music</li> <li>Create your own pieces of music using instruments &amp; voice</li> <li>Perform as an ensemble</li> </ul>	<p>Analysing and comparing sounds and methods of notation.</p> <ul style="list-style-type: none"> <li>Native American instruments.</li> <li>Focus on composer - Aaron Copland. (BBC Ten Pieces has great intro to the music)</li> <li>Learn LKS2 Xmas production songs.</li> </ul>	<p>Listen &amp; reflect on a piece of orchestral music</p> <ul style="list-style-type: none"> <li>'Storm Interlude' from <i>Peter Grimes</i> by Benjamin Britten</li> <li>invent your own musical motifs &amp; structure them into a piece</li> <li>perform as an ensemble</li> <li>learn musical language appropriate to the task (use BBC Ten Pieces 6 week ppt plan &amp; the website)</li> </ul>	<p>Playing with accuracy and using notation on the descant recorder.</p> <ul style="list-style-type: none"> <li>Revisit Y3 notes (B,A,G), rhythm &amp; techniques &amp; do 'Gobstopper Waltz' in Red Hot Recorder Tutor. Add new notes 'E' &amp; 'D' &amp; perform songs combining new notes</li> </ul>	<p>Invent an accompaniment, compose a melody, record and appraise a composition, identify and use dynamics, conduct in 2 and 3 time.</p> <p>Use Cornerstones, Misty Mountain Sierra planning</p>	<p>Duration, speed/tempo, timbre, ostinato.</p> <ul style="list-style-type: none"> <li>Learn 'One Fine Day' song;</li> <li>Learn 'Listen to the drums' chant/ostinato &amp; combine with invaders music.</li> <li>Add percussion accompaniment.</li> <li>[Carousel Year 3 has invaders and settlers unit]</li> <li>Look at instruments used in the Viking era (<a href="https://norse-mythology.net/viking-age-music/">https://norse-mythology.net/viking-age-music/</a>)</li> </ul>

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

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

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

				<ul style="list-style-type: none"> <li>• To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> </ul>	
Design & Technology		<p>American food</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Demonstrate hygienic food preparation and storage</li> </ul>	<p>Submarine design, working models – mechanisms</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> </ul>			<p>Viking long ship – sail design</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> </ul>