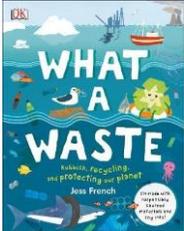
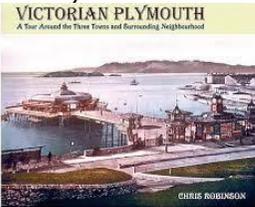


Curriculum Overview – Year 4

Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring	Topic 4 Summer 1	Topic 5 Summer 2
<p><i>Ancient Egypt</i></p> 	<p>What a waste</p> 	<p><i>Victorian Plymouth</i> VICTORIAN PLYMOUTH A Year Around the Three Towns and Surrounding Neighbourhood</p> 	<p><i>Innovators and Innovations</i></p> 	<p><i>Natural Disasters</i></p> 
<p>We are...archaeologists</p>	<p>We are...eco warriors</p>	<p>We are...events co-ordinators</p>	<p>We are...electricians</p>	<p>We are...geographers</p>
<p>Parental engagement: Parental showcase</p>	<p>Parental engagement: Local community litter pick</p>	<p>Parental engagement: Victorian afternoon tea – children bake and serve dressed as Victorians (gruel vs cake!) and singing Victorian song learned in music</p>	<p>Parental engagement: Monitor electricity use at home</p>	<p>Parental engagement: Video of news report reporting on natural disaster</p>
<p>Community links: Adrian Chapman - Howard Crater</p>	<p>Community links: Devonport Energy from Waste Plant – investigating recycling and the</p>	<p>Community links: Visit Morwellham Quay</p>	<p>Community links: Royal Navy STEM engagement visit - workshop</p>	<p>Community links: Local artist – Sean Hewitt/Jim and Sandra Horton-Howe</p>

	impact of waste on our city.			
	Aquarium visit			

History	<p>Chronological understanding Accurately sequence key events, objects and people within Ancient Egypt and the Victorian period using key dates and terms,</p> <p>Begin to provide detailed valid reasons why they have sequenced the events/objects in this way.</p> <p>Knowledge and understanding of events, people and changes in the past Describe key features of past societies and periods (including attitudes, beliefs and everyday lives).</p>		<p>Chronological understanding Accurately sequence key events, objects and people within Ancient Egypt and the Victorian period using key dates and terms,</p> <p>Begin to provide detailed valid reasons why they have sequenced the events/objects in this way.</p> <p>Knowledge and understanding of events, people and changes in the past Look for links and effects in times studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Historical terms Develop use of appropriate</p>	<p>Historical enquiry Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Use textbooks and websites for research.</p> <p>Ask and answer a variety of questions considering aspects of change, cause, similarity and difference and significance.</p>	
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<p>Offer a reasonable explanation for some events.</p> <p>Historical terms Develop use of appropriate subject terminology, such as: pharaoh, mummification, descendants (Ancient Egypt) and reign, industry, revolution. (The Victorians).</p> <p>Begin to describe historically significant people and events in situations.</p> <p>Interpretation of History Look at the evidence available.</p>		<p>subject terminology, such as: pharaoh, mummification, descendants (Ancient Egypt) and reign, industry, revolution. (The Victorians).</p> <p>Begin to describe historically significant people and events in situations.</p> <p>Interpretation of History Begin to evaluate the usefulness of different sources.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Discuss and debate the importance of causes and effects for</p>		
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	<p>Organisation and communication Recall, select and organise historical information.</p> <p>Work independently and in groups to display finding and communicate in a variety of ways.</p>		<p>some of the key events and developments within the topics studied, e.g. the value of the Industrial Revolution and understand that the same event can result in both positive and negative effects.</p>		
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Geography		<p>Locational & Place Knowledge Recall locational knowledge from previous learning & recognise the different shapes of continents. Name & locate COUNTRIES & different cities of the UK and the human and physical characteristics.</p> <p>Identify the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify and locate largest deserts in the world?</p> <p>Human & Physical Geography Recycling & Sustainability – recognise, describe ways in which it is possible to live more sustainably both at home & at school.</p> <p>Use maps, atlases, globes and digital/computer</p>		<p>Looking to the future of electricity and energy use. Learning from the mistakes of the past to innovate in ways that protect and enhance the natural world.</p> <p>Focus on particular innovators and innovations.</p>	<p>Locational & Place Knowledge Name & locate European countries including Russia & some world countries. Locate tectonic plates and describe key topographical features.</p> <p>Reason about the physical features of an area and why settlers arrived there. Recognising people have differing quality of living in differing locations.</p> <p>Identify and locate physical features. Question the advantages/possible disadvantages of living in an area.</p> <p>Human & Physical Geography Describe and understand key aspects of: physical geography, Volcanoes and earthquakes looking at plate tectonics and the ring of fire. Locate the</p>
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		<p>mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, Use OS maps to explore four-figure grid references, to locate & describe features .</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including more accurate maps (with more complex keys), plans and graphs, and digital technologies.</p> <p>Explore features on an OS map Possible Field Studies: Litter survey and area comparison. Devonport Energy from Waste Plant,</p>			<p>equator & draw conclusions about why countries have different climates including the tropics. Human geography – settlements, land use, economic activity. Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters & why they occur at the same locations around the world. Discuss how volcanoes affect human life e.g. settlements. Question, explain why do people choose to continue to live in a volcanic area? Understand & discuss global warming and how this can lead to extreme weather.</p>
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		investigating recycling and the impact of waste on our city. Undertake surveys?			
Art	<p>PPA - Paul Klee line drawing To produce a piece of artwork in the style of Paul Klee line drawing using charcoal Observation and focus on selecting ideas. Colour mixing, painting focus on shape, tone and textures.</p>		<p>PPA - William Morris tile printing To create a tile print in the style of William Morris. Collect motifs in scrapbooks, close observation pastel work of flowers. Use of polystyrene tiles, practise and apply different prints. Make selections of motifs based on study</p>		<p>PPA - Andy Goldsworthy natural sculptures To create a sculpture using natural materials in the style of Andy Goldsworthy. Explore a variety of sculpture and describe effect, shape, mood and use of space. Explore developing sculptures using a variety of materials, shells, stones, leaves, sticks and other natural resources.</p>
DT		<p>Recycle project (upcycling materials to create bag) Textiles Design, make and evaluate</p>	<p>Victoria sponge (plus designing and making stand) Cooking and nutrition Design, make and evaluate</p>	<p>Battery operated lights Materials Design, make and evaluate</p>	

Science	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
	<u>Animals inc Humans</u>	<u>Living Things and their Habitats</u>	<u>States of Matter</u>	<u>Electricity</u>	<u>Sound</u>
	Describe the simple functions of the basic parts of the digestive system in humans. Describe the ways in which nutrients and water are transported within animals, including humans.	Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.	Compare and group materials together, according to whether they are solids, liquids or gases.	Identify common appliances that run on electricity.	Identify how sounds are made, associating some of them with something vibrating.
	Identify the different types of teeth in humans and their simple functions	Recognise that environments can change and that this can sometimes pose dangers to living things.	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).	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	Find patterns between the pitch of a sound and features of the object that produced it.
	Construct and interpret a variety of food chains, identifying producers, predators and prey.		Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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.	Find patterns between the volume of a sound and the strength of the vibrations that produced it.
			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.		

RSHE	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief</p> <p>Understand the need to maintain a balanced lifestyle with diet and exercise and consider how to recognise signs of illness; good oral hygiene and dental care will also be explored.</p> <p>Consider the dangers/ risks of certain medicines (not taking them properly) and the safe use of household products; recognise what is meant by a drug, as well as (legal) drugs common to everyday life (cigarettes, vaping, alcohol etc) and the effects/ affects.</p>	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief</p> <p>Begin to understand the physical and emotional changes in puberty, including external genitalia and the need for good personal hygiene routines; Learn about seeking support for strategies to help understand and manage the challenges of puberty, e.g. menstruation.</p>	<p>RELATIONSHIPS, with a focus on the school values – Resilience and Collaboration</p> <p>Learn about positive, mutually respectful friendships and relationships, including online relationships and what to do if feeling lonely or excluded.</p> <p>Know how to respond to hurtful behaviour; learn strategies to be able to manage confidentiality, dares and pressures; recognise risks online.</p> <p>Learn about the importance of respecting/accepting differences and similarities; discuss difference sensitively and inclusively.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn about what makes a community – meaning and benefits - and shared responsibilities within the community; learn about how to show compassion.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn how data is shared and used and that everything shared online has a digital footprint; consider how to make reliable online choices.</p> <p>Learn about making decisions about money; how to use and keep money safe and to keep track of money.</p>
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Music	<p>Painting with sound. A journey around Egypt. We are composers</p> <p>They will be able to sing a range of songs from memory with accurate awareness of rhythm and pitch. Children will be able to perform a simple part rhythmically using a greater range of beats. Children will start to identify the character of the music and discuss the instruments. Children will improvise making use of different musical features.</p>		<p>Music Hall theatre: melody and pitch focus. We are performers</p> <p>Children will identify the different purposes of music. Children will be able to make up their own melodic and non-melodic form on a range of instruments as part of an accompaniment.. Children will use their own notation as they make their own simple melodies and rhythms. Children will be confident in adopting a specific delivery in their performance of different songs.</p>		<p>Rhythm focus : Composing and performing a rhythmical weather piece. We are musicians</p> <p>Children will be able to perform a wider range of challenging rhythms. To build up layers of sound. To create sequences of sounds using a range of beats in connection to phrases about the weather. Children will be clear about positive body language for the duration of tee performance.</p>
PE	<p style="text-align: center;">Gymnastics</p> <p style="text-align: center;">Netball (Passing & receiving)</p>	<p style="text-align: center;">Multiskills</p> <p style="text-align: center;">Rounders/Soft Ball (Striking)</p>	<p style="text-align: center;">Tag Rugby (Invasion games)</p> <p style="text-align: center;">Dance x 2</p> <p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">Swimming</p> <p style="text-align: center;">Basketball (Ball Skills)</p>	<p style="text-align: center;">Multiskills</p> <p style="text-align: center;">Track and Field (Athletics)</p>

Computing	<p>COMPUTER SCIENCE Build on previous skills in design, writing and debugging on simple programs to create a basic educational game involving selection and repetition as well as use of variables. This will introduce the concept of decomposition to aid design and debugging.</p> <p>DIGITAL LITERACY Explicit teaching of E-Safety focusing on what classes as personal/private information that should not be openly shared.</p>		<p>COMPUTER SCIENCE Transfer understanding of debugging into a new programming language to create html webpages.</p> <p>ICT Further develop their understanding of the link between the internet and the web, gaining insight into how some technical aspects of the internet make the web possible.</p> <p>DIGITAL LITERACY Further understanding some of the risks in using the web, including the trustworthiness of websites and the information they contain.</p> <p>Begin to develop understanding of copyright law and the need to gain permission to use other people's work or images.</p> <p>Further consideration of personal consent in online material,</p>		<p>COMPUTER SCIENCE Linking of knowledge of variables with Science and ICT Computing strand to record and analyse data.</p> <p>ICT Understand the similarities and differences between analogue and digital data collection, using digital data logging to automate the recording of data.</p> <p>Use spreadsheets to record and data and create charts, using these to analyse the data, exploring inconsistencies.</p> <p>Further develop presentation skills using presentation software, possibly including video.</p>
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			specifically in photographs and video content.		
RE	What is the trinity and why is it important for Christians?	What do Hindu's believe god is like?	<p>What does it mean to be a Hindu in Britain today?</p> <p>Why do Christian's call the day Jesus dies 'Good Friday?'</p>	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?