Curriculum Overview 2018-2019 - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (6 weeks)	Summer 2
Humanities	**Britain settlements, Anglo Saxons and the Vikings** **OBJECTIVES:** • To understand why the Anglo – Saxons invaded • To know the locations of the Anglo Saxon Kingdoms and settlements • To find evidence that the Anglo Saxons were in the UK • To use evidence to make historical judgements • To understand how the Anglo Saxons communicated • To re-tell a story • To find out about religion in Anglo - Saxon Britain. • To consider what image we have the Vikings and why • To understand how the Vikings gained their reputation • To decide if Alfred deserved the title 'Great' • To investigate how effective Anglo-Saxon justice was		**World War 2** **OBJECTIVES:** • To understand who the key leaders were in WWII • To identify European countries that participated in WWII on a map • To understand the key events of Dunkirk • To write a letter home as a soldier • To generate a range of questions • To empathise with children in the past • To understand how life as an evacuee • To understand how propaganda was used • To write a diary entry • To understand what life was like in the Blitz • To paint a picture in the style of a well known artist		**Natural Disasters** **OBJECTIVES:** • To understand tectonic plates • To understand why we have earthquakes • To understand why volcanoes erupt • To create a 3D model of a volcano • To write a diary entry about Tsunami's • To investigate different flood relief projects • To paint a picture of a hurricane	**Locational Knowledge** **OBJECTIVES:** • To identify the position and significance longitude and latitude lines • To locate the equator, Northern and Southern hemisphere • To understand countries, animals and climate along the equator • To understand the circles of latitudes • To identify the meridian and time zones
Science	**Animals including humans** **OBJECTIVES** • To understand and name the main parts the human Digestive system • To describe the functions of the	**Sound** **OBJECTIVES** • To identify how sounds are made • To identify how sounds vary in pitch • To explain how the ear works • To understand how sound travels • To identify how the speed of sound and	**States of matter** **OBJECTIVES** • To understand materials and their properties • To compare and categorise materials into solids and liquids • To identify and explore the properties of gases • To observe that materials change state when they are heated and cooled • To use a thermometer • To identify reversible and irreversible		**Living things and their habitats** **OBJECTIVES** • To categorise and describe animals • To identify and explore different habitats • To understand different adaptations in each habitat • To classify animals using the correct classification keys	**Electricity** **OBJECTIVES** • To understand how to be safe with electricity • To investigate circuits • To understand the symbols for an electrical circuit • To understand the affects of insulators

	different parts of the Digestive system • To understand how a food chain works • To name bones that make up a human skeleton. • To understand the functions of a skeleton • To investigate what happens to our bones as we grow and get older. • To interpret data about measurement.	light differ • To investigate why sounds get fainter • To investigate which material is best for muffling sound • To evaluate what I learnt	changes • To investigate different melting points • To investigate evaporation • To understand the water cycle		and conductors on circuits • To understand the purpose of a switch in a circuit
RE	**Christianity** **OBJECTIVES** **14, 15, 29, 30** • To understand the features of a church • To understand what a church is • To understand what a good role model is • To find evidence that shows us that Jesus was a good role model • To understand why the bible is important to Christians • To explore the teachings of Jesus • To retell the story of the Good Samaritan • To understand the key ideas in a story (Feeding 5000) • To explore different character's feelings • To understand what advent is • To retell the story of Mary and Joseph's		**Sikhism** **OBJECTIVES** **14, 15, 29, 30** • To understand the beliefs of Sikhs. • To understand and recreate a Sikh Symbol. • To identify the key features of a gurdwara • To understand the importance of the Golden Temple • To understand who the Ten Gurus were • To retell the story of Guru Nanak Dev Ji's life. • To understand the importance of Guru Gobind Singh Ji. • To understand the key events of Vaisakhi • To understand what the 5K's are • To understand why Sikhs celebrate Diwali	**Initiation practices** **OBJECTIVES** **29** • To understand how people prepare for the arrival of a baby • To understand how Muslims mark the birth of a baby • To understand how Christians welcome a child into the church • To understand how the coming of age is marked for Jewish children • To learn about Hindu marriages	**Journeys and Pilgrimages** **OBJECTIVES** **10, 29** • To identify the difference between a pilgrimage and a holiday • To understand that the Hajj is an important pilgrimage for Muslims • To identify why Jerusalem is an important destination for pilgrimage for a range of faiths. • To understand the

	journey to Bethlehem • To empathise with the feelings and responses of characters in the nativity story • To draw and interpret pictures of the three kings					importance of the Bodhi tree for Buddhists • To understand why Hindu's worship the River Ganges
Computing	**E-safety** **OBJECTIVES** • To understand what internet safety is • To understand what we mean by cyber bullying • To understand how to help others who are being cyber bullied • To protect personal information online • To create an e-safety poster • To evaluate what we have learnt about e-safety	**Programming** **OBJECTIVES** • To understand what programming is. • To learn about the features of scratch • To programme sprite to follow commands • To programme a conversation • To programme a basic transportation game.	**Internet/WWW** **OBJECTIVES** • To understand how the connections of the internet work • To understand how messages are transported through the internet • To trace routes for internet services • To understand how to create web links • To demonstrate my understanding of the WWW and the internet	**Algorithms** **OBJECTIVES** • To understand what an algorithm is • To create shapes for a simple flow chart • To write an accurate algorithm • To create a flowchart • To evaluate my algorithm	**Databases** **OBJECTIVES** • To understand what a database is. • To insert data into a database • To understand how to sort data in various ways • To answer questions about my database • To self assess my work	**Branching stories** **OBJECTIVES** • To identify what a branching story is • To create hyperlinks using PowerPoint • To plan a branching story • To create a branching story • To evaluate my work

PSHE	**Health and Wellbeing** • To set a goal • To explain how food gives us energy • To explain why nutrients are important • To explain the risks and dangers associated with smoking • To understand how democracy works in the UK • To understand the role of the bully, bystander and victim in a bullying scenario • To develop critical think skills about information available online.	**Living in the Wider World** • To understand what charity is and explain why people donate to charity • To fundraise money for a charity • To explain how to save and the benefits of saving • To explore the water crisis around the world • To explain how to keep safe online • To identify who to talk to if you are worried or scared about something • To explain how to keep safe around water • To identify the risks associated with water • To understand how stereotypes can label people • To explain how to break gender stereotypes	**Relationships** • To identify the qualities of a good friend • To explore the human lifecycle • To identify some basic facts about puberty • To explore how puberty is linked to reproduction • To understand a growth mind-set and how it can affect us • To understand rights in a friendship and to explain why it is important to know these rights • To understand responsibilities in a friendship and explain why it is important to know these responsibilities • To explore how dementia affects the whole family • To explore how assistive technologies can help people living with dementia
D&T	**Money Containers** **OBJECTIVES** • To describe the features of different money containers • To know how to sew using a range of different stitches • To design a money container • To complete a final design for my money container • To create a template for my final design • To create a final container following design specification and plan • To evaluate my product	**Story books** **OBJECTIVES** • To investigate and evaluate products • To understand how different card mechanisms create different sorts of movement • To understand how to combine materials and components accurately • To understand how fonts and graphic techniques are used for a specific purpose • To design a storybook with moving parts • To create a story book with moving parts • To evaluate my completed product	**Torches and alarms** **OBJECTIVES** • To identify the features of a torch and an alarm • To describe how a torch works • To describe how an alarm works • To understand how to create a simple circuit • To understand how to insert a switch • To design and create a product • To evaluate my product
Spanish	**Introducing Myself** *Me Presento* **OBJECTIVES** • To revise and learn key phonic sounds. • To revise numbers 1 – 31. • To understand why it is important to	**At the Café*** *En el Café* **OBJECTIVES** • To revise key phonic sounds. • To understand the layout of a bilingual dictionary.	**Recordando a Miró** *Remembering Miró* **OBJECTIVES** • To practice using the knowledge of phonics to write words in Spanish. • To learn the names of shapes and prepositions of place.

	- speak a second language. - To understand why Spanish is a popular language to learn. - To identify the countries where Spanish is the official language. - To ask and answer: Where do you live? - Say the nouns in Spanish for members of a family. - To understand the concept of *mi* and *mis* in Spanish. - To be able to describe a fictitious, family using knowledge of nouns, names and numbers. - To use the verb *tener* (I have) in the context of this term's topic. - To ask for and answer the question: Do you have...?	- To extend knowledge of numbers by counting in ten to 100. - To practice counting in ten to 100. - To order from a selection of foods from a menu. - To order from a selection of soft drinks from a menu. - To order a Spanish breakfast. - To order typical Spanish and Mexican snacks. - To ask for a bill. - To remember how to say hello, goodbye, please and thank you. - To understand and begin to use the European Union currency to buy and give change . - To use the verb *querer* (I want) in the context of this term's topic. - To answer the question: *¿Qué quieres?*	- To learn about the life and work of the Spanish artist Joan Miró. - To use the knowledge of shapes and prepositions of place to analyse the work of Miró using simple sentences. - To create pictures based on Mirós work and use familiar verbs and adjectives to describe these pictures. - To learn how to use a bilingual dictionary. - To use a bilingual dictionary to look for new adjectives.
Music	**Cross-curricular links to <u>Anglo Saxons</u> and <u>Vikings</u> through song. Specifically:** - The ongoing development of the singing voice with songs such as 'Row Your Boat' (Viking Version) and Hammer of Creation. - To sing with confidence using a wider vocal range and in tune most of the time. - To develop aural memory by copying longer sung melodic phrase. - To relate sounds to visual images and select appropriate instruments. - To identify how music can be used descriptively to represent a story	**Cross -curricular links to the <u>WW2</u> topic. Specifically:** - The ongoing development of the singing voice with songs such as 'We'll Meet Again' and 'Evacuate, Evacuate!'. - To sing simple songs from memory with increasing accuracy of pitch. - To internalise music. - To listen carefully with attention to detail and further develop aural memory and physical control. - To remember longer phrases quickly and confidently. - To develop composition skills by creating a WW2 Rap.	**Cross-curricular links to <u>Natural Disasters</u> topic. Specifically:** - The ongoing development of the singing voice with 'Popacatapetyl'. - To know that repeated patterns are often used in music. - Identify and copy rhythmic ostinato patterns in musical extracts. - To compose music using rhythmic ostinati based on spoken phrase and on instruments. - Perform with awareness of others. - Make musical decisions and create a class performance by combining sounds in different ways.

	• To select ways in which the elements can be combined expressively.		
GAMES (Mrs Prentice)	**Tennis** • Be in correct position to move and receive/return balls • Identify types of throws to different targets • Explore techniques used in a forehand shot • Play in small games against opposition using forehand shots to score points • Introduce backhand shots • Move towards and return a moving ball • Return balls to different places on the court • Work together to score points • Play competitively and cooperatively with others and against others **Netball** • Catch the ball and bring to the chest to protect • Play in competitive game scoring goals in a scoring area • Attempt to shoot using correct technique • Work as part of a team to get the ball to the shooter within the area • Defining the role of Goal Attack and centre	**Football** • Work collaboratively to work towards and score goals. • Recap and use passing and trapping skills to play in a game. • Demonstrate two types of marking and attacking the player (front marking and goal side marking). • Apply defensive tackling to game scenarios. • Use dribbling to progress forward. • Combine dribbling and passing to benefit the team. • Pass the ball to players over distance. • Evaluate what areas you have been applying well and which require improvement. **Tag Rugby** • Pass and receive the ball with accuracy • Work as a team to attack • Explain the importance of accurate passing • Run with the ball using the correct technique • Receive the ball in a game and use changes of speed to create space • Able to successfully pick up the ball when running • Keep possession of the ball and progress up	**Handball continued** • Catch the ball and protect • Play in a competitive game scoring goals in a scoring area • Attempt to shoot using an overarm technique • Work as part of a team to get into positions to shoot • Defining the role of circle runner • Circle runner and centre working together to build an attack • Describe the defensive positions you need to be in • Introduce the 7-metre throw and when it is used • Use correct rules to start and restart a game **Cricket** • Throw and catch the ball with increasing accuracy • Hit the ball into zones to score points • Anticipate when to run to score singles • Work with a partner to score runs • Run at speed to avoid being run out • Intercepting a moving ball over varying distances • Work with team to return balls in the field • Bowl overarm from a stationary position at a target • Decide where to field against someone • Effectively stop a bouncing ground ball • Identify and describe successful play

- Play in a game using one-to-one marking
- Play within a court using correct rules when the ball goes off the court
- Play with correct footwork rules
- Play on a full court using full high five positions

Hockey

- Pass and receive the ball with accuracy
- Work collaboratively to attack a goal
- Control ball when moving around players unchallenged
- Move into space at speed to receive and send the ball
- Use control on the ball to keep possession within a game
- Use reverse stick to stop the ball on the far side of the body
- Keep possession of the ball and progress consistently
- Increase distance on passes
- To be able to use the rules of the game to monitor play
- Turn with the ball unchallenged
- Receive the ball in a game & move into space by turning
- Use tactics and teamwork to score goals
- Suggesting ways to improve own & others game

the pitch consistently
- Increase distances on passes
- Receive ball in a game and use a change of speed to create space
- Use tactics and teamwork to score tries
- Suggest ways to improve own and others game

Handball

- Catch the ball and protect
- Play in a competitive game scoring goals in a scoring area
- Attempt to shoot using an overarm technique
- Work as part of a team to get into positions to shoot
- Defining the role of circle runner
- Circle runner and centre working together to build an attack
- Describe the defensive positions you need to be in
- Introduce the 7-metre throw and when it is used
- Use correct rules to start and restart a game

Athletics

- Challenge yourself to jump in a variety of ways for distance and height
- Show different ways of running
- Compare different throws with different equipment
- Practice and perform running at speed
- Compete over shorts distances against self and others
- Use running to increase the distance of jumps
- Demonstrate control upon take off
- Introduce sling technique for discus throws
- Practice wind up technique
- Perform a baton exchange
- Analyse as a team how to improve the baton exchange
- Challenge self to improve scores using appropriate techniques
- Evaluate to aim to improve performance second time

Indoor PE	Gymnastics	Dance	Gymnastics	Dance	Gymnastics	Each Year 4 class attends swimming for approx. 9 lessons in place of indoor PE. This is a class rotation throughout the year.
	• Compose and perform a sequence of 6 elements • Use compositional ideas including changes in speed & direction • Work with a partner to create a sequence in unison • Compose a sequence of actions including some element of weight on hands • Demonstrate control & body tension when taking weight on hands • Perform a sequence to be judged • Act as judges to evaluate a group sequence • Compare and contrast group performances	• Develop dance 'freeze frames' based on a visual stimulus • Work in small groups to create freeze-frame positions • Develop freeze frame positions to include transitions • Demonstrate how to link positions in a variety of ways • Practice and perform a slide and roll • Develop a short dance using unison and formations • Describe different formations • To perform in cannon routines and cannon lines • Sequence movements in a logical order • Work collaboratively in	• Link balance and travel with given actions • Introduce weighted bunny hop • Show control and tension • Experiment with one footed balances • Introduce roll over the shoulder to knees • Identifying muscle groups to support front and side support • Work with a partner to practise, refine transition between movements with control • Practise front support, press up, to side support and pike using increased control of core • Develop balances for taking weight on shoulders	• respond to stimuli, creating movement phrases • design my own movement phrases • link and combine movement phrases and patterns. • perform a short dance phrase with expression. • use a range of ance techniques to create a movement sequence.	• describe new movements learnt in the unit • perform recognisable movements, e.g. a forward roll that looks like a forward roll • describe how their performance has improved over the lesson • link a series of different movements together to form a short routine • practise and refine their own movements independently • show awareness of others around them.	

		small groups to refine movements • Evaluate my work	• Perform demonstrating smooth transitions			
Art	**Fabric Batik and Symmetrical Patterns** • To create a fabric batik patchwork square • To sew my name on my patchwork square. • To sew squares together in order to create a quilt. • To create a pattern in the style of Azulejos tiles.		**Post Impressionism and Primary and Secondary Colours** • To learn about the style in art called post impressionism. • To learn about primary and secondary colours		**Cityscapes and Natural Disasters** • To create a cityscape in the style of Paul Klee • To create a cityscape using a variety of materials • To plan a comic strip • To create a comic strip.	

• Topics/Texts could change.