CURRICULUM OVERVIEW - YEAR 4

SUBJECT	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
TOPIC	**Empire Builders**	**Restless Earth**	**Invaders**		**Crime and Punishment**	**What happens when it doesn't rain?**
English Genres	PlayScript Diary Entry	Narrative Topic Based Report	Persuasive Letter News Report	Narrative Limerick	Narrative Performance Poetry	Narrative Free Verse
Science	**In a state** States of matter- solids/liquids/gases, heating & cooling, water cycle	**Switched On** Electricity- ID common appliances, series circuits, conductors/insulators	**Where does all that food go** Human digestion, teeth, food chains	**Good Vibrations** Sound-vibrations, pitch, volume	**Who am I? and Our Changing World** Living things- grouping, classification keys Living things- changing environments	**Human Impact** Living things- grouping, classification keys Living things- changing environments
History	**Roman Empire and its impact on Britain** Achievement and follies of mankind Continuity and Change Similarity, difference and significance Expansion and dissolution of empires Empire, Parliament, Peasantry	Case Study: Previous Eruption Mount Vesuvius and the impact.	**Britain's Settlement by Anglo Saxons and Scots** Continuity and Change Similarity, difference and significance		**Changes in social history from Anglo Saxon to Present (Crime and Punishment)** Continuity and Change Similarity, difference and significance	
Geography	Human geography including trade links in the Pre-roman and Roman era. Why did early people choose to settle there?	brief introduction to Volcanoes and earthquakes linking to Science: rock types.	Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Rivers and the water cycle, excluding transpiration,	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Learn the eight points of a compass, four-figure grid references.		On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Art	**Roman Tile Printing. Using Cardboard** Use sketchbook to record textures/patterns – interpret environmental and manmade patterns. Simplify a more complex drawing to make simple patterned printing blocks	**Pollock inspired Volcano Scene** Use different brush stroke techniques for effects. Select appropriate brush for task and explain why. Work on sustained pieces and review and refine.	**Anglo Saxon Brooches and Belt Buckles.Using Cardboard,string, foil and gems or salt dough/clay** Plan sculpture through drawing and other preparatory work.	**Textiles** Fastenings Research different types of fabric fastenings; use one in a design for a book sleeve by using a	**Drawing** Draw familiar objects with correct proportions. Record shapes and lines from observation. Show where objects overlap. Use tone and show a	**Collage** Rodney "Rodrigo" McCoubrey Create a collage which experiments with creating mood, feeling, movement and areas of interest by

	using impressed techniques. Print on a range of materials, eg card, fabrics. Mix colour by overlapping blocks.	Create own colours and use to convey ideas. Know how to make colour tones, hues and tints for mood.	Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction	template.	range of tones, including shadows. Observe and record details and show different textures.	selecting appropriate materials and learnt techniques.
DT	**Pavilions** 3D Experiment with frame structures before designing and making a 3d landscape and pavilion, using a wider range of materials and construction techniques	**Electrical Systems: Torches** Introduce electricity and electrical safety before making a simple electric circuit to create a functioning torch.		**Fastenings** Research different types of fabric fastenings; use one in a design for a book sleeve by using a template	**Adapting a Recipe (biscuits)** Adapt a recipe by adding or altering the ingredients and then work in groups to create a final design that falls within a set budget and design brief.	**Slingshot Cars** Use kinetic energy to power slingshot cars, design, make, then test in Learn to sew cross stitch and applique; apply this to the design and creation of a cushion. time trials
				Charanga		
Music	**Mamma Mia** ABBA 70/80's Analysing Performance Singing	**Stop!** Grime, Classical, Bhangra, Tango, Latin Fusion Composition Singing (Chime bars/ glockenspiels xylophones /keyboards/ pupils' own)	**Glockenspiels Stage 2** Playing tunes in varying styles and composing (Chime bars/ glockenspiels xylophones /keyboards/ pupils' own)	**Lean on Me** Gospel In historical context. Analysing Performance Singing	**Blackbird** The Beatles Singing and composing (Chime bars/ glockenspiels xylophones /keyboards/ pupils' own)	**Reflect Rewind and Replay** Western Classical Music (Chime bars/ glockenspiels xylophones /keyboards/ pupils' own) Instrumental (p/bones/uke)
PE	**Athletics-Pentathlon** Cambridgeshire Scheme	**Dance (Volcanoes)** Primary School Games - Val Sabin	**Swimming**	**Gym (Principles of Balance)** Cambridgeshire Scheme	**Gym (Rotation)** Cambridgeshire Scheme	**Invasion Games (2)** LCP Resource File
	Can keep and use rules they are given. Can try to make things difficult for their opponent. Can keep a game going using a range of different ways. Can use a range of skills with increasing control.	Can explore and create characters and narratives. Can create motifs. Can describe the need to warm up. Can evaluate their own performance and comment on improvements.	Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	Can develop a range of actions, body shapes and include in a performance. Can create gymnastic sequences that meet a theme or set of objectives.Can describe how their body reacts to different situations. Can make simple judgments on their own and others work. Can suggest ways performances can be improved.		Can keep and use rules they are given. Can try to make things difficult for their opponent. Can keep a game going using a range of different ways. Can use a range of skills with increasing control.
	Cooperation, Communication and Consideration Cambridgeshire Scheme	**Games - Invasion** Cambridgeshire Scheme	**Games (Net)** Cambridgeshire Scheme	**Games- Games Making** LCP Resource File	**Dance (Cold Places)** Cambridgeshire Scheme	**Athletic Activities (2)** LCP Resource File
	Can keep and use rules	Can keep and use rules	Can effectively play a competitive net/wall game.		Can explore and create	Can keep and use rules

	they are given. Can try to make things difficult for their opponent. Can keep a game going using a range of different ways. Can use a range of skills with increasing control.	they are given. Can try to make things difficult for their opponent. Can keep a game going using a range of different ways. Can use a range of skills with increasing control.	Can keep and use rules they are given. Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height. Can keep a game going using a range of different ways of throwing. Strike a ball with intent and throw it more accurately when bowling and/or fielding. Can use a range of skills with increasing control.	characters and narratives. Can create motifs. Can describe the need to warm up. Can evaluate their own performance and comment on improvements.		they are given. Can try to make things difficult for their opponent. Can keep a game going using a range of different ways. Can use a range of skills with increasing control.
RE	How Do Festivals and Worship show what Matters to Muslims?	How is faith expressed in Hindu Communities and traditions?	How is faith expressed in Sikh communities and traditions?	For Christians what was the impact of the Pentecost?	What are the deeper meanings of th festivals? Muslims, Jewish People, Hindus, Sikhs, non religious celebrations	How and why do people try and make the world a better place? Christians, Muslims, Sikhs, non-religious people
PSHE	**Jigsaw**					
	Being Me Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	**Celebrating Differenced** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Goals and Dreams** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitude	**Healthy Me** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Relationships** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Changing Me** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Languages (FRENCH)	Greetings; introductions	Numbers to 6; countries and capitals	Paris; instructions	Paris; sentence structure (using verbs)	Age; Where you live	London; descriptions
Computing	**Code.org Course D (20/21 Finish Course C first)** This covers: Use selection and repetition in programs Write a program that accomplishes a goal Detect and correct errors in algorithms and programs Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				Spreadsheets Appreciate how search results are selected and ranked Use keywords to narrow search	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 presenting data and information Videos Transitions and Sound files