Christ the Sower Ecumenical Primary School
Year 4 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**To entertain** Narrative Extract *The Wild Robot by Peter Brown*	**To inform** Diary *The Wild Robot by Peter Brown*	**To entertain** Narrative Extract – Missing Chapter *The Lion the Witch and the Wardrobe by CS Lewis*	**To persuade** Formal Persuasive Letter *The Boy at the Back of the Class by Onjali Q. Rauf*	**To inform** Non-Chronological Report *Starfell: Willow Moss and the Lost Day by Dominique Valente*	**To entertain** Narrative – Prequel *Starfell: Willow Moss and the Lost Day by Dominique Valente*
Maths	• Number: Place Value • Number: Addition and Subtraction • Measurement: Area • Number: Multiplication and Division		• Number: Multiplication and Division • Measurement: Length and Perimeter • Number: Fractions • Number: Decimals		• Number: Decimals • Measurement: Money • Measurement: Time • Geometry: Shapes • Statistics • Geometry: Position and Direction	
Science	**Animals including humans** • Construct and interpret a variety of food chains, identifying producers, predators and prey • Describe the simple functions of the digestive system • Identify the different types of teeth in humans	**Electricity** • Identify common electrical appliances • 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, based on whether the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit • Recognise some common conductors and insulators	**States of matter** • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		**Living things and their habitats** • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys environment • Recognise that environments can change and that this can sometimes pose dangers to living things	**Sound** • Identify how sounds are made and that vibrations from sounds travel to the ear • Find patterns between the pitch of a sound and the object • Find patterns between the volume of a sound and the strength of the vibrations • Recognise that sounds get fainter as the distance from the sound source increases

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Computing	**Online Safety and Digital Citizenship** **Media Balance & Well-Being** **Your Rings of Responsibility -** How do digital citizens take responsibility for themselves, their communities and their world? **Privacy & Security** **Password Power-Up -** How can a strong password help protect your privacy? **Data and Information** **Branching Databases** • Building and using branching databases to group objects using yes/no questions.	**Online Safety and Digital Citizenship** **Digital Footprint and Identity** **This Is Me -** How does what I post online affect my identity? **Relationships and Communication** **Our Digital Citizenship Pledge -** What makes a strong online community? **Creating Media** **Photo Editing** • Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Online Safety and Digital Citizenship** **Cyberbullying, Digital Drama and Hate Speech** **The Power of Words -** What should you do when someone uses mean or hurtful language on the internet? **News and Media and Literacy** **What is real on the Internet?-** Is Seeing Believing? Why do people alter digital photos and videos? **Programming** **Repetition in Shapes and Games** • Using a text-based programming language to explore count-controlled loops when drawing shapes. • Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
History	**Romans** **Explain the impact the Roman Empire had on England.** • To be able to explain how and why the Romans invaded Britain. • To know how and why Boudicca stood up to the Romans. • To know that the romans-built roads and towns across Britain. • To know why the Roman Army was so successful. • To understand the Roman Legacy and impact on Britain today.	**Codebreakers** **What role did our local area have in helping to win World War 2?** • To place key events in the history of Milton Keynes on a timeline • To understand what it was like to be evacuated to Wolverton during the war. • To investigate evidence of the war in aerial photographs of Milton Keynes. • To explore the role of Bletchley Park in WW2 • To explore the aspirational men and women of Bletchley Park	**Invaders and Settlers** **What impact did Invaders and Settlers have on life in the UK?** • To know when Anglo Saxons/Vikings and Scots were in Britain • To understand the conflict between Anglo Saxons and Vikings. • Use evidence to reconstruct life in time studied. • To use a timeline to show when Viking raids • Edward the Confessor • To understand the Anglo Saxons laws put in place

Geography	**Italy** **What makes Italy, Italy?** • Identify Italy on a map of Europe and identify the main cities of Italy. • To know about the physical geography of Italy • To identify the famous cities and landmarks of Italy • To compare the climate and biomes of the UK and Italy. • To know about Italian culture	**When Disaster Strikes** **How do natural disasters occur?** • To understand that the Earth's crust is split into tectonic plates. • To investigate the five deadly features of a volcanic eruption. • To explore the effects of volcanic eruptions in Montserrat. • To understand what causes an earthquake. • To understand what causes an earthquake. • To investigate the five deadly features of an earthquake.	**Mountain Environments** **What makes mountains such a unique environment?** • To identify the key features of a mountain range • To identify the world's major mountain ranges • To understand how fold mountains are formed. • To research the world's famous mountains • To investigate the climate of a mountain environment.

Art	**Storytelling Through Drawing** **How can we create visual narratives inspired by poetry or prose?** **Key Concepts** • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery.	**Exploring Still Life** **How can we use drawing, painting and collage skills to create still life images?** **Key Concepts** • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years and is it still relevant today. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a still life creative response in many media: drawing, painting, collage, relief • That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.	**Sculpture, Structure, Inventiveness & Determination** **Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?** **Key Concepts** • That artists can learn from the world around them. • That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. • That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. • That we can explore materials and ideas feeling free from criticism. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

DT	**Cooking** **Can we develop a recipe to make it more nutritious? Cooking fresh pasta and developing a Bolognese recipe.** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars.	**Electrical Systems** **Can we create an illuminated sign, with a homemade switch, that contains a hidden coded message?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** understanding how electrical systems work, identifying the need to test circuits and ensure accuracy., Express the need for visual communication in the design process.	**3D Structures** **Can we design and build an African instrument suitable for our class musical performance?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** understanding how pneumatic systems work, identifying the key inputs and outputs if the mechanism, expressing the need for visual communication in the design process.
Music	**Glockenspiel 2** This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel.	**Lean on Me** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.	**Blackbird** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.

PE	**Game Sense (Invasion)** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking. **Gymnastics (Levels & Direction)** The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus. **Basketball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity. Pupils will start to explore defending (marking) and how to prevent attacking opportunities. **Game Sense (Net/Wall)** The unit of work will develop pupils' ability to apply the principles of attack vs defence to win a game. Pupils will create space to win points, and apply their developing skills, to execute shots with their hands and with a racket.	**Dodgeball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining these with their understanding of team work to try and win the game. **Football** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the pitch, creating an attack that results in a shooting opportunity. **T1 Rugby** The focus of the learning is to develop pupils' passing, spatial awareness and teamwork when playing rugby. Pupils will learn the basic rules of the game, with particular emphasis on backward and sideways passing using the correct techniques. Pupils will also develop their movement off the ball to improve their overall understanding of gameplay. **OAA (Communication & Tactics)** The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.	**Dance (World War II)** The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day. Pupils will perform with emotion, timing, rhythm and be able to sustain their characters. **Boccia** The focus of learning is to explore and develop different ways of using tactical thinking in Boccia. Pupils will be able to create attacking and defensive tactics and apply these in their games. Pupils will be able to officiate their games fairly applying the rules throughout. **Swimming** Children will take part in 5 lessons over a 2-week period working towards the National Curriculum requirements (Swim 25m, Range of Strokes, Water Safety) **Athletics** The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. **Cricket** The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.

PSHE	**Being Me In My World** • 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 Difference** • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	**Dreams and Goals** • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes	**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
RE	**Beliefs and Questions** **Focus: Who do Christians believe Jesus is?** Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah	**Community and Identity** **Focus: How and why has Christian practice changed over time?** Early church was Jewish and as more non-Jews were added adaptations happened. Christians believe God still speaks, role of sanctified common sense.	**Belief and Questions** **Focus: How do Sikhs understand God?** Find out how Sikhism began and how equality matters within the faith. To find out the core beliefs of Sikhi faith and these influence peoples lives.	**Beliefs and Questions** **Focus: How do Christians experience God's presence?** Methodist focus – exploring belief and the life and legacy of John Wesley.	**Community and Identity** **Focus: What role does worship play in the life of a Sikh?** How Sikhs worship both in key traditions and life moments and through personal prayer	**Reality and Truth** **Focus: What is important to people with non – religious worldviews?** What is a worldview and how do they influence peoples decisions and how people live their lives.

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MFL (2-year cycle)	Year 1	**Getting to Know You** • Say hello and goodbye • Introduce themselves • Say if they are feeling good/bad/so-so • Count to ten • Say how old they are	**All About Me** • To understand and follow instructions, • Name parts of the body, • Identify colours • Say what they are wearing.	**Food Glorious Food** • Learn the vocabulary for a range of food, • Express likes and dislikes • Count and use plural nouns.	**Family and Friends** • Identify and introduce family and pets • Spell their names. • Learn the names for places in their own home.	**Our School** • Learn vocabulary for school places and classroom objects; • Learn to express preferences about activities and school subjects	**Time** • Learn to say the days of the week, months and dates • Count on from 11 to 31
	Year 2	**All Around Town** • Know the name of some French cities • Describe places in town • Count to 100 • Give their address in French	**On the Move** • Develop conversational skills • Respond to and follow simple instructions for direction and movement • Use the verb 'aller' in context	**Going Shopping** • Learn key phrases for asking the questions needed when going shopping • Role play shoppers and shopkeepers.	**Where in the World** • Learn vocabulary of UK countries, continents and animals • Answer questions orally and write simple sentences using topic vocabulary	**What's the Time** • Learn how to tell the time: o'clock, half past, quarter past and quarter to. • Read timetables and TV schedules and answer simple questions about these	**Holidays and Hobbies** • Learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies

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