

### Curriculum Overview for Year 4

Art		
Autumn	Spring	Summer
Focus is Lowry, a WW2 artist <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history.</li> <li>• Improve techniques</li> <li>• Record observations in their sketchbooks and review them</li> </ul>	Focus on Ancient Greek pottery <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques</li> <li>• about great artists, architects and designers in history</li> <li>• Record observations in their sketchbooks and review them</li> </ul>	Focus on Monet, looking at River Art <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history.</li> <li>• Improve techniques</li> <li>• Record observations in their sketchbooks and review them</li> </ul>

DT		
Autumn	Spring	Summer
Plan, Make and Evaluate an air raid shelter <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting] accurately</li> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	Ancient Greek architecture / clothing <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	Plan, Make and Evaluate a boat from natural materials <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>

<p>Maths lesson on rationing – making own food</p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>Christmas decoration (light up)</p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<ul style="list-style-type: none"> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
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Music		
Autumn	Spring	Summer
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music – Exploring how composers have developed a clear style of music during certain periods of time in history</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

PSHE		
Autumn	Spring	Summer
Focus on British Values and the Rule of Law and Democracy focusing on Right and Wrong. Also, there is a clear focus on Tolerance and Respect where pupils explore a range of scenarios and how best to approach and overcome them.	Focus on Parliament and how the voting system works, linked explicitly to the British Value of Democracy. A focus on difference and diversity is clearly linked to Tolerance and Respect, and Individual Liberty.	Pupils explore Rights and Responsibilities by focusing on how they can impact on the local and wider community. They also explore how they can keep safe, happy and healthy by making the right choices. This is explicitly linked to the British Values of Individual Liberty and Rule of Law.

PE				
Autumn	Spring		Summer	
<p>Gymnastics</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Invasion games</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton,</li> </ul>	<p>Fitness and athletics</p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p>Net / wall games</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</li> </ul>	<p>Striking and fielding</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>develop flexibility, strength,</li> </ul>

basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		principles suitable for attacking and defending	principles suitable for attacking and defending	technique, control and balance
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Science				
Autumn		Spring		Summer
<p>Electricity</p> <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</li> </ul>	<p>Sound</p> <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 strength of the vibrations that produced it</li> </ul>	<p>Animals, including humans (digestion)</p> <ul style="list-style-type: none"> <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> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>States of Matter</p> <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> <li>• identify the part played by evaporation and condensation in the</li> </ul>	<p>Living things and their habitats</p> <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 and that this can sometimes pose dangers to living things</li> </ul>

<p>loop with a battery</p> <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>	<ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<p>water cycle and associate the rate of evaporation with temperature.</p>	
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Topic History & Geography		
Autumn	Spring	Summer
<p>World War Two</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</li> </ul>	<p>Rivers and Coasts</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>



<ul style="list-style-type: none"><li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li><li>• understand how our knowledge of the past is constructed from a range of sources</li></ul>	<p>natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"><li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li><li>• understand how our knowledge of the past is constructed from a range of sources</li></ul>	<ul style="list-style-type: none"><li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>
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Computing		
Autumn	Spring	Summer
<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>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</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>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</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>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</p> <p>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</p>

MFL - French		
Autumn	Spring	Summer
<p>French – Greetings, About Me, Family and Friends</p> <p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p>	<p>French – Weather and My Town</p> <p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p>	<p>French – Seasons and Summer Holidays</p> <p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p>